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THE RELATIONSHIP OF TEACHER ALIENATION
TO SCHOOL WORKPLACE CHARACTERISTICS
AND CAREER STAGES OF TEACHERS

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Abstract

This study focused on teachers' alienation from their labor as related to selected public school workplace characteristics. Alienation was a relative measure and was inversely related to high degrees of need satisfaction attainment and job involvement by teachers. Also investigated was the difference in levels of alienation among teachers at four different career stages, from preservice to the field.

A questionnaire was administered to the four groups of subjects (a total of 275 individuals): (1) preservice elementary education majors who had not student taught (74); (2) preservice elementary education majors who had completed student teaching (64); (3) first-year teachers at the elementary level (54); and (4) experienced teachers (four years or more) at the elementary level (83).

An analysis of questionnaire items yielded three alienation factors:

1. self-actualization need satisfaction
2. participation need satisfaction
3. job involvement

Analysis of the questionnaire data indicated that both groups of teacher education students were significantly less alienated than the inservice teachers regarding the opportunity to experience self-actualization as a teacher. Preservice teachers who had not student taught were also less alienated than the practicing teachers from the opportunity to participate in the school decision-making process. Practicing teachers were significantly less involved in their jobs than teacher education students anticipated they would be.

A significant proportion of the variance in the three alienation factors was explained by three workplace characteristics: (1) teacher influence and control, (2) relevant test of teacher abilities, and (3) social value of labor.

The following recommendations are offered in this study:

1. Preservice curriculum should include information pertaining to the organizational and social milieu of the schools and the occupational roles of teachers.
2. Teacher organizations should consider in labor negotiations the *intrinsic* satisfaction of their members.
3. To combat teacher alienation, school officials should allow teachers to participate directly in long-range planning decisions that determine the nature of the teaching job.
4. Marx's theory of alienation seems constructive for research on teacher job satisfaction, morale, and/or alienation.
5. Research is needed to develop a taxonomy for categorizing the school management systems along a democratic-despotic continuum. Also needed are in-depth interviews with teachers to probe their interpretation of how their labor is used.

The Relationship of Teacher Alienation
to School Workplace Characteristics
and Career Stages of Teachers¹

Michael J. Vavrus²

Public schools, as workplaces, purchase the labor power³ of teachers. Teachers, having sold their labor power to the schools, are faced with an employer who places constraints upon the nature of their work. Managers of schools make numerous decisions which shape the processes and products of teacher labor. Lack of teacher participation in such administrative decisions may have a negative effect upon teachers' mental state. With their labor serving more as a commodity than as a personally fulfilling activity, they may become alienated from their work.

¹This paper is a summary of a 1978 doctoral dissertation of the same title, submitted to Michigan State University. The dissertation provides a comprehensive explanation of the concepts presented in this report.

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³Marx conceived of "labor power" as a commodity which workers exchange for money or a price. The selling of labor power is a precursor of alienated labor. Marx (1973b) states that "the exercise of labour power, labour, is the worker's own life-activity, the manifestation of his own life. And this *life activity* he sells to another person in order to secure the necessary *means of subsistence*. Thus his life-activity is for him only a means to enable him to exist. He works in order to live. He does not even reckon labour as part of his life, it is rather a sacrifice of his life. It is a commodity which he has made over to another. Hence, also the product of his activity is not the object of his activity . . . What he produces for himself is *wages*. . ." (pp. 169-71).

Recent research on teaching has considered the way in which teachers operate as decision makers within their classrooms (Shavelson, 1976; Shulman, 1975). The decision-making options available to teachers may, however, be severely limited by institutional constraints placed upon their work. Furthermore, the message to teachers from teacher educators, school administrators, and the public regarding the actual purpose and social value of the teaching product is often ambiguous and/or contradictory. Such working conditions may diminish the social value of the teachers' labor and inhibit their control, and hence, alienate them from their work. Teachers may, in other words, feel that their labor does not belong to them.

This study focuses on alienation of teacher labor as it relates to three public school workplace characteristics: (1) work as a relevant test of teacher abilities, (2) the social value of teacher labor, and (3) teacher influence and control. For the purposes of the study, alienation of labor is considered to be inversely related to high degrees of need satisfaction attainment and job involvement by teachers (see Questionnaire Description section below). Also investigated is the difference in levels of alienation experienced by teachers at different career stages from preservice to inservice.

The Problem Situation

Dewey (1920) characterized a despotically governed society as one in which people are "engaged in activity which is socially serviceable, but whose service they do not understand and have no personal interest in " (p. 98). In contrast, a democratic polity is one which emphasizes egalitarianism manifested in participatory decision making. Dewey explained that a society is democratic when opportunities are provided

for the participation "of all its members on equal terms" in the defining and restructuring of its institutions. (p. 115)

Morgart, Mihalik, and Martin (Note 1) further contend that "there can be no political democracy without genuine democratization of the workplace as well" (p. 3).

The governing of schools as workplaces raises the issue of democratic involvement of teachers in the school decision-making process. During their preservice training teachers may anticipate careers as professionals in which they will exercise a substantial degree of control over their labor. Hoy (1968) observes that students in teacher education programs are socialized into "ideal images and practices" (p. 315). Upon beginning professional careers, however, new teachers "may suddenly be confronted with a set of organizational norms and values at variance with those acquired in formal preparation " (Hoy, 1968, p. 315). It may well be that for beginning teachers there arises a dissonance between their anticipated ideal of participatory democracy and the operating reality that schools are despotically organized.

Having control over the decisions affecting one's occupation is generally the domain of those who claim professional status. In his analysis of teachers, Lortie (1969) observes that teaching is not a profession in the usual sense since teachers "are officially employees without powers of governance. Public schools . . . have no legally-based 'senates' or similar arrangements for collective participation by faculty members in the overall operation of the organization" (pp. 4, 19).

Teachers may be excluded from long-range curricular planning, for example; this, in turn, may have serious implications for the implementation of improved instructional programs and techniques in public school classrooms (Smith, Note 2). Wolcott (1977) notes that "new procedures introduced in the educator subculture are invariably imposed on teachers rather than *by* teachers" (p. 195). Furthermore, Lortie (1969) states that "the fragile nature of the teacher's autonomy is an autonomy which . . . possesses not legitimation in the official statement of authority distribution in American public schools" (p. 41). Such working conditions are the same ones which Dewey (1920) assailed for failing to account for "human factors and relationships" by means of "a corresponding distortion of emotional life" (p. 99).

