

TEACHERS' JOB SATISFACTION AND
DISSATISFACTION IN DEFACTO
SEGREGATED HIGH SCHOOLS

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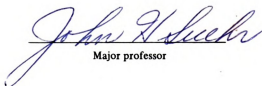
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ABSTRACT

TEACHERS' JOB SATISFACTION AND DISSATISFACTION IN DEFACTO SEGREGATED HIGH SCHOOLS

By

Eugene Emerson Eubanks

The Purpose

The major purposes of this study were to determine if there were significant differences between the perceptions of teachers in black and white high schools and between black and white teachers in black high schools on the five variables: job satisfaction; teacher-student relations; status of a white school as opposed to a black school; attributes essential for the success of a teacher; and behavioral, emotional, and social characteristics of the students in their schools.

The Hypotheses

The hypotheses were tested at the .05 level using the univariate analysis of variance, chi square test of population variance, or the two-tailed "t" test.

The following hypotheses were rejected at the .05 level: (1) There is no significant difference between

the job satisfaction of teachers in black schools as opposed to the job satisfaction of teachers in white schools. (2) There is no significant difference between the teacher-student relations of teachers in black schools as opposed to the teacher-student relations of teachers in white schools. (3) There is no significant difference in the prestige status of a white school as opposed to the prestige status of a black school. (4) There is no significant difference in the emotional, behavioral, and social characteristics of students in white schools as opposed to the emotional, behavioral, and social characteristics of students in black schools.

These null hypotheses were not rejected at the .05 level: (1) There is no significant difference between the job satisfaction of black teachers in black schools as opposed to the job satisfaction of white teachers in black schools. (2) There is no significant difference between the teacher-student relations of black teachers in black schools as opposed to the teacher-student relations of white teachers in black schools. (3) There is no significant difference in the emotional, behavioral, and social characteristics of students in black schools, as perceived by black teachers, as opposed to the emotional, behavioral, and social characteristics of students in black schools, as perceived by white teachers. (4) There is no significant difference between

those teacher characteristics essential to success in a black school as opposed to those teacher characteristics essential to success in a white school. (5) There is no significant difference between those teacher characteristics perceived as essential to success by black teachers in black schools as opposed to those teacher characteristics perceived as essential to success by white teachers in black schools.

The Procedure

The research sample was comprised of ninety-seven teachers randomly drawn from the defacto segregated high schools in Cleveland, Ohio; fifty were from black schools and forty-seven were from white schools. The racial make-up of the sample was twenty-five black teachers and twenty-five white teachers from the black schools and eight black teachers and thirty-nine white teachers from the white schools.

Data were obtained for the sample by use of a questionnaire, devised by Richard Spillane and revised for this research to solicit the teachers' perceptions of certain factors affecting their job satisfaction.

The Findings

Within the limitations of this study, the following conclusions were drawn:

1. Teachers in white schools rate higher on job satisfaction than teachers in black schools.
2. Teachers in white schools perceive better teacher-student relations than their colleagues in black schools and perceive their students in a more positive manner than the teachers in black schools.
3. Teachers believe that working in a white school is more prestigious than working in a black school.
4. The perceived characteristics of a teacher essential for success in a white school does not differ significantly from the perceived characteristics essential for success in a black school.
5. Black teachers in black schools do not differ significantly from white teachers in black schools on their ratings of job satisfaction.
6. Black teachers in black schools do not differ significantly from white teachers in black schools on their perception of teacher-student relations.
7. Black teachers in black schools do not differ significantly from white teachers in black schools on their perceptions of the characteristics possessed by students in black schools.

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DEDICATION

To my family:

Mother, Emily
Father, the late Nelson
Brothers and Sisters, Melvin, Lloyd,
Maudine, and Lorieene.

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Finally, I thank our Heavenly Father for His gift of life and the strength to carry and shoulder whatever burdens the future brings.

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CHAPTER I

INTRODUCTION

Schools today, especially in the inner cities, are more segregated than they were even before the Warren supreme court ruling on "Brown Versus the School Board of Topeka," in 1954. In 1968, according to Health, Education and Welfare Newsletter, the 100 largest school districts of the United States had 77.2 per cent of all their black students in schools with racial compositions from 80 per cent to 100 per cent black; 67.2 per cent of black students attended schools with a racial make-up from 95 to 100 per cent black. By 1970, there was a slight improvement, 71.8 per cent of black students attended schools 80 to 100 per cent black and 59.0 per cent attended schools 95 to 100 per cent black.¹

The city of Cleveland, Ohio, the eleventh largest school district in the United States, follows the trend of other urban school districts, and shows the same trend toward segregation by race. In the nine years since 1954,

¹U.S., Department of Health, Education and Welfare, HEW News (Washington, D.C.: Government Printing Office, June 18, 1971), Table 3-A. (Hereinafter referred to as HEW News.)

the United States Civil Rights Commission reported the percentage of blacks attending totally segregated schools in Cleveland, Ohio more than quadrupled.² The high schools in Cleveland during 1952-53 had enrollments consisting of 29.5 per cent of their negro students in nearly all negro high schools; by 1964-65, ten years after the court's ruling, this percentage had risen to 62.3 per cent.³ In the Cleveland School System during the school year 1968, 90.8 per cent of the black students in school attended schools with a racial make-up from 80 to 100 per cent black; 79.9 per cent of the black students attended schools 95 to 100 per cent black.⁴ In 1970, defacto segregation was still present in the Cleveland School System and the Health, Education and Welfare Department reported 90.9 per cent of black students in Cleveland attended schools 80 to 100 per cent black and 79.9 per cent of black children attended schools 95 to 100 per cent black.⁵ The obvious and valid conclusion is the Cleveland School System is defacto segregated.

²Willard C. Richan, Racial Isolation in the Cleveland Public Schools (Cleveland, Ohio: Case Western Reserve University, 1967), p. 1. (Hereinafter referred to as Racial Isolation.)

³Ibid., p. 5.

⁴U.S., HEW News.

⁵Ibid.

Defacto segregation, also called adventitious segregation, refers to segregation that results from voluntary action or other circumstances not compelled by state action.⁶

Statement of the Problem

The schools of urban America are strongly defacto segregated, as demonstrated by the statistics of the Health, Education and Welfare Department. The Cleveland School System is a member of this group of defacto segregated schools.

The purpose of this study is to investigate the beliefs of teachers in randomly selected comprehensive high schools in the Cleveland School System having 99 or greater per cent of its enrollment black or 90 or greater per cent of its student enrollment white as to (1) which specifically selected features of teaching contribute to their job satisfaction or job dissatisfaction and (2) further to determine whether black teachers differ in their beliefs about job satisfaction or dissatisfaction from white teachers in those defacto segregated schools.

More specifically the study will attempt to seek answers to the following questions:

⁶Lee C. Deighton, "Segregation," Encyclopedia of Education, VIII (New York: MacMillan Co., 1971), 178-81.

1. What selected aspects of teaching do the teachers in both types of schools believe give them satisfaction or dissatisfaction with their jobs?
2. Are there differences in the beliefs about job satisfiers or dissatisfiers of those teachers in the black segregated schools as opposed to those job satisfiers or dissatisfiers of teachers in the white schools?
3. Do teachers in both types of schools believe there is a status difference in teaching in either black or white defacto segregated schools?
4. According to the teacher's beliefs, what are the behavioral, social, and emotional characteristics of the students in the teachers' high school?
5. Is there a difference relative to race, training, experience, and choice of assignment between teachers in black schools as opposed to teachers in white schools?
6. Do the teachers in white segregated schools believe the characteristics of the students differ from the characteristics of students in black segregated schools conversely?
7. Are the beliefs about job satisfiers or dissatisfiers of black teachers in black schools different from

the beliefs about job satisfiers or dissatisfiers of white teachers in black schools?

8. Is there a difference between the beliefs of black teachers and the beliefs of white teachers concerning the characteristics of the students in black schools?
9. Is there a difference between the beliefs of teachers in defacto segregated black schools and defacto segregated white schools on the essential personal characteristics needed by a teacher to be a successful teacher in their schools?

Assumptions

Teachers in urban schools, and especially in schools that are predominantly black in their student make-up, are disturbingly dissatisfied with their jobs.⁷ What causes this stress and strain leading to dissatisfaction? Is it any or all of the following factors, salary, curriculum, working conditions, relations with superiors, relations with parents, or relations with students?

This researcher's conjecture is all of the aforementioned factors contribute to this dissatisfaction but the most immediate and primary cause is the teachers'

⁷Richard Robert Spillane, "Job Satisfaction Among Teachers in Defacto Segregated Schools" (unpublished Ph.D. dissertation, University of Connecticut, 1966).

relations with their students. Bishop⁸ and Slemer⁹ report teacher's satisfaction was most influenced by their relations with students, student motivation, and student's respect for teachers. Teachers enter black schools with different value systems than their students.¹⁰ They expect little from their students in terms of motivation, achievement, discipline, and respect; consequently, they get little. It is no wonder that they find little or no satisfaction in their jobs when job satisfaction is based on these criteria.

The author's further assumptions are white teachers, in white schools, view the characteristics of their students in a more positive manner; see their schools as having more prestige; and suggest different essential characteristics needed by teachers in their schools to be successful than their colleagues in black schools. The result will be white teachers in white schools will report more satisfaction in their jobs than their comrades in black schools.

It is also to be explored whether black teachers in black schools will be more akin to the value system of

⁸Thomas Shelby Bishop, "Factors Affecting Job Satisfaction Among Iowa Public School Teachers" (unpublished Ph.D. dissertation, State University of Iowa, 1969).

⁹William Carl Slemer, "Perceptions of Job Satisfaction Among Junior High School Teachers Confronted With a Transfer Under the Three Year Transfer Rule in Detroit" (unpublished Ph.D. dissertation, Wayne State University, 1967).

¹⁰U.S., Commission on Civil Rights, A Time to Listen, A Time to Learn (Washington, D.C.: Government Printing Office, 1967).

the black students and have better relations with the students than the white teachers in these schools. This in turn will lead to more job satisfaction for black teachers in black schools than the white teachers in those same black schools. Henderson, in his model teacher program, identifies the ideal teacher, needed for the inner-city school, as being black with an integration of practical experiences with theoretical concepts and inputs.¹¹ He states this type of teacher is most receptive to the value system of the students and therefore will have better relations with the students.

No previous studies have been made on teachers' job satisfaction in black and white high schools or the difference among black and white teachers' job satisfaction in black schools. Studies have been made in the area of job satisfaction and one can conjecture that the teachers' relations with the students will be the most relevant factor in teacher job satisfaction in the schools.

Significance

The schools today, in urban areas, are segregated; although the supreme court ruled de jure segregation unlawful in 1954. De facto segregation of the schools, especially

¹¹Hendrix Henderson, "A Model Program for Selection and Training of Teacher Candidates in Inner City Schools" (unpublished Ph.D. dissertation, Wayne State University, 1970).

in the urban areas, is a way of life; no matter what one sees as the solution for this problem, no one argues that the situation of defacto segregation does not exist. Recently, federal courts have ruled defacto segregation is illegal and ordered steps taken to remedy the situation. For example, a federal court ruled that school defacto segregation in Richmond, Virginia, is illegal and ordered a merger.¹² Other federal courts have assumed the same or similar position in Detroit and Pontiac, Michigan; but, the cases have not been finalized and appeals eventually will reach the United States Supreme Court where hopefully we will get a final ruling. Even if one could assume that, the ruling of the lower federal courts would be upheld, the problem of defacto segregation will not end there. There is massive resistance in this country against bussing, one possible solution to defacto segregation of the schools; and, constitutional amendments against forced bussing are being proposed. George Gallup, in his poll of August 20-23, 1971, found 76 per cent of the public was against forced bussing of school children for desegregation.¹³ This public sentiment, along with the belief of President Nixon, who proclaimed that he did not favor bussing as a solution to

¹²News item in the Detroit Free Press, February 3, 1972.

¹³The Gallup Opinion Index, Political, Social and Economic Trends (Princeton, N.J.: September, 1971), p. 18.

defacto segregation of the schools, leads to one conclusion: defacto segregation of the schools will be with us for a while.¹⁴ Edward Muskie, declared that he too does not favor forced bussing for desegregation of the schools.¹⁵

The facts are obvious, defacto segregation of the school is here and one must conclude from the information presented, that it will be here for a good while. While this controversy goes on, the problem of evaluating job satisfaction as perceived by teachers, needs to be answered. Eppley reported a high correlation between job satisfaction and job performance in a study dealing with teachers and principals in the schools of the Catholic diocese of Cleveland.¹⁶ This researcher will attempt to answer some basic questions of job satisfaction in defacto segregated schools, teacher's perception of students' behavioral and emotional characteristics, and differences in beliefs among black and white teachers in defacto segregated high schools.

The answers to these questions are of great concern and great importance to members of the urban population,

¹⁴Detroit Free Press, February 11, 1972.

¹⁵Ibid., February 16, 1972.