A "distortion of emotional life" within the public school workplace may be expected to have detrimental psychological effects upon teachers. Morgart et al. (Note 1) explain that

If teachers' needs remain essentially peripheral in the decision-making process determining the nature of their work role, then it becomes easier to understand why teachers like other workers might experience their work activities as alienating rather than as a means of developing their mental and emotional growth. (p. 2)

The institutional arrangements of schools, which may negatively affect both the autonomy and mental state of teachers, appear also to be a major factor in teachers' concerns about their jobs. Corwin (1975) states, "There is reason to believe that a desire for more influence over policy and disagreement with central level decision making and district goals account for much of the teacher militancy and dissatisfaction" (p. 238).

Theoretical Framework

One means for analyzing the potentially adverse psychological effects of a teaching career is to examine teachers as *workers* in the *schooling production process*. Conceptualizing the school as a workplace helps to show that "there are concepts and perspectives derived from other areas of the world of work that, when applied to the schools, make them more understandable" (Dreeban, 1973, p. 450).

The notion of alienation is concerned with the intrinsic nature of work and provides a theoretical framework from which to examine the teacher as laborer. Alienation represents a person's separation from him/herself and his or her work. According to Marx (1973a), there are four aspects to labor alienation:

1. The relation of the worker to the *product of labour* as an alien object exercising power over him.
2. The relation of labour to the *act of production* within the *labour* process. The relation is the relations of the worker to his own activity as an alien activity not belonging to him Estranged labour turns thus.
3. *Man's species being*, both nature and his spiritual species property, into a being alien to him, into a *means* to his *individual existence*.
4. The *estrangement of man from man*. (pp. 60-63)

How is the degree of worker alienation determined? Job satisfaction is sometimes used as a yardstick, but this is generally an inappropriate measure. Researchers approaching the topic from this perspective often "are . . . concerned less with the nature of the work performed than with considerations pertaining to professional status" (Schacht, 1970, p. 169). Faunce (Note 3) prefers to focus on the quality of work experience, as opposed to job satisfaction. More specifically, he suggests that alienation of labor can be seen through "a withdrawal of self investment" from the occupational role (p. 18).

If teachers are alienated and have divested themselves from their work, perhaps it is because they feel an inadequate opportunity within their workplace to experience such need satisfaction factors as autonomy, creativity, and recognition for achievement. A sense of withdrawal of self-investment from one's work relates directly to the Marxian concept of estrangement from both the product and the act of the labor process. Both Marxian humanism⁴ and a high self-investment in one's work imply a positive, self-actualizing unity between the mental state and the labor of an individual.

Research dealing with teachers and their work world is limited. Dreeban (1973) reports that "for the most part, the work of teachers has remained unconceptualized as have those aspects of the environment that may in fact be related to the character of the work" (p. 454). On this point, Morgart et al. (Note 1) add, "It is clear that work alienation, especially as it may be a growing phenomenon for the modern public school teacher, is a complex and as yet relatively unanalyzed motif in social/administrative science of education" (p. 41).

Review of Related Research

Most research on teacher alienation to date has derived its theoretical base from Seeman's (1959) essay, "On the Meaning of Alienation." However, only one aspect of Seeman's five-factor model --

⁴Marx defined humanism as the "positive transcendence of . . . human self-estrangement. . .; the complete return of man to himself as a social (i.e., human) being . . ." (Marx, 1973a, p.70); furthermore, all individuals "are considered alienated in the way and to the degree that their members fall short of the [humanistic] ideal. . . . The forms of alienation differ for each class because their position and style of life differ . . ." (Ollman, 1976, p. 132).

self-estrangement -- coincides with Marx's theory of alienation of labor.⁵ In reviewing the development of the concept of alienation since the mid-nineteenth century, Pacheco (1976) observed

The gradual move away from using the concept as a tool for a critical theory of society What began with Marx as an explicitly normative and value-laden notion of alienation as a tool with which to critically examine objective social conditions and social structure gradually evolves into a concept implicitly used to defend a given social structure -- through an implicit assumption of what is normal and the development of the notion of alienated individuals as deviant. (p. 7925-A)

Research on teacher job satisfaction and morale is hindered by a poor conceptual base and a lack of consensus on terminology.⁶ Studies dealing with participation of teachers in decisions which affect the processes and product of their labor are beginning to lend insight, however, into teacher alienation. Most studies in this realm report that high job satisfaction and morale are positively related to teacher involvement in school policy determination (see Ambrosie & Heller, 1972; Barakat, 1966; Belasco & Alutto, 1972; Chung, Note 5; Ellenburg, 1972; Knoop & O'Reilly, 1975; McClure, Note 6). None of this research, however, comments in a precise and thorough manner on the crucial elements of alienation theory, i.e., the relationship of teachers to the mode and outcome of their labor, and the corresponding association of this relationship with their mental state.

Regarding the *process* of alienation, little empirical research is available on how the labor of teaching affects teachers from the time

⁵This departure from Marx is acknowledged by Seeman (1959) in his discussion of powerlessness. The diffuse nature of Seeman's model for analyzing the school as a workplace as it relates to teacher alienation has posed problems for educational researchers (see Bush, Note 4; Hearn, 1971; Moeller and Charters, 1966; and Parker, 1970).

⁶In a cross-cultural study of teachers, Fraser (1970) found defining job satisfaction a frustrating task, since it is used as a "global and

they are in preservice training, to the first year of work, and, eventually, to their years as "experienced" professionals. The term "alienation," when appropriately applied, suggests an evolving state of affairs (Schacht, 1970). Thus a look at teacher alienation during the various stages of career development would seem to be a meaningful contribution to empirical research.

Methodology

Questionnaire

I designed a questionnaire to obtain information about (1) alienation of labor and (2) workplace characteristics. Relative levels of alienation were measured by two factors: (1) need satisfaction and (2) job involvement. The workplace characteristics included (1) teacher influence and control, (2) relevant test of teacher abilities, and (3) the social value of teacher labor. Two parallel forms of the questionnaire were prepared, one for students in teacher education and the other for teachers in the field (see Appendix A). The students' questionnaire took into account the fact that the students were not yet employed as teachers and asked them to project upon their prospective professional experiences. The other questionnaire was based on the actual experiences of teachers.

The conceptual and methodological framework for examining teacher alienation was borrowed from a study by Lawler and Hall (1970). They had examined two factors -- need satisfaction and job involvement -- that offered a viable means for capturing the concept of alienation of labor. Need satisfaction was defined as the degree to which the higher-order needs of self-actualization, autonomy, and responsibility are fulfilled. Job involvement was defined as the degree to which a person is identified with his/her work, or the importance of work, or the importance of working in his/her self-image (Lawler & Hall, 1970, pp. 306, 308; Lodhahl &

Kejner, 1963, as cited in Lawler & Hall, 1970, p. 306).