¹⁶George Edward Eppley, "A Study of the Inter-relationships of Teachers' Perceptions of Principals' Self-Rating of Effectiveness and Teachers' Self-Rating of Confidence in the Principals' Leadership, Effectiveness, and Satisfaction in the High Schools of the Catholic Diocese of Cleveland" (unpublished Ph.D. dissertation, Western Reserve University, 1966).

parents, students, teachers, administrators, and in fact all the citizens; the questions should be answered now. It is hoped that this study will at least arrive at some tentative conclusions about job satisfiers or dissatisfiers among teachers in the defacto segregated high schools.

Hypotheses

These hypotheses were formulated in the investigation of the concepts under consideration. Stated in the null form, they are as follows:

Null Hypothesis 1

As perceived by teachers, there is no significant difference in teacher student relations in black schools as opposed to teacher student relations in white schools.

Null Hypothesis 2

As perceived by teachers, there is no significant difference in teacher student relations of black teachers in black schools as opposed to teacher student relations of white teachers in black schools.

Null Hypothesis 3

As perceived by teachers, there is no significant difference in job satisfaction of teachers in black schools as opposed to job satisfaction of teachers in white schools.

Null Hypothesis 4

As perceived by teachers, there is no significant difference in job satisfaction of black teachers in black schools as opposed to job satisfaction of white teachers in black schools.

Null Hypothesis 5

As perceived by teachers, there is no significant difference in the prestige status of black schools as opposed to the prestige status of white schools.

Null Hypothesis 6

There is no significant difference between those teacher characteristics perceived as essential to success by teachers in black schools as opposed to those teacher characteristics perceived as essential to success by teachers in white schools.

Null Hypothesis 7

There is no significant difference between those teacher characteristics perceived as essential to success by black teachers in black schools as opposed to those teacher characteristics perceived as essential to success by white teachers in black schools.

Null Hypothesis 8

There is no significant difference in the perception of teachers regarding the behavioral, social, and

emotional characteristics of students in black schools as opposed to the teachers' perception of behavioral, social, and emotional characteristics of students in white schools.

Null Hypothesis 9

There is no significant difference in the perception of black teachers regarding the behavioral, social, and emotional characteristics of students in black schools as opposed to the perception of white teachers regarding the behavioral, social, and emotional characteristics of students in black schools.

Delimitation of the Study

In the measurement of job satisfaction or dissatisfaction one must realize it is not only influenced by activities and conditions that occur at work but also by factors not at the place of employment. Teachers, like all other people, come to work with different hopes, aspirations, religions, values, and philosophies. The total work day represents only a portion of the satisfactions or dissatisfactions of a twenty-four hour day and in no way should one infer that certain conditions at work will cause teachers to be satisfied with their work.

An additional limitation is the high schools and population involved in this study were selected for the author's convenience. They, the subjects in the study, were all teaching staff members of one school system.

The reader must infer the generalizations of the resultant data to his own individual situation.

Definition of the Terms

High School.--A comprehensive public school for grades 9 through 12 or 10 through 12.

Defacto.--That which occurs in reality, regardless of law or prearranged plan.

Dejure.--That which is legally right in accordance with law.

Defacto Segregated School.--A public comprehensive high school whose student population is 99 or greater per cent black or 90 or greater per cent white.

Black School.--A public comprehensive high school whose student black population is 99 or greater per cent of the total student enrollment.

White School.--A public comprehensive high school whose student white population is 90 or greater per cent of the total student enrollment.

Teacher.--A person classified by the board of education in a contract as a teacher in the high schools.

Black Teacher.--A teacher whose race is black.

White Teacher.--A teacher whose race is white.

Overview of the Thesis Organization

This study will be organized into five chapters with an abstract of the study preceding these chapters. The first chapter will be an introductory chapter. Chapter II, the body of the thesis, will contain a review of the literature which is relevant to the study. Chapter III will explore the method of investigation. Chapter IV will be an analysis and discussion of the data with respect to the hypotheses. Chapter V will be a summary of conclusions, implications, and recommendations for future research.

CHAPTER II

SURVEY OF RELATED LITERATURE

The literature reviewed in this chapter will focus on: (1) factors of job satisfaction as perceived by teachers, (2) historical background and recent factors relating to the reasons for defacto segregation in the school system with special emphasis on the system involved in this study.

A thorough perusal of the literature does not reveal a study of teacher satisfaction in defacto segregated high schools; in fact, there seems to be a dearth of information regarding job satisfaction among teachers. The literature does reveal some studies on teacher satisfaction but they deal mostly with teachers in non-urban and non-defacto segregated schools, that is to say they deal with school populations where there is not a high percentage of black students in the system. A study of business teachers in Ohio, by Annell Lacy, found these major factors in job satisfaction: (1) communication with both administration and student body were very high satisfiers, (2) job satisfaction was not affected by job experience, and (3) job satisfaction is dependent upon provisions that allow teachers to meet



the needs of the students. Most teachers in this study were satisfied with their job.¹ The finding of Lacy was substantiated in a study by Bishop on job satisfaction among Iowa public school teachers. Bishop found job satisfaction was most influenced by work itself, achievement, and relationships with the student body.² One should note that both of these studies dealt with non-urban school settings.

Herzberg identified two levels of need regarding satisfaction and dissatisfaction for his subjects; (1) hygienic needs (which tend to focus on dissatisfaction factors such as salary, growth, interpersonal relations, status, working conditions, and job security) and (2) satisfaction needs (which tend to focus on satisfaction factors such as achievement, recognition, work itself, responsibility, and advancement.)³

In research with accountants, Herzberg found job factors, that acted as satisfiers, were directly related to

¹Annell Lacy, "An Analysis of Factors That Affect Job Satisfaction of Public High School Business Teachers in Ohio" (unpublished PH.D. dissertation, Ohio State University, 1968). (Hereinafter referred to as "Analysis of Factors.")

²Thomas Bishop, "Factors Affecting Job Satisfaction Among Iowa Public School Teachers" (unpublished Ph.D. dissertation, State University of Iowa, 1969).

³Fred D. Carver and Thomas J. Sergiovanni, Organizations and Human Behavior (New York: McGraw Hill Book Co., 1969), p. 250.



work itself, responsibility, and advancement for the teacher.⁴

Job factors which resulted in dissatisfaction tended to be related to the environment of work.⁵ Since further studies of satisfiers would probably yield the same results, the direction of this study will be the measurement of job satisfaction in a different context. That is, what is the significant difference between job satisfaction of teachers in defacto segregated schools? Previous studies have also shown most teachers find reward and satisfaction in working with students whose values are congruent with their values. A report, by Allen C. Ornstein, found that teachers in defacto segregated black schools perceive youth as having no culture, let alone a different culture.⁶ If this truly is the case, then this study should reflect a difference in satisfactions among the teachers at the black and white schools.

⁴Fredrick Herzberg, Work and the Nature of Man (New York: The World Publishing Co., 1966), p. 127.

⁵Fred D. Carver and Thomas J. Sergiovanni, Organizations and Human Behavior (New York: McGraw Hill Book Co., 1969), p. 249.

⁶Allen C. Ornstein, Anxieties and Forces Which Mitigate Against Ghetto School Teachers (New York: Amsterdam Press, 1970).

The United States Civil Rights Commission found that teachers in black schools have different values than their students.⁷ This difference in values has a negative effect upon the teacher's attitude toward both his students and his work. In a study of 103 teachers, in depressed areas, Charles Smith found the mean score of these teachers, on the Minnesota Teacher Attitude Inventory, was below the norm measurement for teachers of similar training and experience in non-depressed areas.⁸ This research will investigate the question are defacto segregated black students perceived as having a different or no culture, when the students' race differs from the teachers' race?

The fact that defacto segregated white schools experience a higher prestige level among teachers than black defacto segregated schools will also be investigated; previous studies, relative to this, have shown that white defacto segregated schools have a higher prestige level than black defacto segregated schools. Spillane reports

⁷U.S., Commission on Civil Rights, A Time to Listen, A Time to Learn (Washington, D.C.: Government Printing Office, 1967).

⁸Smith, Charles, Frank, "A Study of the Attitudes of Teachers in Title I and Non Title I Depressed Area Elementary Schools Toward Pupil Teacher Relations as Measured by the Minnesota Teacher Attitude Inventory" (unpublished Ph.D. dissertation, Michigan State University, 1969).

teachers in white schools perceive their schools as having a higher prestige level than black schools.⁹

Smith states that a new status role, in the hierarchy of inner-city teachers, must be found so inner-city teachers can have roles and positions respected by all teachers in the system.¹⁰ In his study of job satisfaction among junior high school teachers in Detroit, Carl Slemmer reported that white teachers were thoroughly dissatisfied with the policy of transferring teachers after a three-year period to a defacto segregated school of a different race; this policy was not a major concern to black teachers in the study.¹¹ Note that Slemmer found that the major factors dealing with job satisfaction among the teachers in his study were student motivation and student respect for the teachers.¹² This study will

⁹Richard Robert Spillane, "Job Satisfaction Among Teachers in Defacto Segregated Schools" (unpublished Ph.D. dissertation, University of Connecticut, 1966).

¹⁰Charles Frank Smith, "A Study of the Attitudes of Teachers in Title I and Non-Title I Depressed Area Elementary Schools Toward Pupil Teacher Relations as Measured by the Minnesota Teacher Attitude Inventory" (unpublished Ph.D. dissertation, Michigan State University, 1969).

¹¹Carl William Slemmer, "Perceptions of Job Satisfaction Among Junior High School Teachers Confronted With a Transfer Under the Three-Year Transfer Rule in Detroit" (unpublished Ph.D. dissertation, Wayne State University, 1967).

¹²Ibid.

attempt to discern if teachers believe there is any difference in these two factors in the black and white schools.

Many teachers in urban education do everything possible to avoid assignments in black, defacto segregated schools. Teachers try to avoid assignment to black schools.¹³ The most obvious reason for this condition is that they feel they cannot find job satisfaction in the black schools equal to that in white schools. Another important variable that leads to dissatisfaction is fear; many teachers, in black schools, fear to walk down the halls, let alone venture into a restroom.¹⁴ This writer will attempt to solicit teachers' perceptions of fear in both black and white high schools to determine if they differ significantly.

The only literature, relating directly to job satisfaction in defacto segregated schools, was compiled by Robert Spillane. He found, in a study of elementary teachers in Waterbury, Connecticut, a disturbing degree of dissatisfaction among teachers assigned to both black and white schools.¹⁵ His findings contradict the findings of

¹³Ibid.

¹⁴Allen C. Ornstein, "On High School Violence the Teacher Student Role," Journal Secondary Education (March, 1970), 102.

¹⁵Richard Robert Spillane, "Job Satisfaction Among Teachers in Defacto Segregated Schools" (unpublished Ph.D. dissertation, University of Connecticut, 1966). (Hereinafter referred to as "Job Satisfaction.")

Lacy; Lacy found that teachers in his study, were satisfied.¹⁶ Note that the two studies dealt with different populations; Lacy with non-urban teachers and Spillane with urban teachers. Spillane's other findings were (1) teachers in black schools had a stronger positive or negative feeling about job satisfaction and (2) the teachers in the white schools tended to be uncommitted positively or negatively.¹⁷ Spillane's findings need to be researched further. (1) Do his findings hold for high schools as well as elementary schools? (2) Is there any significant difference between black and white teachers relative to job satisfaction? (3) Is there a significance difference between job satisfaction in black and white schools? This research will attempt to find the answers to the above questions.

Segregation Since 1954

The history of segregation of the school system in Cleveland, Ohio, has been long and enduring; however, this paper is concerned only with segregation since 1954 when the United States Supreme Court ruled de jure segregation to be unlawful because it violated provisions of the fourteenth amendment guaranteeing equal protection under the law for all citizens. The policies of the Cleveland Board

¹⁶Lacy, "Analysis of Factors."

¹⁷Spillane, "Job Satisfaction."

of Education during the 1950's and early 1960's is permeated with decrees intended to foster segregation in the school system. Willard Richan in his study, "Racial Isolation of the Cleveland Public Schools," points to the different ways segregation was nurtured and cared for. The most common methods of practicing segregation were the changing of sub-district school boundaries; a sub-district boundary is a designated area from which a school may draw its pupils within the larger school district. Typical of these changes in school boundaries was, when in 1954 the Charles W. Chestnut School was built in a predominate Negro area. Its boundaries were fixed in a way that it sliced a concentration of Negro families out of the predominate white Tod school district.¹⁸ This was just one of the methods used to foster segregation of the schools, another alternate plan was the "option" areas, these are areas where the parent had his choice of a black or white school.¹⁹

Other cases of blatant racism, on the part of the Cleveland Board of Education, relative to the segregation of the schools, were in the form of school construction. During 1964, black children were bussed to white schools because the black schools were overcrowded, when pressure was brought on the board by white parents to remove these

¹⁸Richan, Racial Isolation, p. 12.