Lawler and Hall, in studying need satisfaction, had prepared a questionnaire which included two items dealing with worker participation in the decision-making process. In this study, the number was raised to eight to reflect decisions relevant to public school teachers and to cover a variety of school decisions. Seven of the participation items were designed to reflect the personal time allocation or trade-off a teacher must make to participate in the school decision-making process.

The job involvement portion of my questionnaire included four items used by Lawler and Hall. These, along with 19 need satisfaction scores, provided the data on alienation.

The workplace characteristics investigated in the study were also borrowed from Lawler and Hall. These included:

1. the degree of influence and control the jobholder feels over his/her work
2. the degree to which the job is perceived as a relevant test of the jobholder's abilities
3. the probability that the jobholder will receive socially meaningful feedback about his/her work

Five items from Lawler and Hall's (1970) questionnaire were used to measure the first two characteristics. Four questions used by Brookover (Note 7) were included to assess the third.

Respondents were instructed to answer all workplace characteristics questions on a 7-point scale, ranging from "1" (strongly agree) to "7" (strongly disagree).

Sample

Four groups of subjects received the questionnaire. The common characteristics among all 275 subjects was that (1) they had received

or were receiving their preservice training through the teacher education curriculum at Michigan State University, and (2) they were teaching, or being certified to teach, at the elementary school level in Michigan. Field teachers selected for this study were limited to those currently teaching in Michigan public schools. The four groups included:

1. preservice elementary education majors who had not student taught (74)
2. preservice elementary education majors who had completed student teaching (64)
3. first-year teachers at the elementary level (54)
4. experienced teachers (four years or more) at the elementary level (83)

Analysis Procedures

Using data from the total sample, I conducted an initial factor analysis on the 23 individual scores⁷ comprising alienation. The factor analysis resulted in a three-factor solution.⁸ For subsequent analyses, both the 23 individual scores and the three factors were used as dependent variables. The factors provided a broad conceptualization of the phenomenon of alienation; the individual scores allowed for observations on the relative strength of the components comprising the three factors. (For ease of interpretation the hypotheses that were tested are stated in terms of the factors.)

⁷ See Table 1 (appended) for a list of the 23 individual scores.

⁸ Principal factoring with iteration followed by the varimax orthogonal rotation was used to compute the factors. Unique factors with variable "loadings" or coefficients at the criteria .30 or greater (Kerlinger, 1973) were sought. If a variable loaded on more than one factor, it was not included in any factor.

Analysis of variance with *post hoc* complex comparisons among the teacher career stage means on the factors and individual scores comprising alienation was conducted. This required the computation of 26 equations (three factors and 23 individual scores).

Next, for each career stage, the three alienation factors and 23 individual alienation scores were regressed on the nine workplace characteristic scores. The sample was then pooled into one regression equation, which was compared to the individual career stage regressions. An F-test was performed to determine whether the four sets of regressions for the career stages came from the same population. For both the analysis of variance and the multiple regression analysis, significance was set at the 95% probability level.

Results and Discussion⁹

Factor Analysis

A factor analysis of items comprising alienation yielded three factors (see Table 1 appended):

1. self-actualization need satisfaction,
2. participation need satisfaction, and
3. job involvement.

The factor analysis indicated that when the need satisfaction variables regarding opportunity for participation were altered to include a personal time allocation, the pre- and inservice teachers interpreted their need for participation in the school decision-making

⁹Tables of data and results are appended to this publication. Discussion of statistical procedures and results is kept to a minimum here. For a detailed discussion of the statistical procedures and results, the reader is referred to the author's 1978 doctoral dissertation (see Footnote 1).

process differently from their self-actualization need for self-fulfillment, growth, accomplishment, and independence.

Comparisons Among Career Stages

Initially, I hypothesized that the four groups of subjects would vary from least to greatest amount of alienation as follows: (1) students in teacher education who have not student taught, (2) students in teacher education who have completed student teaching, (3) first-year teachers, and (4) experienced teachers.

For each of the three alienation factors (self-actualization, participation, job involvement), I found significant differences among the four groups. In no case, however, did the two groups of teacher education students differ significantly from each other, as I had hypothesized, nor did the teacher groups differ significantly. Moreover, students who had completed student teaching did not differ significantly from first-year teachers in levels of alienation. (See Table 2 appended.)

Both groups of teacher education students were less alienated than the inservice groups regarding the opportunity to experience self-actualization as a teacher. Preservice teachers who had not student taught were also less alienated in terms of the opportunity for participation in the decision-making process than both teacher groups. Experienced teachers were more alienated in terms of job involvement than either of the teacher education samples.

Comparisons suggested that, despite differences in student-teaching experience, the two teacher education student groups held similar conceptions of what employment as teachers would hold for them. Most of the significant differences in this area were between teacher education students who had not student taught and the practicing teachers, both first-year and experienced. As might be expected, becoming a first-

year teacher seems to bring an individual's perception of teaching closer to that held by experienced teachers. People seem to enter a teaching career with an idealized image of teaching, but upon actual full-time involvement, they become significantly more alienated from their work.

Analysis of the three factors comprising alienation indicated that teacher education students anticipated a lower degree of alienation from their prospective teaching jobs than teachers (especially experienced ones) perceived. This finding may be explained by the fact that teachers, unlike teacher education students, have sold their labor power to the public schools for employment. Marx's (1973a) theory of alienation states that a worker experiences alienation when the product and processes of his or her labor are determined and reified by external forces. Thus, as previously stated, when teachers see their labor serving more as a commodity than as a personally fulfilling activity, they might experience alienation from their work.

Teachers sampled in this study felt a relatively high degree of alienation from the school decision-making process. This coincides with results from studies of work in schools (Ambrosie & Heller, 1972; Barakat, 1966; Belasco & Alutto, 1972; Chung, Note 5; Ellenburg, 1972; Knoop & O'Reilly, 1975; McClure, Note 6) and other settings (Bachman & Tannebaum, 1968; Fromm, 1976; Lawler & Hall, 1970; March & Simon, 1958). These studies report a positive relationship between worker satisfaction and control (or desire for control) over his or her labor.

In this study, I found teachers to be significantly less involved in their jobs than teacher education students anticipated that they would be. It might be recalled that Faunce (Note 3) feels alienation of labor can be seen through a withdrawal of self-investment or personal involvement from one's job. Along these lines Maslow (1965) has stated, "The

only happy people I know are the ones who are working well at something they consider important This was the universal truth for all my self-actualizing subjects (p. 6)." Possibly, then, because of the vagueness of the product of schooling and the external control over the process of teacher labor, teachers may come to question the value and importance of the work they are performing.

Comparisons Among Career Stages on Individual Alienation Factors

I also analyzed the 23 individual scores comprising alienation and assessed the differences among the different teacher career stages regarding each individual score. Seventeen of the 23 individual analyses revealed significant differences among the group means (see Table 3 appended).

As in the case of the three alienation factors, the two groups of teacher education students did not differ significantly from one another. The same was true of the teacher groups, except in one case; in that single instance, experienced teachers felt less alienated than first-year teachers from the opportunity to participate in text book selection when allocating an hour of their own time once a week after school.

Self-actualization. Significant inter-group differences were also found on three of the four items regarding self-actualization. Preservice teachers who had not student taught were less alienated than both groups of practicing teachers from the opportunity for self-fulfillment, accomplishment, and growth. Teacher education students who had completed student teaching were also less alienated than experienced teachers with regard to the opportunity for growth. Perhaps the external control over the production process of teaching is preventing teachers from experiencing these self-actualizing needs and, as a result, they are withdrawing their intrinsic involvement from their labor. Teacher education students, on

the other hand, might anticipate that they will be able to attain self-fulfillment, accomplishment, and growth.

Participation. Subjects were also presented with seven different school decision-making possibilities with two different personal time allocation considerations -- release time and after-school participation. The subjects as a whole felt less alienated from the opportunity for participation after school than from the opportunity to participate during "release time." This difference may indicate that teachers are more willing to allocate their time during the school day than after regular work hours to participation in decision making. The higher scores on the "release time" option also suggest, especially for the teacher samples, that dissatisfaction prevails because teachers are denied participation in a large number of school decisions affecting their work.

Subjects were most alienated from the hiring of new administrators for the school district, the determination of the school budget, and the selection of standardized tests. Alienation from the hiring process of administrators may be due to administrator control over decisions which affect the labor of teachers. The concern over school budget may be a function of teachers wanting more say in the selection of instructional materials which they feel they need to perform their work. (This interpretation is based in part on discussions with teachers who participated in the questionnaire pilot.) Alienation from participation in standardized test selection may be explained by the presence of a large number of teachers who consider standardized tests an unnecessary intrusion into their workplaces (Quinto & McKenna, 1977).

A comparatively moderate degree of alienation emerged in the areas of evaluating one's own work, curriculum determination, and text book

selection. Alienation from the opportunity to participate in evaluating one's own work may stem from schooling production goals which are never explicitly stated for the teacher. Greene (1973), in Teacher as a Stranger, suggests that "the teacher's feeling of responsibility may well be eroded by an implicit demand that he be the agent of an externally defined purpose, which he can only understand as a slogan or still another expression of prevailing piety" (pp 269-270).

The relatively moderate lack of participation in curriculum and text determination may be a function of teachers generally not controlling long-range planning decision (Smith, Note 2). In the case of text book selection, experienced teachers were less alienated than first-year teachers when allocating an hour of their time once a week after school. As new full-time members to the employment of teaching, first-year teachers may be concerned over the lack of input they have in determining the textbooks for use in their own classrooms.

The least amount of alienation among the four groups of subjects was in participation in disciplinary policies for students. Disciplinary policies may be a realm in which a large degree of participation by teachers presently exists. Bowles and Gintis (1976) contend that a central role of schooling is to reproduce the unequal hierarchical relationships found in work settings by making students submissive to authority. Teacher involvement in creating and carrying out disciplinary policies may be a way in which student submission is attained.

Inter-group differences pertaining to opportunity-for-participation were found between first-year teachers and teacher education students. First-year teachers were significantly more alienated than the preservice teachers with respect to participation in evaluating their own work,

selecting standardized tests, and hiring new administrators. It may be that these participation opportunities are particularly and immediately meaningful to novice teachers, and their opportunity to participate might contrast sharply with what they anticipated when they were students.

Job involvement. Three items on the questionnaire dealing with job involvement demonstrated significant differences between teacher education students and teachers. Both groups of preservice teachers anticipated being more personally involved in their work, having more important involvement in their job, and receiving more satisfaction from a teaching career than experienced teachers. Based on the responses to the job involvement items, students who had not student taught projected more important involvement in, and satisfaction from, the work of teaching than first-year teachers perceived they presently had in their jobs. Thus subjects who had been in a teaching career longest were the group least involved in their labor. As noted previously, alienation may increase as teachers experience "a withdrawal of self investment" from their occupational role (Faunce, Note 3).

Analysis of Alienation Factors and Workplace Characteristics

Using multiple regression analyses, I tested the following hypothesis: For each of four career stages of a teacher (students in teacher education who have not student taught, students in teacher education who have completed student teaching, first-year teachers, and experienced teachers), a significant proportion of the variance in alienation (as measured by need satisfaction and job involvement) will be explained by workplace characteristics (such as teacher influence and control, a relevant test of teacher abilities,

and the social value of teacher labor).

Analysis confirmed this hypothesis regarding a significant relationship between the three alienation factors and workplace characteristics. That is, a significant proportion of the variance for self-actualization, participation, and job involvement was accounted for by the workplace characteristics (teacher influence and control, relevant tests of teacher abilities, and social values of labor). When the data were analyzed along individual career stages, the three workplace characteristics explained a significant proportion of variance for experienced teachers only. It may be that experienced teachers attach more meaning to the workplace variables than beginning and preservice teachers.

Teacher influence and control. Within the category of teacher influence and control, the item on "little control and final say over the job" predicted higher job involvement. Lawler and Hall (1970) had found minimal ($r = .05$) correlation between job involvement and control. My results suggest that little control might actually increase job involvement. This finding raises the question of the multiple meanings this item may have had for subjects in both studies. Perhaps phrasing the item "no control" rather than "little control" would reduce any potential ambiguity. Another possible explanation is that, despite the degree of external control exercised over teachers, there are aspects of the job which allow for teacher involvement; teachers may have sufficient autonomy behind the closed classroom doors which permits some degree of intrinsic involvement in the teaching job.

The other item in the influence and control category, "having influence within the school building," was directly related to the decreasing alienation from participation in school decision making. The

other two workplace characteristic categories, "relevant test of teacher abilities" and "social value of labor," were not as vital as teacher influence and control in predicting alienation from participation in school policy creation. This makes conceptual sense, since influence and control imply an exercise of political power in decision making to a greater degree than the items for relevant test of abilities and social value of labor. Thus an increase in the influence and control teachers have over their work would tend to improve their opportunities for participation in policy formulation.