¹⁹Ibid., p. 13.

children from the white schools, the board took deliberate action which appeared to be racially motivated; that was the construction of three elementary schools in the pre-dominant Negro area from where the children were bussed.²⁰ Even policies, like the ones mentioned, were not enough to exclude all the white students from the black schools. Thus, a policy by which individual parents could remove their children from particular schools was instituted. The board of education ruled that special transfers could be granted under the following circumstances:

Pupils who, in the judgment of the superintendent or his designated representative, could, for special reasons involving the discipline, health, safety, or education of such pupils, attend a school not in the sub-district in which they live.²¹

Civil rights groups in Cleveland alleged that this policy permitted white children to leave their school districts as the districts turned black. School officials denied this, saying transfers are granted only when the home school does not offer a particular course or for some other legitimate reason.²² The truth about this situation

²⁰Ibid., p. 10.

²¹Administrative Code, Cleveland Board of Education, Section 505(C).

²²Richan, Racial Isolation, p. 15.

is highly debatable but what is known is that there was a massive disappearance of white students when they were promoted from predominantly white elementary schools to mixed or predominantly Negro junior and senior high schools.²³

It was, through the aforementioned policies, that during the 1950's and very early 1960's the Cleveland School Board and administration practiced and allowed segregation in the school system.

Today in Cleveland

The defacto segregation of the Cleveland Public School System, today, is caused by a general pattern of racial concentration within the metropolitan area and not by the policies of the Cleveland Board of Education and its administration. As of 1960, 98 per cent of all non-white public school children in the Cleveland metropolitan area were in the Cleveland city schools; nearly 70 per cent of all white school children attended suburban schools.²⁴

There has been a steady increase in the population of blacks in the public schools of Cleveland since the 1930's when blacks comprised about 10 per cent of the school population. Today they comprise close to 60 per cent of the student population of the schools. In 1968, blacks made up 55.9 per cent of the student body and by 1970 the

²³Ibid.

²⁴Ibid., p. 5.

percentage of blacks to the entire student body of the Cleveland School System was 57.6 per cent.²⁵

One of the most formidable barriers to the end of defacto segregation in the Cleveland schools is the Cuyahoga River, which effectively walls off the east and west sides of the city into separate enclaves.²⁶ The west side of the city, containing about a third of the city inhabitants has remained virtually lily-white throughout its history. In 1965, Negroes constituted 46 per cent of the east side population but less than 1 per cent of the west side residents.²⁷ If these trends in housing population continue, and there is no reason to believe they won't, it would be expected that statistics today would show an even more black concentration on the east side with the west side remaining as is.

School statistics reflect these percentages with all four of the comprehensive high schools on the west side having a student enrollment of 83 or greater per cent white as opposed to 6 of the 8 comprehensive high schools on the east side with student enrollment of 99 or greater per cent black.²⁸

²⁵U.S., H.E.W. News.

²⁶Richan, Racial Isolation, p. 5.

²⁷Ibid.

²⁸Report Cleveland Board Education to Ohio Civil Rights Commission, Cleveland Board of Education, 1971.

The urban league, in a study in 1960, pointed to greater Cleveland as being the most segregated community in America in the sense of containment of non-whites within the central city.²⁹ Through this racial housing pattern, accompanied by the Cleveland Board of Education's strong commitment to neighborhood schools, where a child goes to the school closest to his home, defacto segregation has been and continues to prevail in the public schools of Cleveland. This policy of neighborhood schools was reinforced when the Cleveland Board of Education, in a policy statement of 1963, stated: except as otherwise provided in this code, regular pupils shall attend the school in the subdistrict in which they live.³⁰

Positive Steps Taken
to Desegregate

The administration of the Cleveland School System, being fully cognizance of the racial housing patterns and the flight to the suburbs by many of the whites in Cleveland, has initiated policies intended to foster some integration within its financial and political constraints. Many of

²⁹The Negro in Cleveland, 1950-1963; An Analysis of the Social and Economic Characteristics of the Negro Population (Cleveland: The Urban League of Cleveland, 1964), p. 6.

³⁰Administrative Code, Cleveland Board of Education, Section 505 (1963).

these policies, this writer can speak personally of, having been privileged to work in the system for seven years.

The efforts, to desegregate the defacto segregated schools, has taken many and varied forms. One, has been the city-wide student council, it is here that representatives from schools all over the district meet, discuss, and implement programs to benefit the entire school system in a desegregated setting. This organization is a meaningful and forceful organization and not just a showpiece.

When one first looks at the school system of Cleveland, the fact that there is defacto segregation is the first thing one notices, but a closer look reveals that this segregation is caused by racial housing patterns. The administration, where they have had control over the enrollment of the school, has fostered desegregation. Examples are the city-wide vocational schools; Jane Adams for young women and Max Hayes for young men. The racial make-up of these schools is for Jane Adams, 67 per cent black, 33 per cent non-black; and Max Hayes, 35 per cent black, and 65 per cent non-black.³¹ Other efforts to desegregate have taken the form of school visitations by black pupils to white schools and vice versa, and also a program in which the human relations clubs visit suburban

³¹Report Cleveland Board Education to Ohio Civil Rights Commission, Cleveland Board of Education, 1971.

schools and suburban pupils return the visits. Recently, another program was initiated, that is the scheduling of athletic contests with suburban schools, it is hoped these contests will permit and foster travel between the communities, meeting between the students, and perhaps in the end interaction between the students of the different communities. The Cleveland Plain Dealer on January 14, 1972, reported the Cleveland school system had proposed this program and many suburban schools had accepted and endorsed the idea.³²

A National Education Association Bulletin reported in 1968, that in cities with population over 25,000, 15.7 per cent of the staff was black.³³ In Cleveland during the 1970 census, blacks composed 38 per cent of the total population, and the current school staff of the Cleveland School System is 40.1 per cent black.³⁴ This brings home an important and valid point that the Cleveland system, in an area where they were able to exert control, has truly implemented and fostered a policy of equal opportunity for

³²News item in Cleveland Plain Dealer, January 14, 1972.

³³"Public School Teachers by Race 1967-68," National Education Research Bulletin, XLVI, No. 73 (October, 1968).

³⁴U.S., Department of Health, Education, and Welfare, Equal Employment Opportunity (Health Education and Welfare Survey, 1971).

all its citizens in employment. This equal employment has not only been in the form of the teaching staff but also in the administration of the schools. For the school year 1971-72, 60 of the 174 principals are black for a percentage of 35, a figure closely approximating the black population ratio.³⁵

In viewing the Cleveland School System the following conclusion is valid and defensible. It is committed to the elimination of racial discrimination and to work for the desegregation of the schools within the limits imposed by the community's existing social and residential patterns.

Summary

De facto segregation of the schools existed yesterday, exists today, and no doubt will exist tomorrow. Research indicates teachers find the greatest satisfaction in their work when (1) they meet the needs of the students, (2) they have the respect of their students, and (3) they have a safe and helpful environment in which to work. Previous study also indicates that teachers feel they are more apt to experience the aforementioned conditions in predominate white schools as opposed to predominate black schools. This belief causes them to seek employment more readily in white schools than in black schools.

³⁵Ibid.

In the studies reviewed, teacher student relations were shown to be a major factor in job satisfaction or dissatisfaction. More job satisfaction was indicated by teachers in non-urban settings than in urban centers. In most studies, white teachers were used as subjects, which in the opinion of the researcher and others, are not typical of the whole class of teachers, especially in urban areas where a good percentage of the faculty is black.

This contrast in itself, white teacher and black student, frequently is enough to cause job dissatisfaction because often a white teacher enters the classroom with preconceived motives about black students that make it impossible to have a healthy and profitable teacher student relationship.

In this chapter factors of job satisfaction and a historical background of the factors causing defacto segregation of the schools, in Cleveland, Ohio, have been explored.

In Chapter III, the design, sample instruments, and procedures are discussed.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

The study was designed to measure teachers' perception of:

- a. Job satisfaction or dissatisfaction in black and white defacto segregated high schools.
- b. Teacher-student relations in black and white defacto segregated high schools.
- c. Essential personal characteristics needed by a teacher to be successful in black and white defacto segregated high schools.
- d. Prestige status of the black and white defacto segregated high schools.
- e. Characteristics of the students in the black and white defacto segregated high schools.

Selection of the School System

The decision, to use the school district of the City of Cleveland, was made on the basis of its assessability, suitability, cooperation, and the willingness of the teaching staff to participate in the study. The

decision was further influenced by the author's personal concern, interest, and involvement as a teacher and administrator in the system for a period of more than seven years.

Profile of the School District

The school district is a large metropolitan urban district in midwestern United States. In 1970 the district had 153,619 students; 88,558 (57.6%) were black. There are twelve comprehensive high schools in the system with a total student enrollment of 28,869; 15,988 (55.4%) are black.

Population

The population of this study included all the full-time teachers employed in the defacto segregated high schools in Cleveland; there are ten high schools in this category. Six are defacto segregated black schools and four are defacto segregated white schools (see Table 1).

Sample Population

The sample population included 120 teachers; 60 were selected from defacto segregated black schools and 60 were selected from defacto segregated white schools. The 60, chosen from the black schools, included 30 black teachers and 30 white teachers. The sample, from the white schools, included 52 white teachers and 8 black teachers.



TABLE 1.--Defacto Segregated Comprehensive High Schools in Cleveland Public Schools.

School	Number of Students	Number of Teachers	Racial Makeup of Student Body
1. Glenville	3,146	129	99+% Black
2. John Hay	1,894	84	99+% Black
3. John Adams	2,789	104	99+% Black
4. East	1,783	77	99+% Black
5. East Tech	2,381	98	99+% Black
6. John F. Kennedy	2,932	116	99+% Black
7. John Ford Rhodes	1,680	72	99+% White
8. John Marshall	2,818	105	94% White
9. South	1,929	77	94% White
10. West Technical	3,165	124	96% White



Method of Selecting the Sample

Three schools were randomly selected from the defacto segregated black schools and three were randomly selected from the defacto segregated white schools. In each of the three selected black schools the teaching staff was placed into sets according to race; ten black teachers and ten white teachers were randomly selected from each school for a total sample size of sixty teachers for the black schools. The three selected white schools included only eight black teachers and they were all selected. The other fifty-two teachers were randomly selected from the white teaching staff so that twenty teachers were randomly chosen at each school for a total sample size of sixty teachers for the white schools.

There were 120 questionnaires sent out and 97 (80.8%) were returned; 50 out of 60 (83.3%) from the black schools and 47 out of 60 (78.3%) from the white schools. In the black schools an equal number of black and white teachers responded to the questionnaire, 25 out of 30 (83.3%). All 8 black teachers (100%) in the white schools responded to the questionnaire and 39 out of 52 (75%) white teachers in the white schools responded to the questionnaire.



TABLE 2.--High Schools in the Sample.

Type of Segregated High School	Number of Black Teachers in Sample	Number of Responses	Per Cent Response	Number of White Teachers in Sample	Number of Responses	Per Cent Response
1. Black	10	8	80	10	9	90
2. Black	10	10	100	10	8	80
3. Black	10	7	70	10	8	80
4. White	4	4	100	16	14	87.5
5. White	0	0	0	20	13	65
6. White	4	4	100	16	12	75
Total	38	33	86.8	82	64	79.5

TABLE 3.--Distribution of Teachers in Questionnaire Sample by Race.

Teacher Classification	Black		White		Totals	
	Number	Percent	Number	Percent	Number	Percent
Teachers in defacto segregated black schools	25	50	25	50	50	100
Teachers in defacto segregated white schools	8	17.0	39	83.0	47	100
Total	33	33	64	67	97	100

Composition of the Teaching Staff

The sample included sixty men (61.9%) and thirty-seven women (38.1%). Of the sixty men, thirty-one teach in black schools and twenty-nine in white schools. The study shows that many of the teachers in both the black and white schools are experienced teachers; thirty-eight (76%) of the teachers in the black schools and thirty-six (76.2%) of the teachers in the white schools have been teaching six or more years. This indicates no great difference in the experience levels of teachers in black schools when compared to teachers in white schools.

The sample population indicates only two teachers, 2.1 per cent of the teaching staff in both the black and white schools, have less than four years of college. Both of these teachers were shop and vocational education teachers. This study does indicate a difference in the education preparation of teachers in the black schools compared to the white schools; twenty-five (53.2%) of the teachers in white schools had master's degrees compared to eighteen (36%) of the teachers in black schools with master's degrees. None of the teachers in the sample had doctorate degrees.



TABLE 4.--Distribution of Teachers in Questionnaire Sample by Sex

Teacher Classification	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Teachers in defacto segregated black schools	31	62	19	38	50	100
Teachers in defacto segregated white schools	29	61.7	18	38.3	47	100
Total	60	61.9	37	38.1	97	100



TABLE 5.--Distribution of Teachers in Questionnaire Sample by Number of Years in Teaching.

Teacher Classification	Number of Years Teaching										More than 15		Totals	
	1-2	3-5		6-10		11-15				No.	%	No.	%	
Teachers in defacto segre- gated black schools	2	4	10	20	20	40	10	20	8	16	50	100		
Teachers in defacto segre- gated white schools	5	10.6	6	12.7	14	29.8	5	10.6	17	36.2	47	100		
Total	7	7.2	16	16.4	34	35.1	15	15.5	25	25.8	97	100		



TABLE 6.--Distribution of Teachers in Questionnaire Sample by Earned Diploma or Degree.