Test of teacher abilities. Two of the three variables comprising the "relevant test of teacher abilities" category were directly related to self-actualization and job involvement. The more the job of teaching was considered appropriate by the subjects, the less alienated they were from attaining self-actualization through involvement in their labor as teachers. When the job was assessed by teachers as giving them a chance to do things they do best, their perceived job involvement increased. High job involvement seems to be most likely, therefore, when the labor demanded is in line with the skills and expertise teachers acquire through their preservice training. Excessive record keeping and crowded classrooms, for example, may be variables that teachers feel detract from applying their technical teaching skills and, subsequently, result in less teacher involvement.

The "creativity in the job" item in the teacher ability category was related to an increase in job involvement for teacher education students who had not student taught and accounted for a reduction in alienation from the opportunity for self-actualization for first-year teachers.

Social value of labor. Two of the four social value of labor variables were significant in terms of self-actualization across all four groups. The two variables, parent concern and perception of the role of the school, accounted for a decrease in alienation. Interest in the school from parents may be a means by which teachers are able to assess the social importance of their work.

Analysis of Individual Workplace Characteristics

Workplace characteristics accounted for a significant proportion of the variance in alienation among the four subject groups concerning the variable "opportunity for accomplishment." When teacher education students who had not student taught projected little control in the job, alienation from the opportunity for accomplishment increased, whereas teacher influence within the school building decreased alienation. The characteristic, "job giving teachers a chance to do things they do best" also decreased alienation for preservice teachers who had not student taught. For first-year teachers, the characteristics "the job giving teachers a chance to do things best" and "parents being concerned about a top quality education for their children" decreased alienation from opportunity for accomplishment. The alienation of experienced teachers was increased when parents regarded the school as a "baby-sitting" agency, while, like first-year teachers, a job allowing experienced teachers to perform those activities at which they felt most qualified lowered alienation.

Five of the nine workplace items were significant in accounting for the variance in opportunity for growth:¹⁰ little control and final say in job (increase in alienation), creativity in job (decrease), parents

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In Appendix A see questionnaire items 17, 19, 22, 23, and 24.

regarding school as "baby-sitting" agency (decrease), parent concern for quality education (decrease), and parents wanting feedback on their children (increase). For first-year teachers, parental concern regarding the quality of education predicted a decrease in alienation. The job giving a teacher the chance to do things teachers do best was the primary significant workplace variable for experienced teachers in predicting a decline in alienation.

Overall the workplace characteristics accounted for the largest amount of variance among subjects on the alienation items "opportunity for self-fulfillment," "personally involved in job," "important involvement in job," "satisfaction from job," and "participation in hiring new administrators with 'release time' option."

The most significant independent workplace variables were "little control and final say," "teacher career stages," "influence within the school building," "job appropriate for abilities," "creativity in job," "job gives chance to do things teacher does best," "parents deeply concerned about a top quality education," and "principal provides adequate information on teacher's performance." With the exception of principal feedback, these workplace characteristics are the ones which in previous analysis on the alienation factors had been significant independent variables. Along with "teacher career stages," "the principal providing adequate information on the teacher's performance" was significant in explaining the variance for participation in hiring of new administrators given the after-hours option. With principal feedback, the subjects did not feel as alienated from the opportunity for participation in the hiring process.

Conclusions

The results of this study are based on the self-reported perceptions of a 275 subject sample; all subjects were teaching or being certified to teach at the elementary school level in Michigan, and all had received or were receiving preservice training through the teacher education curriculum at Michigan State University. Given the possible similarities among teacher training institutions and teaching experiences at the elementary level in other states, however, discreet and tentative generalizations might be made.

Study results suggest that need satisfaction and job involvement are distinct job attitude categories for people in a teaching career. Need satisfaction, in turn, appears to have two dimensions; subjects differentiated between need satisfaction conditions that provide self-actualizing experiences and those which allow for participation in school decision making.

In nearly all analyses of alienation, teachers (experienced and first year) were significantly more alienated than teacher education students (with or without student teaching experience). The four groups sampled, however, did not differ significantly among themselves on any comparisons. For preservice teachers who had finished student teaching, most differences were with experienced teachers.

The findings indicate that both preservice groups anticipate more involvement and a higher level of need satisfaction attainment through a teaching career than inservice teachers perceive. Since teacher training programs focus primarily on technical skills, students may not have an adequate chance to examine the organizational structure of the school workplace and the total occupational role they will play as teachers.

Regarding the participation time trade-off possibilities, all of the groups preferred to become involved in school policy determination during the school day rather than after work hours; each group expressed dissatisfaction with present "release time" participation opportunities. This suggests that teachers may want more input into decision making as a regular part of their job rather than as an adjunct to their work after hours. Presently, it is administrators, and not teachers, who are charged with formulating school policies -- policies that directly affect the labor of teachers. This situation may explain the high degree of alienation shown by subjects on the options of hiring new administrators, budget determination, and standardized test selection. (Despite the strong dissatisfaction expressed by all sample groups, teacher education students remained significantly less alienated than practicing teachers in those three and all other opportunities for participation.)

The consistent trend of the inservice samples to be more alienated and less self-invested in their labor than teacher education students thought they would be may signify that teaching is a frustrating occupation. Indeed, the perceptions of the experienced teachers in this study were similar to the correlational results of an international study on teachers (Fraser, 1970), which concluded that "the 'commitment' of older teachers to teaching was a function of resignation rather than the intrinsic worth of the task" (pp. 26-27).

My hypothesis regarding the existence of a significant relationship between the three alienation factors (self-actualization, participation, and job involvement) and the workplace characteristics was supported. Each of the three workplace characteristic categories -- (1) teacher influence and control, (2) relevant test of teacher abilities, and (3) social value of labor -- contained items which were significant for

only the self-actualization factor. Apparently, self-actualization is a universal concept that is affected by a broad range of workplace characteristics. The participation and involvement factors, on the other hand, seem to be associated with specific workplace categories. The variance in the participation need satisfaction factor was best explained by the influence and control items, whereas relevant test of teacher abilities items were significant variables for the job involvement factors.

Results of this study suggest that teacher alienation levels are related to the career stage of the teacher. In this study, the longer subjects had been working as teachers, the more alienated and less involved they were with their labor. I found that certain workplace variables also have a significant impact on alienation levels.

Recommendations

The findings from this study have implications for teacher educators, teachers, school administrators, and researchers. Following are recommendations I would make based on the results of this research.

1. The preservice curriculum should include information pertaining to the organizational and social milieu of schools and the occupational roles of teachers.

My results indicate that students in a teacher training program have a conception of the teaching job that is somewhat idealistic when compared to the actual perceptions and experiences of teachers. Teacher educators may want to expand the preservice curriculum to include information pertaining to the organizational structure of public schools. The occupational role of teachers could also be addressed. Consideration of the comprehensive nature of the teaching job would be constructive since teacher education programs focus primarily on technical classroom

skills and not on broader school concerns such as curricular goal setting and general policy making. Taken a step further, teacher education programs could begin the task of training preservice teachers in organizational skills that would enable them, as practicing teachers, to become more involved in the school policy-making process.