Teacher Classification	Less than 4 Yrs Prepar.		B.S.		M.S.		M.S. + 1 Yr.		Ph.D.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers in defacto segregated black schools	1	2	31	62	11	22	7	14	0	0	50	100
Teachers in defacto segregated white schools	1	2.1	21	44.7	15	31.9	10	21.3	0	0	47	100
Total	2	2.1	52	53.6	26	26.8	17	17.5	0	0	97	100



Instrumentation and Construction
of the Questionnaire

The instrument used in this study, to collect the perceptions of teachers relative to their job satisfaction or dissatisfaction, was a questionnaire entitled Teaching in Urban Schools developed by Richard Spillane. This questionnaire was used as a reference source and this researcher, through interviews with teachers in twelve urban school districts in Michigan as well as teachers from selected schools in the Cleveland Public Schools, made revisions in the questionnaire to encompass the general range of problems related to job satisfaction and dissatisfaction in the urban schools. Along with Spillane,² information and ideas about the questionnaire were gathered from Brinkman,³ Adair,⁴ and Slemer's,⁵

¹Richard Spillane, "Job Satisfaction Among Teachers in Defacto Segregated Schools" (unpublished Ph.D. dissertation, University of Connecticut, 1966).

²Ibid.

³Marie Jean Brinkman, "Factors Related to Teachers' Morale in Three Junior High Schools" (unpublished Ph.D. dissertation, Wayne State University, 1966).

⁴John Warren Adair, "A Study of Job Factors that Affect Teacher Morale" (unpublished Ph.D. dissertation, Cornell University, 1967).

⁵William Carl Slemer, "Perceptions of Job Satisfaction Among Junior High School Teachers Confronted with a Transfer Under the Three-Year Transfer Rule in Detroit" (unpublished Ph.D. dissertation, Wayne State University, 1967).



studies on job satisfaction and morale. Teachers were interviewed concerning their jobs and asked to complete and appraise the questionnaire. Their suggestions and insights were then incorporated into a final revision of the questionnaire.

The questionnaire, administered to the teachers, was essentially the same with the primary difference being the use of the terms black and predominate black in the questionnaire given to teachers in black schools, while in the white schools, the terms white, urban, and predominate white were substituted for them.

The format of the questionnaire was decided upon after studying other survey research; also helpful were ideas and insights suggested by Backstrom,⁶ Glick,⁷ Kish,⁸ and Kerlinger⁹ in their books on sampling and construction of questionnaires. Additional information relative to the construction of the questionnaires was sought and obtained from faculty members of the College of Education at Michigan State University.

⁶Charles E. Backstrom, Survey Research (Evanston, Ill.: Northwestern University Press, 1963).

⁷Charles Y. Glick, Survey Research in the Social Sciences (New York: Russell Sage Foundation, 1967).

⁸Leslie Kish, Survey Sampling (New York: Wiley Inc., 1965).

⁹Fred N. Kerlinger, Foundation of Behavioral Research (New York: Holt, Rinehart, and Winston, 1965).



Procurement of Data

In March 1972, a copy of this researcher's dissertation proposal was sent to the Bureau of Research of the Cleveland Public Schools requesting their cooperation and assistance in the completion of this project. The Bureau of Research responded that they intended to undertake a similar research project in the near future and therefore they would not be able to cooperate and assist in this research project. This researcher requested and was granted an audience with the deputy superintendent of schools, and again a request for cooperation and assistance was sought. The deputy superintendent stated the Cleveland School System would cooperate and assist if and only if changes in the population were made to include suburban school districts. This researcher decided that the purpose of this study could not be achieved if these changes were made, so a decision was made to complete the research project without the assistance and approval of the Cleveland School System.

This researcher, after failing to secure the approval of the administration in Cleveland, sought and was able to secure the aid of interested colleagues in the Cleveland Public Schools in gathering up-to-date teacher lists for the sample schools. These lists contained the teachers' addresses and telephone numbers facilitating the random selection of twenty teachers from

each of the six sample schools. The selectees were mailed a self-addressed postage-paid questionnaire requesting their assistance in the research. This initial contact was followed ten days later by a follow-up letter to the non-respondents. In addition to the follow-up letter, personal and telephone contact was made by resource persons in the schools seeking the completion of the questionnaires by the selectees. The total period for the procurement of the data was five weeks and ninety-seven (80.8%) completed the questionnaire sufficiently to allow for analyzation.

Testable Hypotheses

The testable hypotheses utilize five variables and four categories, black schools, white schools, black teachers in black schools, and white teachers in black schools. The five variables used are teachers' perception of teacher-student relations, job satisfaction, prestige status of the schools, essential teacher characteristics, and characteristics of the students.

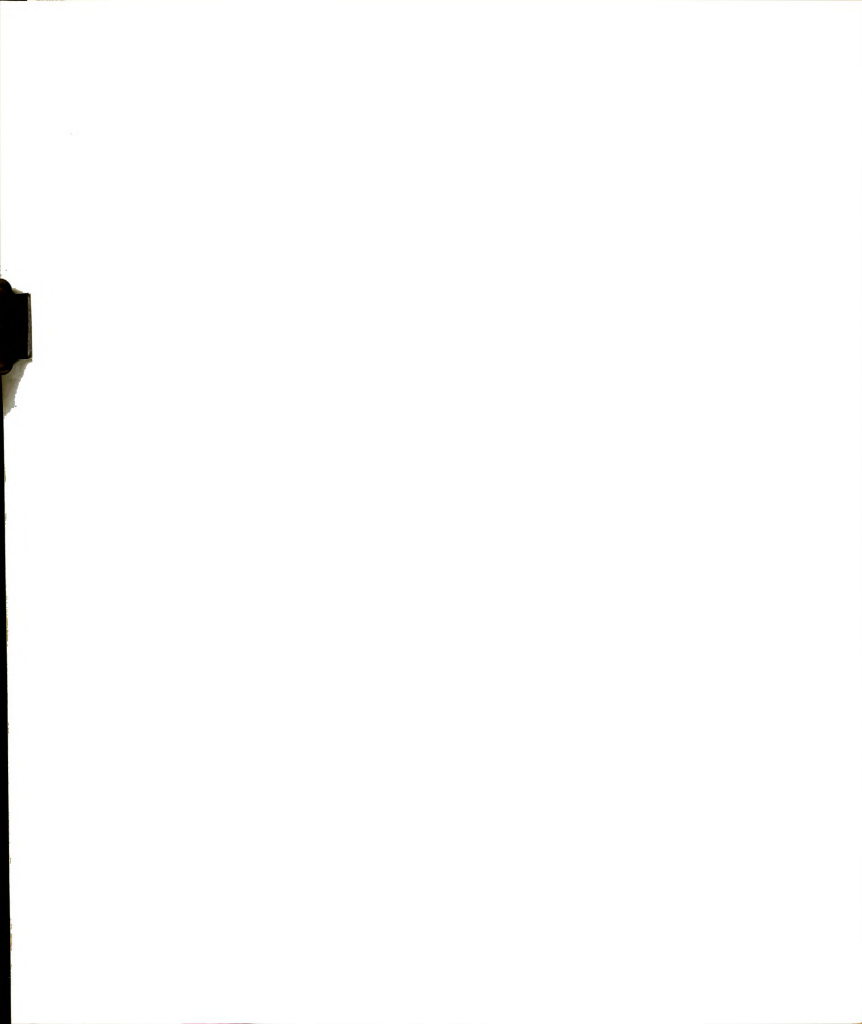
The statistical procedures used in the analysis of the data is the univariate analysis of variance, the chi square analysis of contingency tables, and the two tail "t" test. The analysis of the data for the univariate program was done on the packaged program entitled "Multivariate: Univariate and Multivariate Analysis of Variance and Covariance," A Fortran IV Program, developed by Jeremy Finn

at the State University of New York at Buffalo. The chi square computations were done on a package program entitled "Computer Institute for Social Science Research: Analysis of Contingency Tables," written by Leighton A. Price and William P. Ohare at Michigan State University. Readers are referred to Technometrics, Vol. 5, No. 1 (Feb. 1963), pp. 95-117 for the multivariate program and Technical Report for C.D.C. 6500, T.R. 72-8 for the chi square program. The articles supply computation formulae and subsequent explanation of the symbols therein.

The raw data were coded and punched on IBM cards. Data analyses were performed using the CDC 3600 and 6500 computers at the Michigan State University Computer Center.

Summary

The sample for this study included fifty teachers from defacto segregated schools and forty-seven teachers from defacto segregated white schools in Cleveland, Ohio. The racial makeup of the teachers in the white schools, was eight black teachers and thirty-nine white teachers; while the racial makeup of the teaching staff, in the black schools, was twenty-five black teachers and twenty-five white teachers. The instrument, used to gather the data concerning job satisfaction or dissatisfaction, was a questionnaire, which was developed by the researcher for this study.



This questionnaire was administered by mail to the teachers involved in the study. As completed questionnaires were returned, they were identified by the race of the teacher and the racial make-up of the student body of the school in which the teacher taught. The questionnaires were hand scores; this data was then keypunched and computer programmed.

Nine hypotheses were developed, five relating to the comparison of teachers' perceptions of job satisfaction or dissatisfaction in black and white defacto segregated high schools. The other four hypotheses dealt with job satisfaction or dissatisfaction of black teachers in black schools compared to white teachers in black schools.



CHAPTER IV

ANALYSIS OF THE DATA

This chapter contains the results of the statistical analyses of the data. Each hypothesis is repeated and accompanied by the results of the univariate analysis of variance, chi square test of population variance, or the two-tail "t" test. The level of rejection for the hypotheses is established at .05.

Testing of Hypotheses

The hypotheses which tested the differences between teachers in black and white schools and the differences between black teachers and white teachers in black schools are:

H-1

As perceived by teachers, there is no significant difference in teacher-student relations in black schools as opposed to teacher-student relations in white schools.

The above hypothesis was measured by a summation of scores of individual teachers on Questions III, numbers 1 and 13; IX, numbers 1 and 9; and VII on the questionnaire



in Appendices A and B. The scale was 1 to 4 on each question with 4 being recorded as most satisfied. A mean score of the summation of scores for the teachers in black and white schools was made and a univariate analysis was conducted on the mean score. The hypothesis was rejected since the overall univariate test of equality vectors was statistically significant ($p < .0283$). This implies that when the teachers in the defacto segregated schools are classified by racial make-up, black school, or white school, their perceptions of teacher-student relations are significantly different with teachers in white schools being more satisfied with teacher-student relations. This is shown in the table of cell means, Table 7.

TABLE 7.--Teacher-Student Relations: Univariate Analysis of Variance by Racial Makeup of School.

Source	Black School Mean	White School Mean	Between Mean Square	Within Mean Square	D.F.	Uni- variate F	p less than
Between schools	11.0600	12.42553	45.1752	9.097993	1	4.9654	.0285*

*Significantly different.

H-2

As perceived by teachers, there is no significant difference in teacher-student relations of black teachers in black schools as opposed to teacher-student relations of white teachers in black schools.



The above hypothesis was measured by a summation of the scores of individual teachers in black schools on Questions III, numbers 5 and 13; IX, numbers 1 and 9; and, VII on the questionnaire. A mean score of summation of scores for black and white teachers in black schools was computed and a univariate analysis was conducted on the mean scores of the two groups. The hypothesis was not rejected since the overall univariate test of equality vectors was not statistically significant ($p = .3573$). This implies that when the population of the teachers in the defacto segregated black schools of Cleveland are classified by race, i.e., black-white, essentially their answers are the same; they do not differ significantly in their perceptions of teacher-student relations. This is shown quite strongly in Table 8.

TABLE 8.--Teacher-Student Relations: Univariate Analysis of Variance by Race of Teachers in Black Schools.

Source	Black Teacher Mean	White Teacher Mean	Between Mean Square	Within Mean Square	D.F.	Uni- variate F	p less than
Teachers in black schools	11.48000	10.64000	8.82000	10.20833	1	0.8640	.3573

H-3

As perceived by teachers, there is no significant difference in job satisfaction of teachers in black schools as opposed to job satisfaction of teachers in white schools.

The above hypothesis was measured by a summation of the scores of individual teachers on Questions I, number 11; III, numbers 1 through 13; V, number 1; and II, numbers 1 through 8. Question II, numbers 1 through 8 had the polarity of the scoring reversed to reflect 1 as the most satisfied and 3 as the least satisfied. The column headed not applicable was judged as not a source of strain and scored as 1. Scaling for each question was 1 to 4 with 1 being recorded as most satisfied, thus, the person with the lowest score would be regarded as most satisfied with his job. A mean score was computed for the teachers in the defacto segregated schools and univariate analysis was conducted on the mean scores. The hypothesis was rejected. When the population of the teachers in the defacto segregated high schools of Cleveland are classified by the racial makeup of the student body of their schools, there is a significant difference in job satisfaction, with the teachers in the white schools more satisfied with their jobs. Statistical evidence for this statement is found in Table 9, where the univariate test was significant at the $p = .0001$ level.

H-4

As perceived by teachers, there is no significant difference in job satisfaction of black teachers in black schools as opposed to job satisfaction of white teachers in black schools.

The above hypothesis was measured by a summation of the scores of individual teachers on Questions I,



TABLE 9.--Job Satisfaction: Univariate Analysis of Variance by Racial Makeup of School.

Source	Black School Mean	White School Mean	Between Mean Square	Within Mean Square	D.F.	Uni- variate F	p less than
Black schools vs. white schools	64.3600	60.65957	331.7412	11.47445	1	28.9113	.0001*

*Significantly different.

number 11; III, numbers 1 through 13; V, number 1; and II, numbers 1 through 8. Question II, numbers 1 through 8 had the polarity of the scoring reversed to reflect 1 as the most satisfied and 3 as the least satisfied. The column headed not applicable was judged as not a source of strain and scored as 1. Scaling for each question was 1 to 4 with 1 being recorded as most satisfied thus the person with the lowest score would be regarded as the most satisfied with his job. A mean score was computed for the teachers in the black schools and a univariate analysis was done comparing the black teachers to white teachers on job satisfaction.

The hypothesis was not rejected since the univariate test of equality vectors was not statistically significant ($p = .0961$). Essentially, this indicates



that when the teachers in the defacto segregated black high schools in Cleveland are classified by race, i.e., black-white, their answers are not significantly different on the satisfaction scale. This is shown in Table 10.

TABLE 10.--Job Satisfaction: Univariate Analysis of Variance of Teachers in Black Schools.

Source	Black Teacher Mean	White Teacher Mean	Between Mean Square	Within Mean Square	D.F.	Uni- variate F	p less than
Teachers in black schools	65.08000	63.64000	25.9200	8.99167	1	2.8827	.0961

H-5

As perceived by teachers, there is no significant difference in the prestige status of black schools as opposed to the prestige status of white schools.

Teachers in black and white schools were asked their perceptions of the prestige of working in a black school as opposed to working in a white school. The above hypothesis was measured by a summation of the scores of an individual teacher in Question VIII, numbers 1 and 2 on the questionnaire. The scale was 1 to 5 on Question number 1 and 1 to 4 on Question number 2.

The test statistic, for this hypothesis, was the two-tail "t" test and the level of rejection for the hypothesis was at the .05 level. The hypothesis was rejected since the test statistic value was 5.923 and any

value greater than 2.000 was sufficient for the rejection of the hypothesis. The data, used in the computation to reject the hypothesis, is shown in Table 11.

TABLE 11.--"t" Test Analysis for Prestige Status of Black and White Schools.

Variable	H_0	H_1	D.F.	t	Tabled "t" Value	$\bar{X}$	μ	Sig. Level at .05
School prestige	Prestige of black schools equals prestige of white schools	Prestige of white schools greater than prestige of black schools	96	5.923	2.000	4.7	5.5	Sig.

H-6

There is no significant difference between those teacher characteristics perceived as essential to success by teachers in black schools as opposed to those characteristics perceived as essential to success by teachers in white schools.

The above hypothesis was tested using the chi square analysis of contingency tables. This test is used when there are one or more variables measured on a nominal scale and one wants to determine if the frequencies or proportions observed in the sample also holds in the population. It is an inferential method for testing the null hypothesis that the sample was drawn from a population in which the relative frequencies in each group are the same.

The data for this hypothesis came from Question IV, numbers 1 through 12, on the questionnaire. The hypothesis was not rejected since none of the twelve variables were significant at the .05 level. The chi square computations can be found in Table 12.

H-7

There is no significant difference between those teacher characteristics perceived as essential to success by black teachers in black schools as opposed to those teacher characteristics perceived as essential to success by white teachers in black schools.

The above hypothesis was tested using the chi square analysis of contingency tables.

Data for this hypothesis came from Question IV, numbers 1 through 12, on the questionnaire. The hypothesis was not rejected because on ten of the twelve variables, there were no significant differences at the .05 level. The two variables which yielded a significant difference were: (1) youthful in age and/or outlook, and (2) being a black teacher in a black school. The significant difference in the youthful in age variable, resulted from 28 per cent of the black teachers regarding this variable as essential compared to 8 per cent of the white teachers; and, 16 per cent of the black teachers regarding the variable as relatively unimportant compared to 48 per cent of the white teachers. The difference in the variable, being a black teacher in a black school, resulted

TABLE 12.--How Would You Rate the Following as Attributes of a Successful Teacher in a Urban (Black) School?

Attribute	Type of School	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Competence in exercising discipline	Black School Freq.	41	8	1	0	50
	White School Freq.	35	12	0	0	47
	Total Frequency	76	20	1	0	97
Chi Square=2.183 D.F.=2 Contingency Coefficient=.1483567						
Thorough knowledge of subject matter	Black School Freq.	33	15	2	0	50
	White School Freq.	38	9	0	0	47
	Total Frequency	71	24	2	0	97
Chi Square=3.763 D.F.=2 Contingency Coefficient=.1932469						
Youthful in age and/or outlook	Black School Freq.	9	23	16	2	50
	White School Freq.	8	20	15	4	47
	Total Frequency	17	43	31	6	97
Chi square=.875 D.F.=3 Contingency Coefficient=.0945570						



TABLE 12.--Continued

Attribute	Type of School	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Sympathy in dealing with personal problems of pupils	Black School Freq.	23	23	4	0	50
	White School Freq.	18	28	1	0	47
	Total Frequency	41	51	5	0	97
	Chi Square=2.810 D.F.=2 Contingency Coefficient=.1677859					
Ability to gain respect of pupils	Black School Freq.	47	3	0	0	50
	White School Freq.	41	6	0	0	47
	Total Frequency	88	9	0	0	97
	Chi Square=1.318 D.F.=1 Contingency Coefficient=.1157633					
Fairness and impartiality in dealing with pupils	Black School Freq.	46	4	0	0	50
	White School Freq.	44	3	0	0	47
	Total Frequency	90	7	0	0	97
	Chi Square=.095 D.F.=1 Contingency Coefficient=.0312153					

TABLE 12.--Continued

Attribute	Type of School	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Special training for teaching deprived students	Black School Freq.	16	25	5	4	50
	White School Freq.	10	28	8	1	47
	Total Frequency	26	53	13	5	97
Chi Square=3.958 D.F.=3 Contingency Coefficient=.1979947						
Patience and self assurance in the face of exasperating or irri- tating pupil behavior	Black School Freq.	46	4	0	0	50
	White School Freq.	41	6	0	0	47
	Total Frequency	87	10	0	0	97
Chi Square=.595 D.F.=1 Contingency Coefficient=.0780901						
Willingness to accept and try out new ideas	Black School Freq.	33	17	0	0	50
	White School Freq.	29	18	0	0	47
	Total Frequency	62	35	0	0	97
Chi Square=.194 D.F.=1 Contingency Coefficient=.0446811						

TABLE 12.--Continued

Attribute	Type of School	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Genuine liking for urban(black) students	Black School Freq.	25	20	5	0	50
	White School Freq.	22	20	5	0	47
	Total Frequency	47	40	10	0	97
Chi Square=.099 D.F.=2 Contingency Coefficient=.0318987						
One who can communicate with parents	Black School Freq.	12	30	8	0	50
	White School Freq.	15	29	3	0	47
	Total Frequency	27	59	11	0	97
Chi Square=2.533 D.F.=2 Contingency Coefficient=.1595162						
Being the same race as the majority of the students	Black School Freq.	3	22	14	11	50
	White School Freq.	3	14	22	8	47
	Total Frequency	6	36	36	19	97
Chi Square=3.940 D.F.=3 Contingency Coefficient=.1975734						

from 72 per cent of black teachers regarding the variable as essential or desirable but not essential compared to 28 per cent of the white teachers; this is in contrast to only 28 per cent of the black teachers in black schools regarding the variable as relatively unimportant or unimportant as opposed to 78 per cent of the white teachers. The chi square computations are in Table 13.

H-8

There is no significant difference in the perception of teachers regarding the behavioral, social, and emotional characteristics of students in black schools as opposed to the teachers' perception of behavioral, social, and emotional characteristics of students in white schools.

The above hypothesis was measured by a summation of the scores of an individual teacher on Questions IX, numbers 1 through 9; X, Part A, numbers 1 through 10; Part B, numbers 1 through 10; and Part C, numbers 1 through 10. Question X, with 30 parts, lists 30 student characteristics with the first fifteen being perceived as positive characteristics and the latter fifteen being viewed as negative. Teachers were asked to classify the percentage of students in their schools possessing these characteristics. Each question had four possible choices and the scoring was 1 to 4 with 1 representing 25 per cent or less, 2 representing 25 per cent to 49 per cent, 3 representing 50 per cent to 74 per cent, and 4 representing 75 per cent to 100 per cent. For the purpose of

TABLE 13.--How Would You Rate the Following as Attributes of a Successful Teacher in a Black School?

Attribute	Race	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Competence in exercising discipline	Black Teacher Freq.	20	5	0	0	25
	White Teacher Freq.	21	3	1	0	25
	Total Frequency	41	8	1	0	50
Chi Square=1.524 D.F.=2 Contingency Coefficient=.1720052						
Thorough knowledge of subject matter	Black Teacher Freq.	18	7	0	0	25
	White Teacher Freq.	15	8	2	0	25
	Total Frequency	33	15	2	0	50
Chi Square=2.339 D.F.=2 Contingency Coefficient=.2114157						
Youthful in age and/or outlook	Black Teacher Freq.	7	13	4	1	25
	White Teacher Freq.	2	10	12	1	25
	Total Frequency	9	23	16	2	50
Chi Square=7.169* D.F.=3 Contingency Coefficient=.3541206						

* Significant Difference

TABLE 13.--Continued

Attribute	Race	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Sympathy in dealing with personal problems of pupils	Black Teacher Freq.	12	12	1	0	25
	White Teacher Freq.	11	11	3	0	25
	Total Frequency	23	23	4	0	50
	Chi Square=1.087 D.F.=2 Contingency Coefficient=.1458650					
Ability to gain respect of pupils	Black Teacher Freq.	25	0	0	0	25
	White Teacher Freq.	22	3	0	0	25
	Total Frequency	47	3	0	0	50
	Chi Square=3.191 D.F.=1 Contingency Coefficient=.2449490					
Fairness and impartiality in dealing with pupils	Black Teacher Freq.	22	3	0	0	25
	White Teacher Freq.	24	1	0	0	25
	Total Frequency	46	4	0	0	50
	Chi Square=1.087 D.F.=1 Contingency Coefficient=.1458650					

TABLE 13.--Continued

Attributes	Race	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Special training for teaching de- prived stu- dents	Black Teacher Freq.	8	11	3	3	25
	White Teacher Freq.	8	14	2	1	25
	Total Frequency	16	25	5	4	50
	Chi Square=1.560 D.F.=3 Contingency Coefficient=.1739426					
Patience and self assurance in the face of exasperating or irri- tating pupil behavior	Black Teacher Freq.	22	3	0	0	25
	White Teacher Freq.	24	1	0	0	25
	Total Frequency	46	4	0	0	50
	Chi Square=1.087 D.F.=1 Contingency Coefficient=.1458650					
Willingness to accept and try out new ideas	Black Teacher Freq.	19	6	0	0	25
	White Teacher Freq.	14	11	0	0	25
	Total Frequency	33	17	0	0	50
	Chi Square=2.228 D.F.=1 Contingency Coefficient=.2065481					



TABLE 13.--Continued

Attributes	Races	Essential	Desirable But Not Essential	Relatively Unimportant	Unimportant	Total
Genuine liking for black students	Black Teacher Freq.	15	7	3	0	25
	White Teacher Freq.	10	13	2	0	25
	Total Frequency	25	20	5	0	50
Chi Square=3.000 D.F.=2 Contingency Coefficient=.2379155						
One who can communicate with parents	Black Teacher Freq.	7	15	3	0	25
	White Teacher Freq.	5	15	5	0	25
	Total Frequency	12	30	8	0	50
Chi Square=.833 D.F.=2 Contingency Coefficient=.1280369						
Being a black teacher	Black Teacher Freq.	3	15	5	2	25
	White Teacher Freq.	0	7	9	9	25
	Total Frequency	3	22	14	11	50
Chi Square=11.506 D.F.=3 Contingency Coefficient=.4325248						



analysis and scoring, the polarity of the scoring for the latter fifteen questions was reversed because they reflect negative characteristics.

Question IX also deals with student characteristics and was scored on a 4 point scale with 1 being regarded as least desirable and 4 as most desirable. Question IX, numbers 2, 6, and 8 had the polarity reversed because they reflect positive characteristics.

The hypothesis was rejected since the overall univariate test of equality vectors was statistically significant ($p < .0134$). This finding implies when the teachers in defacto segregated schools are classified by racial makeup, black school or white school, essentially their perceptions of student characteristics are significantly different, with the teachers in the white schools viewing their students in a more positive manner. The cell means, which demonstrates the differences in perceptions, are shown in Table 14.

TABLE 14.--Student Characteristics in Black and White Schools:
Univariate Analysis of Variance.