2. Teacher organizations should consider in labor negotiations the *intrinsic* satisfaction of their members.

Following the lead of industrial unions, teacher unions and organizations are primarily interested in the extrinsic conditions of the job: wages and hours. But material benefits do not necessarily alleviate alienation of teachers from their work. Given the results of this study and "the fragile nature of the teacher's autonomy" (Lortie, 1969, p. 41), teacher organizations may wish to include in negotiations demands for conditions that will contribute to the *intrinsic* satisfaction of their members. Collective bargaining points could include a more equal voice for teachers in school decision making, which could allow teachers to exercise more control and influence over the processes and product of their labor.

3. To combat teacher alienation, school officials should allow teachers to participate directly in long-range planning decisions that determine the nature of the teaching job.

School administrators, in a proactive effort, could consider altering the design of the teaching job to decrease teacher dissatisfaction. School officials could try to combat teacher alienation by allowing direct participation of teachers in long-range planning decisions that determine

the nature of the teaching job. With rising public interest in basic learning competencies for students, school districts are having to depend on their teachers to implement curricular improvements; but, if "new procedures introduced in the educator subculture are invariably imposed on teachers rather than *by* teachers" (Wolcott, 1977, p. 195), teacher resistance and alienation will probably be the outcome.

4. Marx's theory of alienation seems constructive for research on teacher job satisfaction, morale, and/or alienation.

Previous research on teachers as workers has generally failed to tie the subjective feelings of teachers to concrete events that pertain to their labor within the school system. Researchers examining teacher job satisfaction, morale, and/or alienation may find Marx's theory of alienated labor constructive. Marx's conceptualization of alienation is concerned with the intrinsic nature and humanistic potential of work. Alienation theory offers a model for considering the mental state of the teacher and the events which affect teacher labor. Furthermore, as my results indicate, researchers looking at the school as a workplace will need to consider conditions which may relate to the intrinsic labor needs of teachers for both participation in school policy formation and self-actualization.

5. Research is needed to develop a taxonomy for categorizing school management systems along a democratic-despotic continuum. Also needed are in-depth interviews with teachers to probe their interpretation of how their labor is used.

Further research on teacher alienation is needed -- research that can go beyond the data generated from this study. Studies which attempt to develop a taxonomy for categorizing school management systems along a

democratic-despotic continuum are needed. With such an organizational taxonomy, relationships between management styles and the psychological well-being of teachers could be more clearly determined. Furthermore, in-depth teacher interviews probing the questionnaire items in this study would greatly enhance the current state of knowledge about how teachers interpret the use of their labor.

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APPENDIX A

Job Attitude Questionnaire

JOB ATTITUDE QUESTIONNAIRE

INSTRUCTIONS: For all items CIRCLE the number (1 through 7) on the line which best assesses your feelings toward each individual item.

For items 1-5 circle one number on the line (1 through 7) for both columns A and B which best assesses your feelings toward each item.

ITEMS	<u>A</u> degree to which the item is presently associated with your job as a teacher							<u>B</u> degree to which the item should be associ- ated with your job as a teacher.						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1. Feelings of self-fulfillment														
	very			moderately			very	very			moderately			strongly
	minimally						strongly	minimally						
2. Opportunity for independent thought and action.														
	very			moderately			very	very			moderately			strongly
	minimally						strongly	minimally						
3. Feeling of worthwhile accomplishment.														
	very			moderately			very	very			moderately			strongly
	minimally						strongly	minimally						
4. Opportunity for personal growth and development.														
	very			moderately			very	very			moderately			strongly
	minimally						strongly	minimally						
5. Opportunity for participating in the determination of my specific teaching assignment in my school building.														
	very			moderately			very	very			moderately			strongly
	minimally						strongly	minimally						

PLEASE CONTINUE TO THE NEXT PAGE

INSTRUCTIONS: For items 6 - 7 circle one number on the line (1 through 7) which best assesses your feelings toward each item.

6. I am very much involved personally in my work as a teacher.	1	2	3	4	5	6	7
	strongly disagree			moderately agree			strongly agree

7. The most important things that happen to me involve my job.	1	2	3	4	5	6	7
	strongly disagree			moderately agree			strongly agree

INSTRUCTIONS: For items 8 - 16 circle one number on the line (1 through 7) for the three columns A, B, and C which best assesses your feelings toward each item.

ITEM	A degree to which the item is presently associated with your job as a teacher.	B degree to which you would want the item to be associated with your job as a teacher if you were given "release time" during the school day once a week.	C degree to which you would want the item to be associated with your job as a teacher if you were given "release time" during the school day once a week.
8. Opportunity for participating in the determination of the means for evaluating my work as a teacher.	1 — very minimally 2 — 3 — 4 — moderately 5 — 6 — 7 — very strongly	1 — very minimally 2 — 3 — 4 — moderately 5 — 6 — 7 — very strongly	1 — very minimally 2 — 3 — 4 — moderately 5 — 6 — 7 — very strongly

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ITEM	<u>A</u> degree to which the item is presently associated with your job as a teacher.	<u>B</u> degree to which you would want the item to be asso- ciated with your job as a teacher if you had to com- mit up to one hour once a week after school.	<u>C</u> degree to which you would want the item to be associated with your job as a teacher if you were given "release time" dur- ing the school day once a week.
9. Opportunity for parti- cipating in the estab- lishment of discip- linary policies for my students.	1 - very minimally 2 - 3 - 4 - moderately 5 - 6 - 7 - very strongly	1 - very minimally 2 - 3 - 4 - moderately 5 - 6 - 7 - very strongly	1 - very minimally 2 - 3 - 4 - moderately 5 - 6 - 7 - very strongly
10. Opportunity for parti- cipating in the select- ing of specific <u>instruc-</u> <u>tional texts</u> for use in my classroom.	1 - very minimally 2 - 3 - 4 - moderately 5 - 6 - 7 - very strongly	1 - very minimally 2 - 3 - 4 - moderately 5 - 6 - 7 - very strongly	1 - very minimally 2 - 3 - 4 - moderately 5 - 6 - 7 - very strongly

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ITEM	<p><u>A</u></p> <p>degree to which the item is presently associated with your job as a teacher.</p>	<p><u>B</u></p> <p>degree to which you would want the item to be associated with your job as a teacher if you were given "release time" during the school day once a week.</p>	<p><u>C</u></p> <p>degree to which you would want the item to be associated with your job as a teacher if you were given "release time" during the school day once a week.</p>
<p>11. Opportunity for participating in the selection of standardized tests for use in my school district.</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>
<p>12. Opportunity for participating in the determination of budget needs for my school building.</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>