Source	Black School Mean	White School Mean	Between Mean Square	Within Mean Square	D.F.	Uni- variate F	p less than
Between black and white schools	64.88000	68.61702	338.3353	53.225120	95	6.3567	.0134

H-9

There is no significant difference in the perception of black teachers regarding the behavioral, social, and emotional characteristics of students in black schools as opposed to the perception of white teachers regarding the behavioral, social, and emotional characteristics of students in black schools.

The above hypothesis was measured by a summation of the scores of an individual teacher on Question IX, numbers 1 through 9; and X, Part A, numbers 1 through 10; Part B, numbers 1 through 10; and Part C, numbers 1 through 10. The scoring procedure was identical to the procedure used for Hypothesis 8. Hypothesis 9 was not rejected since the overall univariate test of equality vectors was not statistically significant ($p = .1685$). Table 15 reflects this result.

TABLE 15.--Student Characteristics in Black Schools: Univariate Analysis of Variance.

Source	Black Teacher Mean	White Teacher Mean	Between Mean Square	Within Mean Square	d.f.	Uni- variate F	p less than
Black and white teachers in white schools	66.2800	63.48000	98.0000	50.11000	48	1.9557	.1685

Additional Comparisons

Data was also gathered relating to problem students, verbal abuse of teachers, and physical danger to teachers in the defacto segregated high schools. The data was analyzed using the chi square contingency tables. The results were no significant difference in the perceptions of teachers in the black schools when compared to teachers in the white schools on the variables of problem students and verbal abuse. Teachers in both types of schools agree a teacher is much more likely to encounter problem students and verbal abuse in a black school than a white school. Both black and white teachers, in black schools, lend support to this conclusion as only 4 per cent of them believe these two variables are more prevalent in white schools than black schools.

On the variable, teachers subject to physical danger, there is a significant difference in the perceptions of teachers in black schools when compared to teachers in white schools. This difference resulted from 42 per cent of the teachers in black schools indicating that the physical danger to teachers is the same in all schools as opposed to 25.5 per cent of the teachers in white schools viewing physical danger to teachers as being the same in all schools. The chi square contingency analysis is in Table 16 for black and white schools and Table 17 for teachers in black schools.



TABLE 16.--Black Schools Compared With White Schools: Chi Square Comparison.

Variable	Type of School	Predominate Black School	Integrated School	Predominate White School	Same In All Schools	Total
There are more problems in a . . .	Black School Respondents	28	2	1	19	50
	White School Respondents	23	3	1	20	47
	Total Freq.	51	5	2	39	97
Chi Square=.624 D.F.=3 Contingency Coefficient=.0799269						
67						
Teachers are subject to more physical danger in a . . .	Black School Respondents	29	0	0	21	50
	White School Respondents	32	3	0	12	47
	Total Freq.	61	3	0	33	97
Chi Square=5.515* D.F.=2 Contingency Coefficient=.2319334						

* Significant Difference

TABLE 16.--Continued

Variable	Type of School	Predominate Black School	Integrated School	Predominate White School	Same In All Schools	Total
Teachers are subject to more verbal abuse in a . . .	Black School Respondents	34	1	1	14	50
	White School Respondents	31	2	1	13	47
Total Freq.		65	3	2	27	97
Chi Square=.416 D.F.=3 Contingency Coefficient=.0653828						

TABLE 17.--Black Teachers Compared to White Teachers in Black Schools: Chi Square Comparison.

Variable	Race Of Teacher	Predominate Black School	Integrated School	Predominate White School	Same In All Schools	Total
There are more problem students in a . . .	Black Schools Respondents	14	0	1	10	25
	White Schools Respondents	14	2	0	9	25
	Total Freq.	28	2	1	19	50
Chi Square=3.053 D.F.=3 Contingency Coefficient=.2398743						
Teachers are subject to more physical danger in a . . .	Black Schools Respondents	14	0	0	11	25
	White Schools Respondents	15	0	0	10	25
	Total Freq.	29	0	0	21	50
Chi Square=.082 D.F.=1 Contingency Coefficient=.0404888						

TABLE 17.--Continued

Variable	Race Of Teacher	Predominate Black School	Integrated School	Predominate White School	Same In All Schools	Total
Teachers are subject to more verbal abuse in a . . .	Black Schools Respondents	16	1	1	7	25
	White Schools Respondents	18	0	0	7	25
Total Freq.		34	1	1	14	50

Chi Square=2.118 D.F.=3 Contingency Coefficient=.2015739



In conjunction with Part IV on the questionnaire, teachers were asked to choose the three most essential attributes needed by a teacher to be successful in their school. The four most chosen attributes, for the black and white schools as well as for black and white teachers in black schools, were: (a) competence in exercising discipline, (b) ability to gain respect of pupils, (c) patience and self-assurance in the face of exasperating or irritating pupil behavior, and (d) fairness and impartiality in dealing with pupils. The only deviation from the four choices was in the white schools where the attribute, thorough knowledge of subject matter, had rank order of 2 as opposed to its rank order of 5 in the other three variables, black schools, black teachers in black schools, and white teachers in black schools. Table 18 shows the data tabulation of essential attributes for the school's comparison, and Table 19 shows the comparison of teachers in black schools by race.

Summary

Results of this study were analyzed and discussed relative to what are the differences in black and white schools regarding certain factors of teachers' jobs. Employing the univariate analysis of variance to analyze the data, Hypothesis H-1: As perceived by teachers, there is no significant difference in teacher-student relations in black schools as opposed to teacher-student



TABLE 18.--Three Most Essential Teacher Attributes Needed for Success as Perceived
by Teachers.

Attribute	Number Of Teachers In Black Schools Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of Teachers In Black Schools	Number of Teachers In White Schools Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of Teachers In White Schools
Competence in exercising discipline	25 (50%)	3	23 (49%)	2
Thorough knowledge of subject matter	17 (34%)	5	23 (48.9%)	2
Youthful in age and/or outlook	2 (4%)	10	2 (4.3%)	9
Sympathy in dealing with pupils	5 (10%)	7	6 (12.8%)	7
Ability to gain respect of pupils	32 (64%)	1	22 (46.8%)	4
Fairness and impartiality in dealing with pupils	23 (46%)	4	28 (59.6%)	1

TABLE 18.--Continued

Attribute	Number of Teachers In Black Schools Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of Teachers In Black Schools	Number of Teachers In White Schools Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of Teachers In White Schools
Special training for teaching deprived students	4 (8%)	8	1 (2.3%)	11
Patience and self assurance in the face of exasperating or irritating pupil behavior	26 (52%)	2	22 (46.8%)	4
Willingness to accept and try out new ideas	4 (8%)	8	9 (19.2%)	6
Genuine liking for urban (black) students	11 (22%)	6	3 (6.4%)	8
One who can communicate with parents	0 (0%)	12	0 (0%)	12
Being the same race as the majority of the student body	1 (2%)	11	2 (4.3%)	9

TABLE 19.--Three Most Essential Teacher Attributes Needed for Success as Perceived by Teachers in Black Schools.

Attribute	Number Of Black Teachers Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of Black Teachers	Number Of White Teachers Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of White Teachers
Competence in exercising discipline	12 (48%)	2	13 (52%)	2
Thorough knowledge of subject matter	9 (36%)	5	8 (32%)	5
Youthful in age and/or outlook	2 (8%)	8	0 (0%)	11
Sympathy in dealing with personal problems of pupils	2 (8%)	8	3 (12%)	8
Ability to gain respect of pupils	19 (76%)	1	13 (52%)	2
Fairness and impartiality in dealing with pupils	10 (40%)	4	13 (52%)	2

TABLE 19.--Continued

Attribute	Number Of Black Teachers Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of Black Teachers	Number of White Teachers Who Made The Attribute One Of Three Choices	Rank Order Of Choices Of White Teachers
Special training for teaching deprived students	1 (4%)	11	3 (12%)	8
Patience and self assurance in the face of exasperating or irritating pupil behavior	11 (44%)	3	15 (60%)	1
Willingness to accept and try out new ideas	2 (8%)	8	2 (8%)	10
Genuine liking for black students	6 (24%)	6	5 (20%)	6
One who can communicate with parents	6 (24%)	6	5 (20%)	6
Being a black teacher	0 (0%)	12	0 (0%)	11

relations in white schools; H-3: As perceived by teachers, there is no significant difference in job satisfaction of teachers in black schools as opposed to job satisfaction of teachers in white schools; H-8: There is no significant difference in the perception of teachers regarding the behavioral, social, and emotional characteristics of students in black schools as opposed to the teachers' perception of behavioral, social, and emotional characteristics of students in white schools, were all rejected at the .05 level. Hypotheses H-2: As perceived by teachers, there is no significant difference in teacher-student relations of black teachers in black schools as opposed to teacher-student relations of white teachers in black schools; H-4: As perceived by teachers, there is no significant difference in job satisfaction of black teachers in black schools as opposed to job satisfaction of white teachers in black schools; H-9: There is no significant difference in the perception of black teachers regarding the behavioral, social, and emotional characteristics of students in black schools as opposed to the perception of white teachers regarding the behavioral, social, and emotional characteristics of students in black schools, were not rejected at the .05 level.

Hypotheses H-6: There is no significant difference between those teacher characteristics perceived as essential to success by teachers in black schools as

opposed to those characteristics perceived as essential to success by teachers in white schools; and H-7: There is no significant difference between those teacher characteristics perceived as essential to success by black teachers in black schools as opposed to those characteristics perceived as essential to success by white teachers in black schools, were analyzed using the chi square contingency tables and not rejected at the .05 level.

The two-tail "t" test was used to analyze H-5: As perceived by teachers, there is no significant difference in the prestige status of black schools as opposed to the prestige status of white schools; this hypothesis was rejected at the .05 level.

Further discussion of the measurements used, summary, conclusions based on the results stated, and implications for further research appear in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

Chapter V, drawn from the preceding chapters, presents the central elements of the study. A summary will be presented as well as the findings based upon the data. General conclusions are noted along with recommendations for further study.

Summary

The Study was designed to assess teachers' perceptions in defacto segregated high schools on five variables: (1) job satisfaction, (2) teacher-student relations, (3) attributes essential for success as a teacher, (4) student characteristics, and (5) prestige status of black and white high schools. The population was fifty teachers randomly chosen from three black high schools; and, forty-seven teachers, randomly chosen from three white high schools. The racial makeup of the teachers in the black schools was twenty-five white and twenty-five black; in the white schools there were eight black teachers and thirty-nine white teachers.

Both groups were administered a questionnaire, designed by Richard Spillane in a study of teacher satisfaction in the elementary schools of Waterbury, Connecticut. This questionnaire was revised by this researcher to determine the teachers' perceptions on the five variables. Analysis was completed determining teachers' perceptions of the five variables, and a comparison was made between black and white schools and between black and white teachers in black schools.

Findings

The major findings of this study of teachers' perceptions are summarized as follows:

1. Teachers and students report significantly better relations in white schools.
2. There is no significant difference in teacher-student relations of black teachers in black schools as opposed to teacher-student relations of white teachers in black schools.
3. Teachers are more satisfied with their jobs in white schools than the teachers in black schools are with their jobs.
4. There is no significant difference in job satisfaction between black teachers in black schools and white teachers in black schools.

5. Teachers perceive white schools as having significantly more prestige than black schools; this perception is system-wide since teachers in white schools do not differ significantly from their colleagues in black schools on this variable.
6. There is no significant difference between teacher characteristics perceived as essential to success by teachers in black schools as opposed to characteristics perceived as essential to success by teachers in white schools.
7. There is no significant difference between teacher characteristics perceived as essential to success by black teachers in black schools as opposed to characteristics perceived as essential to success by white teachers in black schools. On only two of the twelve variables, "Youthful in age and/or outlook" and "Being a black teacher" were there significant chi square correlations.
8. There is a significant difference in the perceptions of teachers regarding the behavioral, social, and emotional characteristics of students in black schools as opposed to the teachers' perception of behavioral, social, and emotional



characteristics of students in white schools. Teachers in white schools view their students in a significantly more positive manner than teachers in black schools view their students.

9. There is no significant difference in the perception of black teachers regarding the behavioral, social, and emotional characteristics of students in black schools as opposed to the perceptions of white teachers regarding the behavioral, social, and emotional characteristics of students in black schools.

Conclusions

The author draws the following conclusions from the study:

1. Black and white teachers in black schools perceive themselves as teachers, not racially; and, they view the characteristics of their students in a very similar vein. The race of the teacher is not a significant factor affecting job satisfaction and teacher-student relations in defacto segregated schools. Therefore, the practice of placing the majority of black teachers in black schools will not lead to a more satisfied teaching staff in the black schools, if black teachers continue to exhibit the attitudes of the black teachers currently working in these schools.

2. Job satisfaction of teachers in black schools will continue to be significantly lower than their colleagues in white schools as long as teachers in black schools continue to perceive their students negatively; or as long as students in black schools continue to act in a manner construed to be negative by both their black and white teachers. This conclusion is reinforced by the finding of Fredrick Herzberg, "Job factors which result in dissatisfaction tend to be related to the environment of the work."
3. The racial makeup of the schools is a most significant factor in determining whether teachers are satisfied with their jobs. Teachers in white schools are more satisfied with their jobs than teachers in black schools. This higher job satisfaction is the resultant of significantly better teacher-student relations, significantly higher positive perceptions of students, and the significantly higher prestige of white schools.
4. Teachers in black and white schools report that the attributes of a teacher, essential for success in their schools, are not significantly different. This infers that teachers who are successful in both black and white schools, have essentially the same attributes; therefore, teachers in black

and white schools should have similar attitudes and preparation if they are to be successful. If these teachers' perceptions are correct then our attention and resources should be directed toward training teachers for all urban schools and not specifically the black or white school.

Recommendations for Future Research

The findings of this study suggest the need for further exploratory investigations into factors affecting and concerned with teacher job satisfaction in defacto segregated schools. Specifically:

1. A comparative study between teachers' attitudes about their job satisfaction, teacher-student relations, and their classroom behavior could be investigated to determine the relationship between stated attitudes and classroom behavior.
2. Replication of this study should be made investigating job satisfaction of teachers in black, white, and desegregated schools on a broad scale encompassing urban areas in different geographical locations in this country.
3. A study should be conducted determining if student satisfaction and teacher satisfaction are significantly congruent or not congruent.

4. Replication of this study should be made investigating the job satisfaction of teachers in defacto segregated elementary and junior high schools to determine if the findings of this study are unique to high schools or if it is consistent from K to 12 in this school district.
5. School climate should be the focus of future studies, especially as it concerns the attitudes and satisfaction of those involved in the defacto segregated schools.
6. Research should be conducted assessing student satisfaction in black and white schools and the significance of a white or black teacher in this satisfaction.
7. A study should be conducted determining if teachers especially trained for teaching in the inner-city schools find more job satisfaction than those teachers without special training for inner-city schools.
8. Research should be conducted to determine what, if any, correlation is there between job satisfaction and job performance of teachers in the defacto segregated schools.

Scope and Limitations of This Study

There are certain limitations which must be taken into account when generalizing the results of this study.

The major limitations of all descriptive studies is that the characteristics of the subjects for whom the descriptive rules are to be applied should be similar to the characteristics of the subjects from whom the descriptive rules were drawn. An additional limitation to this study is that the opinions recorded for the subjects are their stated opinions and such opinions are not always congruent with their actual behavior and attitudes.

The final limitation to this study is the human limitations of the researcher; he recognizes that his particular orientation makes him subject to errors of omission and commission.

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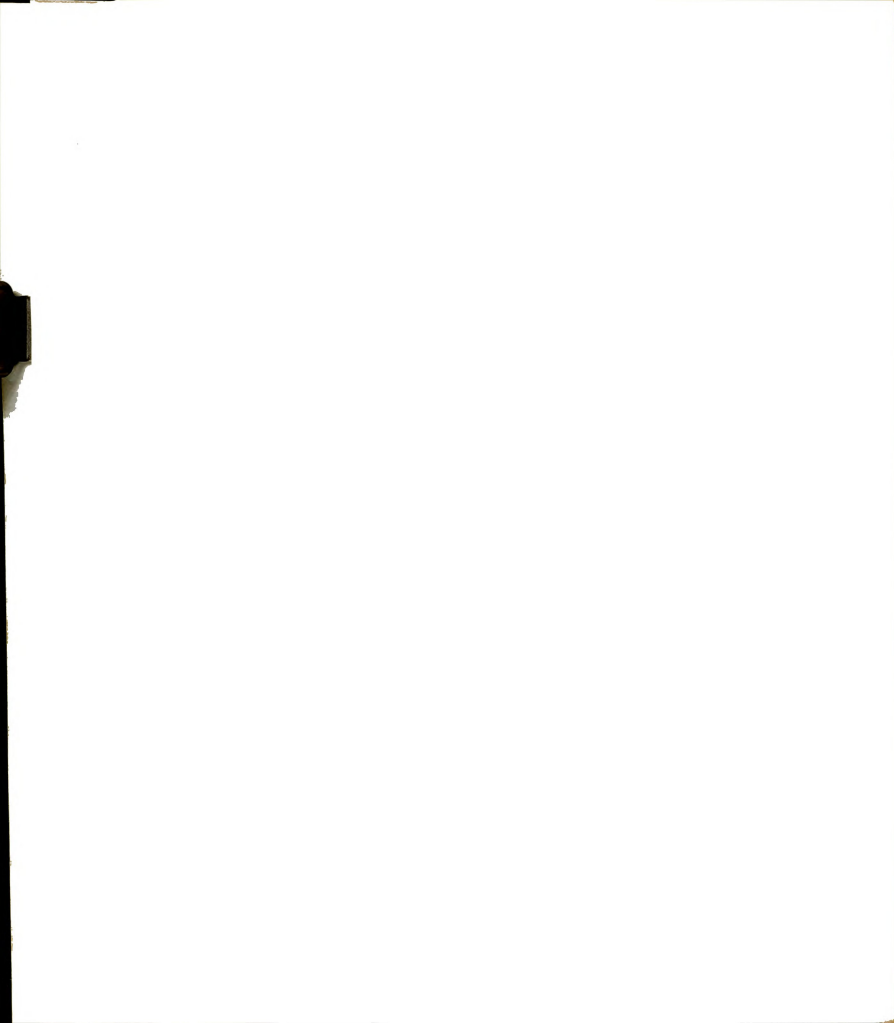
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APPENDICES

APPENDIX A

BLACK SCHOOLS QUESTIONNAIRE

COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY

March, 1972

Dear Colleague:

We are presently engaged in a research project to examine job satisfaction or dissatisfaction in urban high schools and hope that you can help us with this study.

Items selected for this questionnaire are organized in five categories: (1) personal data concerning age, sex, certification, and present class assignment; (2) aspects of teaching which teachers believe give them satisfaction or dissatisfaction with their work; (3) belief of status differences which may occur between teachers employed in different schools; (4) teachers' judgment as to the behavioral, social, and emotional characteristics of the students in their schools; and (5) teachers' beliefs about essential characteristics needed to be successful in an urban setting.

This study is based on a carefully selected random sample of schools such as yours. Therefore your returning the questionnaire is essential for the study. You, as an individual, will not be identified. Neither you nor your school will be identified in the reporting of this study and a copy of the finding will be made available to you.

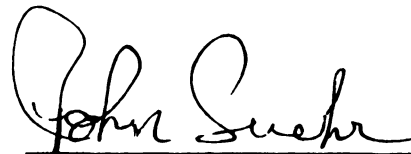


You may rest assured that only the highest professional and ethical standards will be followed throughout this study.

Thank you!

A handwritten signature in cursive script, appearing to read "Eugene E. Eubanks".

Eugene E. Eubanks
Ph.D. Candidate

A handwritten signature in cursive script, appearing to read "John Suehr".

John Suehr
Chairman, Doctoral
Committee

Purpose of the Questionnaire:

This questionnaire has been designed as part of a study of identification of various factors which teachers feel relate to job satisfaction or dissatisfaction in the urban setting. The information gathered from this questionnaire will be added to other information obtained by interviews. It is believed that the understanding of special problems of teachers in schools whose enrollment is predominantly black is important to the maintenance and recruitment of the teaching staff. Through this research we hope to gain additional insights and directions to facilitate better learning for our students and make teaching more enjoyable than it already is.

Please answer all questions as frankly as you can. You will note that in order to keep all answers in strict confidence, neither your name nor the name of your school appears on the questionnaire. However, this anonymity makes it impossible to follow-up on any individual questionnaire.

I. Check the Appropriate Space for Each Question.

1. Sex (1) ☐ Male
(2) ☐ Female
2. Indicate the total number of years of teaching experience you have had including 1971-72.

(1) ☐ 1-2	(4) ☐ 11-15
(2) ☐ 3-5	(5) ☐ more than 15
(3) ☐ 6-10	
3. What is the highest degree or diploma you have earned?

(1) ☐ Diploma, less than four years of college preparation
(2) ☐ Bachelor's degree
(3) ☐ Master's degree
(4) ☐ Master's degree plus one year or more
(5) ☐ Doctor's degree
4. What was your certification status in September, 1971?

(1) ☐ Temporary
(2) ☐ 4 Year Provisional
(3) ☐ 8 Year Provisional
(4) ☐ Permanent
(5) ☐ Other (Specify) _____
5. What was your undergraduate major?

(1) ☐ Social Studies	(5) ☐ Science
(2) ☐ English Major	(6) ☐ Foreign Language
(3) ☐ Industrial Arts or Vocational	(7) ☐ Other Specify _____
(4) ☐ Mathematics	

6. What subject do you teach?
- | | |
|--|--|
| (1) ☐ Social Studies | (5) ☐ Science |
| (2) ☐ English | (6) ☐ Foreign Language |
| (3) ☐ Industrial Arts or Vocational | (7) ☐ Other Specify _____ |
| (4) ☐ Mathematics | |
7. What is your race?
- (1) ☐ Black
- (2) ☐ White
- (3) ☐ Other
8. Did you originally become a teacher in your present school because you specifically wanted to teach at this school?
- (1) ☐ Yes
- (2) ☐ No
9. What was the primary consideration for your assignment to your present school?
- (1) ☐ You specifically requested the school assigned
- (2) ☐ You were assigned on the basis of the needs of the school system
- (3) ☐ Don't know
- (4) ☐ Other Specify _____
10. Check the number which includes the average enrollment of your classes.
- | | |
|---------------------------------------|--------------------------------------|
| (1) ☐ under 15 | (4) ☐ 25-29 |
| (2) ☐ 15-19 | (5) ☐ 30-35 |
| (3) ☐ 20-24 | (6) ☐ over 35 |
11. In terms of your academic knowledge and interests alone, how satisfying has teaching in a predominately black school been?
- | | |
|--|--|
| (1) ☐ very satisfying | (4) ☐ unsatisfying |
| (2) ☐ satisfying | (5) ☐ very unsatisfying |
| (3) ☐ 50-50 | |
- II. To what extent, if any, do you feel the following conditions represent sources of stress or strain in your work? Please respond for each condition.

	<u>Major Source of Stress or Strain</u>	<u>Moderate Source of Stress or Strain</u>	<u>Not a Source of Stress or Strain</u>	<u>Not Appli- cable</u>
1. The curriculum content	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Unsettled questions of effective pupil grouping	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Frequent changes in teaching practices	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Teaching materials inadequately geared to special needs of school pupils	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Pressures from parents on teachers to provide social and personal guidance for pupils	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Dual responsibility of teaching for academic achievement and providing for individual adjustment	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Grading practices of the school	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Amount of paper work	8. ____ (1)	____ (2)	____ (3)	____ (4)

III. How would you rate your satisfaction with the following aspects of your work? Respond once to each condition from (1) through (13).

	<u>Very Satis- fied</u>	<u>Satis- fied</u>	<u>Dissatis- fied</u>	<u>Very Dis- satisfied</u>
1. Salary	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Teaching load	2. ____ (1)	____ (2)	____ (3)	____ (4)

	<u>Very</u> <u>Satis-</u> <u>fied</u>	<u>Satis-</u> <u>fied</u>	<u>Dissatis-</u> <u>fied</u>	<u>Very Dis-</u> <u>satisfied</u>
3. Respect and recognition from the community	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Respect and recognition from superiors	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Relations with pupils	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Relations with parents	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Supervisory assistance	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Intellectual stimulation	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Teaching materials	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Class size	10. ____ (1)	____ (2)	____ (3)	____ (4)
11. Extra class duties	11. ____ (1)	____ (2)	____ (3)	____ (4)
12. Services from guidance personnel, psychological examiners, social workers, health services	12. ____ (1)	____ (2)	____ (3)	____ (4)
13. Behavior of the students	13. ____ (1)	____ (2)	____ (3)	____ (4)
IV. How would you rate the following as attributes of a successful teacher in a predominate black school? Double check (xx) the three you consider <u>most</u> essential. Respond to each attribute (1) through (12).				

	<u>Essential</u>	<u>Desirable But Not Essential</u>	<u>Relatively Unimpor- tant</u>	<u>Unimpor- tant</u>
1. Competence in exercising discipline	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Thorough knowledge of subject matter	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Youthful in age and/or outlook	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Sympathy in dealing with personal problems of pupils	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Ability to gain respect of pupils	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Fairness and impartiality in dealing with pupils	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Special training for teaching deprived students	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Patience and self assurance in the face of exasperating or irritating pupil behavior	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Willingness to accept and try out new ideas	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Genuine liking for black students	10. ____ (1)	____ (2)	____ (3)	____ (4)

- | | <u>Essential</u> | <u>Desirable
But Not
Essential</u> | <u>Relatively
Unimpor-
tant</u> | <u>Unimpor-
tant</u> |
|--|------------------|--|---|--------------------------|
| 11. One who can communicate with parents | 11. ____ (1) | ____ (2) | ____ (3) | ____ (4) |
| 12. Being a black teacher | 12. ____ (1) | ____ (2) | ____ (3) | ____ (4) |

V.

1. If you were starting your career all over again, would you choose teaching in a school with a student body of this racial make up?

(1) ____ definitely yes	(3) ____ probably no
(2) ____ probably yes	(4) ____ definitely no
2. What are your ultimate plans?