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ITEM	<p><u>A</u></p> <p>degree to which the item is <u>presently</u> associated with your job as a teacher.</p>	<p><u>B</u></p> <p>degree to which you <u>would</u> want the item to be associated with your job as a teacher if you were given "release time" during the school day once a week.</p>	<p><u>C</u></p> <p>degree to which you <u>would</u> want the item to be associated with your job as a teacher if you were given "release time" during the school day once a week.</p>
<p>13. Opportunity for participating in the hiring of new administrators for my school district.</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>
<p>14. Opportunity for participation in the determination of the curriculum to be used for my classroom.</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>	<p>1 — very minimally</p> <p>2 —</p> <p>3 —</p> <p>4 — moderately</p> <p>5 —</p> <p>6 —</p> <p>7 — very strongly</p>

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INSTRUCTIONS: For items 15 - 25 circle one number on the line (1 through 7) which best assesses your feelings toward each item.

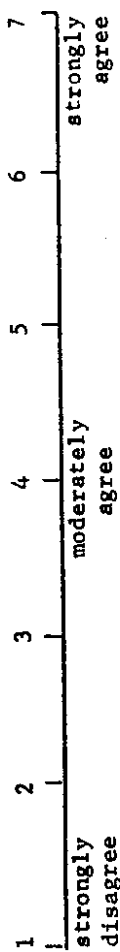
15. The major satisfaction in my life comes from my job.	1	2	3	4	5	6	7
	strongly disagree				moderately agree		strongly agree
16. I live, eat, and breathe my job.	1	2	3	4	5	6	7
	strongly disagree				moderately agree		strongly agree
17. I have little control and final say over what to do on my job.	1	2	3	4	5	6	7
	strongly disagree				moderately agree		strongly agree
18. My job is appropriate for my abilities.	1	2	3	4	5	6	7
	strongly disagree				moderately agree		strongly agree
19. My job gives me a chance to be creative.	1	2	3	4	5	6	7
	strongly disagree				moderately agree		strongly agree

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20. My job gives me a chance to do the things I do best.	
1	2 3 4 5 6 7
strongly disagree	moderately agree strongly agree
21. I have influence on what goes on within my school building.	
1	2 3 4 5 6 7
strongly disagree	moderately agree strongly agree
22. The parents of my students regard my school primarily as a "baby-sitting" agency.	
1	2 3 4 5 6 7
strongly disagree	moderately agree strongly agree
23. The parents of my students are deeply concerned that their children receive a top quality education.	
1	2 3 4 5 6 7
strongly disagree	moderately agree strongly agree
24. How many of the parents of your students want feedback from you on how their children are doing in school?	
1	2 3 4 5 6 7
none of the parents	almost none some about half most all almost all of the parents

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25. My principal provides me adequate information on how he/she feels I am doing with my students.



THANK YOU FOR YOUR COOPERATION.

APPENDIX

Tables

Table 1 -- Varimax Orthogonal Three Factor Matrix.

Factors	Alienation Variables	Factor Loadings		
		1	2	3
X ₃₃ , Self-actualization Need Satisfaction (X ₁ to X ₄)	X ₁ , Self-fulfillment (B-A) ^a	.097	.722	-.152
	X ₂ , Independence (B-A)	.241	.526	.047
	X ₃ , Accomplishment (B-A)	.155	.711	-.114
	X ₄ , Growth (B-A)	.197	.690	-.214
X ₃₄ , Participation Need Satisfaction (X ₆ to X ₁₉)	X ₅ , Participating in Determining Teaching Assignment (B-A)	.391	.432	-.134
	X ₆ , Participation in Evaluating Own Work (C-A) ^b	.676	.187	-.032
	X ₇ , Participation in Evaluating Own Work (B-A) ^c	.546	.170	.108
	X ₈ , Participation in Disciplinary Policies (C-A)	.567	.227	.015
	X ₉ , Participation in Disciplinary Policies (B-A)	.464	.161	.162
	X ₁₀ , Participation in Text Book Selection (C-A)	.607	.195	-.019
	X ₁₁ , Participation in Text Book Selection (B-A)	.455	.131	.117
	X ₁₂ , Participation in Standardized Test Selection (C-A)	.694	.190	-.130

Table 1 -- Continued.

Factors	Alienation Variables	Factor Loadings		
		1	2	3
	X ₁₃ , Participation in Standardized Test Selection (B-A)	.633	.155	-.004
	X ₁₄ , Participation in Budget Determination (C-A)	.809	.124	-.046
	X ₁₅ , Participation in Budget Determination (B-A)	.720	.094	.054
	X ₁₆ , Participation in Hiring of New Administrators (C-A)	.729	.020	-.208
	X ₁₇ , Participation in Hiring of New Administrators (B-A)	.671	-.024	-.146
	X ₁₈ , Participation in Curriculum Determination (C-A)	.731	.132	-.044
	X ₁₉ , Participation in Curriculum Determination (B-A)	.646	.108	.112
	X ₂₀ , Personally Involved in Job	.040	-.269	.526
	X ₂₁ , Important Involvement in Job	-.017	-.143	.782
	X ₂₂ , Satisfaction from Job	.001	-.183	.841
	X ₂₃ , Live, Eat, and Breathe Job	-.004	.073	.692
X ₃₅ , Job Involvement (X ₂₀ to X ₂₃)				

Notes for Table 1

^aB-A for X_1, \dots, X_5 is a measure of dissatisfaction with A how much of the factor mentioned in the item is associated with the subject's present or prospective teaching job and B how much of the factor they feel should be associated with their job.

^bC-A for $X_6, X_8, X_{10}, X_{12}, X_{14}, X_{16},$ and X_{18} is a measure of dissatisfaction with C the amount of the factor that would be associated with the subject's job if he or she were given "release time" during the school day once a week.

^cB-A for $X_7, X_9, X_{11}, X_{13}, X_{15}, X_{17},$ and X_{19} is a measure of dissatisfaction with B the amount of the factor that would be associated with the subject's job if he or she had to commit one hour once a week after school.

Table 2 -- Subsets in Which Teacher Career Stage Means for Alienation Factors Differ Significantly under Scheffé post hoc Procedure.

X_{33} , Self-Actualization Need Satisfaction^a:

subset 1: \bar{G}_1 (1.15) < \bar{G}_3 (3.33)^b

subset 2: \bar{G}_1 (1.15) < \bar{G}_4 (4.28)

subset 3: \bar{G}_2 (2.42) < \bar{G}_4 (4.28)

X_{34} , Participation Need Satisfaction^c:

subset 1: \bar{G}_1 (12.65) < \bar{G}_3 (26.81)^b

subset 2: \bar{G}_1 (12.65) < \bar{G}_4 (28.35)

X_{35} , Job Involvement:

subset 1: \bar{G}_1 (19.97) > \bar{G}_4 (16.82)^d

subset 2: \bar{G}_2 (18.98) > \bar{G}_4 (16.82)

Note:

G_1 = teacher education students who have not student taught;

teaching G_2 = teacher education students who have completed student

G_3 = first-year teachers

G_4 = experienced teachers

^aBased on B-A: A = presently associated (teachers) or antici-
pate association (students with teaching job and B = should be
associated with teaching job.

^bDissatisfaction increases with rise in mean score.

^cDetermined by time trade-off discrepancy scores between actual (teachers) or anticipated (students) participation state and projected participation state given time commitment after school and/or "release time" during day.

^dJob involvement decreases with a decline in the mean score.

Table 3 -- Subsets in Which Teacher Career Stage Means for Individual Alienation Scores Differ Significantly under Scheffé post hoc Procedure.

X_1 , Opportunity for Self-fulfillment^a:

subset 1: $\bar{G}_1 (.22) < \bar{G}_3 (.94)^b$

subset 2: $\bar{G}_2 (.22) < \bar{G}_4 (1.09)$

X_3 , Opportunity for Accomplishment^a:

subset 1: $\bar{G}_1 (.28) < \bar{G}_3 (.94)^b$

subset 2: $\bar{G}_1 (.28) < \bar{G}_4 (1.07)$

X_4 , Opportunity for Growth^a:

subset 1: $\bar{G}_1 (.14) < \bar{G}_3 (.90)^b$

subset 2: $\bar{G}_1 (.14) < \bar{G}_4 (1.35)$

subset 3: $\bar{G}_2 (.46) < \bar{G}_4 (1.35)$

X_6 , Participation in Evaluating Own Work (C-A)^c:

subset 1: $\bar{G}_1 (.57) < \bar{G}_3 (2.35)^b$

subset 2: $\bar{G}_1 (.57) < \bar{G}_4 (2.10)$

subset 3: $\bar{G}_2 (1.23) < \bar{G}_3 (2.35)$

X_8 , Participation in Disciplinary Policies (C-A)^c:

subset 1: $\bar{G}_1 (.26) < \bar{G}_3 (.92)^b$

subset 2: $\bar{G}_1 (.26) < \bar{G}_4 (1.30)$

subset 3: $\bar{G}_2 (.34) < \bar{G}_4 (1.30)$

X_{10} , Participation in Text Book Selection (C-A)^c:

subset 1: $\bar{G}_1 (.74) < \bar{G}_3 (1.70)^b$

subset 2: $\bar{G}_1 (.74) < \bar{G}_4 (1.92)$

Table 3 -- Continued.

X_{11} , Participation in Text Book Selection (B-A)^d:

subset: $\bar{G}_1 (.54) < \bar{G}_3 (1.46)^b$

X_{12} , Participation in Standardized Test Selection (C-A)^c:

subset 1: $\bar{G}_1 (1.04) < \bar{G}_3 (2.68)^b$

subset 2: $\bar{G}_1 (1.05) < \bar{G}_4 (3.07)$

subset 3: $\bar{G}_2 (1.50) < \bar{G}_3 (2.68)$

subset 4: $\bar{G}_2 (1.50) < \bar{G}_4 (3.07)$

X_{13} , Participation in Standardized Test Selection (B-A)^d:

subset 1: $\bar{G}_1 (1.00) < \bar{G}_3 (2.05)^b$

subset 2: $\bar{G}_1 (1.00) < \bar{G}_4 (1.95)$

X_{14} , Participation in Budget Determination (C-A)^c:

subset 1: $\bar{G}_1 (1.27) < \bar{G}_4 (3.34)^b$

subset 2: $\bar{G}_2 (1.76) < \bar{G}_4 (3.34)$

X_{15} , Participation in Budget Determination (B-A)^d:

subset: $\bar{G}_1 (1.15) < \bar{G}_4 (2.13)^b$

X_{16} , Participation in Hiring New Administrators (C-A)^c:

subset 1: $\bar{G}_1 (1.36) < \bar{G}_3 (3.41)^b$

subset 2: $\bar{G}_1 (1.36) < \bar{G}_4 (3.82)$

subset 3: $\bar{G}_2 (2.14) < \bar{G}_3 (3.41)$

subset 4: $\bar{G}_2 (2.14) < \bar{G}_4 (3.82)$

Table 3 -- Continued.

X_{17} , Participation in Hiring New Administrators (B-A)^d:

subset 1: $\bar{G}_1 (1.44) < \bar{G}_3 (2.83)^b$

subset 2: $\bar{G}_1 (1.44) < \bar{G}_4 (3.10)$

subset 3: $\bar{G}_2 (1.98) < \bar{G}_4 (3.10)$

X_{18} , Participation in Curriculum Determination (C-A)^c:

subset: $\bar{G}_1 (.77) < \bar{G}_4 (2.45)^b$

X_{20} , Personally Involved in Job:

subset 1: $\bar{G}_1 (6.42) < \bar{G}_4 (5.87)^e$

subset 2: $\bar{G}_2 (6.37) < \bar{G}_4 (5.87)$

X_{21} , Important Involvement in Job:

subset 1: $\bar{G}_1 (5.09) < \bar{G}_3 (4.33)^e$

subset 2: $\bar{G}_1 (5.09) < \bar{G}_4 (3.96)$

subset 3: $\bar{G}_2 (4.64) < \bar{G}_4 (3.96)$

X_{22} , Satisfaction from Job:

subset 1: $\bar{G}_1 (4.99) < \bar{G}_3 (4.13)^e$

subset 2: $\bar{G}_1 (4.99) < \bar{G}_4 (3.94)$

subset 3: $\bar{G}_2 (4.67) < \bar{G}_4 (3.94)$

Note:

G_1 = teacher education students who have not student taught

G_2 = teacher education students who have completed student
teaching

G_3 = first-year teachers

G_4 = experienced teachers

Notes for Table 3 -- Continued.

^aBased on B-A: A = presently associated (teachers) or anticipate association (students) with teaching job and B = should be associated with teaching job.

^bDissatisfaction increases with rise in mean score.

^cThe discrepancy score between actual (teachers) or anticipated (students) participation states and projected time trade-off of using school day "release time" once a week for participation (C-A).

^dThe discrepancy score between actual (teachers) or anticipated (students) participation states and projected time trade-off of allocating an hour after school once a week for participation (B-A).

^eJob involvement decreases with a decline in the mean score.

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