(1) ____ Plan to remain in a school of this racial composition, teaching until retirement
(2) ____ Plan to continue teaching, but preferable at another school
(3) ____ Plan to go into administration
(4) ____ Plan to take a job not connected with education
(5) ____ Other Specify _____

- VI. Using your best judgment, please answer each of the following questions by placing a check mark in the appropriate space.

- | | <u>Pre-
dominant
Black
School</u> | <u>Deseg-
regated
Schools</u> | <u>Pre-
dominant
White
Schools</u> | <u>Same
in All
Schools</u> |
|--|---|---------------------------------------|--|------------------------------------|
| 1. The teacher has more opportunity to teach the subject matter in a . . . | 1. ____ (1) | ____ (2) | ____ (3) | ____ (4) |
| 2. A teacher has a heavier workload in a . . . | 2. ____ (1) | ____ (2) | ____ (3) | ____ (4) |
| 3. Teachers have large classes in a . . . | 3. ____ (1) | ____ (2) | ____ (3) | ____ (4) |

APPENDIX B

WHITE SCHOOLS QUESTIONNAIRE

	<u>Pre- dominant Black School</u>	<u>Deseg- regated Schools</u>	<u>Pre- dominant White Schools</u>	<u>Same in All Schools</u>
4. There are more problem students in a . . .	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Teaching is more challenging in a . . .	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. A teacher would consider his work more important academically in a . . .	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Teachers have closer contacts with individual pupils in a . . .	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Teachers have more responsibility for the overall development of pupils in a . . .	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. The wear and tear is greater on a teacher in a . . .	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Teachers are subject to more physical danger in a . . .	10. ____ (1)	____ (2)	____ (3)	____ (4)
11. Teachers are subject to more verbal abuse in a . . .	11. ____ (1)	____ (2)	____ (3)	____ (4)
VII. What has been your own experience with discipline?				
(1) ____ An especially difficult part of my job				
(2) ____ Definitely a strain, but not a special source of difficulty				
(3) ____ Not a strain				

VIII.

1. How would you describe the prestige of teachers in schools with high black population as compared with that of teachers who work in predominately white schools?
 - (1) ☐ Prestige of teachers in black schools decidedly lower
 - (2) ☐ Prestige of teachers in black schools somewhat lower
 - (3) ☐ Prestige of teachers in black schools about the same
 - (4) ☐ Prestige of teachers in black schools somewhat higher
 - (5) ☐ Prestige of teachers in black schools decidedly higher
2. If a defacto segregated school teacher were to be assigned to another position in a desegregated or all white school, would the move be considered a promotion by other teachers?
 - (1) ☐ Definitely yes
 - (2) ☐ Probably yes
 - (3) ☐ Probably not
 - (4) ☐ Definitely not
3. How would you rate the opportunities for men teachers in predominantly black schools to advance to administrative or supervisory positions compared to those in predominantly white schools?
 - (1) ☐ More favorable
 - (2) ☐ Less favorable
 - (3) ☐ Same
4. How would you rate the opportunities for women in predominantly black schools to advance to administrative or supervisory positions compared to those in predominantly white schools?
 - (1) ☐ More favorable
 - (2) ☐ Less favorable
 - (3) ☐ Same

- IX. In relation to your experience how would you classify the students in your school?

- | | Very
<u>Frequently</u> | <u>Often</u> | <u>Seldom</u> | <u>Rarely</u> |
|---|---------------------------------|------------------------------|------------------------------|------------------------------|
| 1. Rebellious and defiant toward authority | 1. ☐ (1) | ☐ (2) | ☐ (3) | ☐ (4) |
| 2. Their spontaneity and bouyance is refreshing | 2. ☐ (1) | ☐ (2) | ☐ (3) | ☐ (4) |

	<u>Very Frequently</u>	<u>Often</u>	<u>Seldom</u>	<u>Rarely</u>
3. Not much interested in subject matter	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Difficult to keep motivated	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Unstable and changeable	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Frequently turn to teachers for help with their personal or social problems	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Have a great need for self discipline	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. They work hard for teachers they like	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Show little or no recognition or appreciation of the teacher's efforts	9. ____ (1)	____ (2)	____ (3)	____ (4)
X. In your judgment, how would you classify your students according to the following characteristics?				

25% or <u>Less</u>	25% to <u>49%</u>	50% to <u>74%</u>	75% to <u>100%</u>
-----------------------	----------------------	----------------------	-----------------------

A.

1. Dependable	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Modest	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Timid	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Sociable	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Friendly	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Independent	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Contented	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Adaptable	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Tolerant	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Determined	10. ____ (1)	____ (2)	____ (3)	____ (4)

	25% or Less	25% to 49%	50% to 74%	75% to 100%
B.				
1. Aggressive	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Imaginative	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Shows initiative	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Has integrity	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Wide interests	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Unreliable	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Egotistic	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Bold	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Hostile	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Suspicious	10. ____ (1)	____ (2)	____ (3)	____ (4)

C				
1. Dependent	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Resigned	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Bigoted	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Evasive	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Inflexible	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Submissive	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Imaginatively dull	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Lacks initiative	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Dishonest	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Limited interests	10. ____ (1)	____ (2)	____ (3)	____ (4)

XI. As a teacher in a premoninantly black school what advice, counsel, or training do you feel would benefit new teachers coming into a defacto segregated school?

Thank you.

Purpose of the Questionnaire:

This questionnaire has been designed as part of a study of identification of various factors which teachers feel relate to job satisfaction or dissatisfaction in the urban setting. The information gathered from this questionnaire will be added to other information obtained by interviews. It is believed that the understanding of special problems of teachers in the urban setting is important to the maintenance and recruitment of the teaching staff. Through this research we hope to gain additional insights and directions to facilitate better learning for our students and make teaching more enjoyable than it already is.

Please answer all questions as frankly as you can. You will note that in order to keep all answers in strict confidence, neither your name nor the name of your school appears on the questionnaire. However, this anonymity makes it impossible to follow-up on any individual questionnaire.

I. Check the Appropriate Space for Each Question.

1. Sex (1) ☐ Male
(2) ☐ Female
2. Indicate the total number of years of teaching experience you have had including 1971-72.
(1) ☐ 1-2 (4) ☐ 11-15
(2) ☐ 3-5 (5) ☐ more than 15
(3) ☐ 6-10
3. What is the highest degree or diploma you have earned?
(1) ☐ Diploma, less than four years of college preparation
(2) ☐ Bachelor's degree
(3) ☐ Master's degree
(4) ☐ Master's degree plus one year or more
(5) ☐ Doctor's degree
4. What was your certification status in September, 1971?
(1) ☐ Temporary
(2) ☐ 4 Year Provisional
(3) ☐ 8 Year Provisional
(4) ☐ Permanent
(5) ☐ Other (Specify) _____
5. What was your undergraduate major?
(1) ☐ Social Studies (5) ☐ Science
(2) ☐ English Major (6) ☐ Foreign Language
(3) ☐ Industrial Arts or (7) ☐ Other Specify _____
Vocational
(4) ☐ Mathematics

6. What subject do you teach?
- | | |
|--|--|
| (1) ☐ Social Studies | (5) ☐ Science |
| (2) ☐ English | (6) ☐ Foreign Language |
| (3) ☐ Industrial Arts or Vocational | (7) ☐ Other Specify _____ |
| (4) ☐ Mathematics | |
7. What is your race?
- (1) ☐ Black
(2) ☐ White
(3) ☐ Other
8. Did you originally become a teacher in your present school because you specifically wanted to teach at this school?
- (1) ☐ Yes
(2) ☐ No
9. What was the primary consideration for your assignment to your present school?
- (1) ☐ You specifically requested the school assigned
(2) ☐ You were assigned on the basis of the needs of the school system
(3) ☐ Don't know
(4) ☐ Other Specify _____
10. Check the number which includes the average enrollment of your classes.
- | | |
|---------------------------------------|--------------------------------------|
| (1) ☐ under 15 | (4) ☐ 25-29 |
| (2) ☐ 15-19 | (5) ☐ 30-35 |
| (3) ☐ 20-24 | (6) ☐ over 35 |
11. In terms of your academic knowledge and interests alone, how satisfying has teaching in an urban school been?
- | | |
|--|--|
| (1) ☐ very satisfying | (4) ☐ unsatisfying |
| (2) ☐ satisfying | (5) ☐ very unsatisfying |
| (3) ☐ 50-50 | |
- II. To what extent, if any, do you feel the following conditions represent sources of stress or strain in your work? Please respond for each condition.

	<u>Major Source of Stress or Strain</u>	<u>Moderate Source of Stress or Strain</u>	<u>Not a Source of Stress or Strain</u>	<u>Not Appli- cable</u>
1. The curriculum content	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Unsettled questions of effective pupil grouping	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Frequent changes in teaching practices	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Teaching materials inadequately geared to special needs of school pupils	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Pressures from parents on teachers to provide social and personal guidance for pupils	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Dual responsibility of teaching for academic achievement and providing for individual adjustment	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Grading practices of the school	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Amount of paper work	8. ____ (1)	____ (2)	____ (3)	____ (4)

III. How would you rate your satisfaction with the following aspects of your work? Respond once to each condition from (1) through (13).

	<u>Very Satis- fied</u>	<u>Satis- fied</u>	<u>Dissatis- fied</u>	<u>Very Dis- satisfied</u>
1. Salary	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Teaching load	2. ____ (1)	____ (2)	____ (3)	____ (4)

	<u>Very</u> <u>Satis-</u> <u>fied</u>	<u>Satis-</u> <u>fied</u>	<u>Dissatis-</u> <u>fied</u>	<u>Very Dis-</u> <u>satisfied</u>
3. Respect and recognition from the community	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Respect and recognition from superiors	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Relations with pupils	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Relations with parents	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Supervisory assistance	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Intellectual stimulation	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Teaching materials	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Class size	10. ____ (1)	____ (2)	____ (3)	____ (4)
11. Extra class duties	11. ____ (1)	____ (2)	____ (3)	____ (4)
12. Services from guidance personnell, psychological examiners, social workers, health services	12. ____ (1)	____ (2)	____ (3)	____ (4)
13. Behavior of the students	13. ____ (1)	____ (2)	____ (3)	____ (4)

IV. How would you rate the following as attributes of a successful teacher in an urban school? Double check (xx) the three you consider most essential. Respond to each attribute (1) through 12).

	<u>Essential</u>	<u>Desirable But Not Essential</u>	<u>Relatively Unimpor- tant</u>	<u>Unimpor- tant</u>
1. Competence in exercising discipline	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Thorough knowledge of subject matter	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Youthful in age and/or outlook	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Sympathy in dealing with personal problems of pupils	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Ability to gain respect of pupils	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Fairness and impartiality in dealing with pupils	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Special training for teaching deprived students	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Patience and self assurance in the face of exasperating or irritating pupil behavior	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Willingness to accept and try out new ideas	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Genuine liking for urban students	10. ____ (1)	____ (2)	____ (3)	____ (4)

- | | <u>Essential</u> | <u>Desirable
But Not
Essential</u> | <u>Relatively
Unimpor-
tant</u> | <u>Unimpor-
tant</u> |
|---|------------------|--|---|--------------------------|
| 11. One who can communicate with parents | 11. ____ (1) | ____ (2) | ____ (3) | ____ (4) |
| 12. Being the same race as the majority of the student body | 12. ____ (1) | ____ (2) | ____ (3) | ____ (4) |
| 1. If you were starting your career all over again, would you choose teaching in a school with a student body of this racial make up? | | | | |
| (1) ____ definitely yes | | (3) ____ probably no | | |
| (2) ____ probably yes | | (4) ____ definitely no | | |
| 2. What are your ultimate plans? | | | | |
| (1) ____ Plan to remain in a school of this racial composition, teaching until retirement | | | | |
| (2) ____ Plan to continue teaching, but preferable at another school | | | | |
| (3) ____ Plan to go into administration | | | | |
| (4) ____ Plan to take a job not connected with education | | | | |
| (5) ____ Other Specify _____ | | | | |
| VI. Using your best judgment, please answer each of the following questions by placing a check mark in the appropriate space. | | | | |

- | | <u>Pre-
dominant
Black
School</u> | <u>Deseg-
regated
Schools</u> | <u>Pre-
dominant
White
Schools</u> | <u>Same
in All
Schools</u> |
|--|---|---------------------------------------|--|------------------------------------|
| 1. The teacher has more opportunity to teach the subject matter in a . . . | 1. ____ (1) | ____ (2) | ____ (3) | ____ (4) |
| 2. A teacher has a heavier workload in a . . . | 2. ____ (1) | ____ (2) | ____ (3) | ____ (4) |
| 3. Teachers have large classes in a . . . | 3. ____ (1) | ____ (2) | ____ (3) | ____ (4) |

	<u>Pre- dominant Black School</u>	<u>Deseg- regated Schools</u>	<u>Pre- dominant White Schools</u>	<u>Same in All Schools</u>
4. There are more problem students in a . . .	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Teaching is more challenging in a . . .	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. A teacher would consider his work more important academically in a . . .	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Teachers have closer contacts with individual pupils in a . . .	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Teachers have more responsibility for the overall development of pupils in a . . .	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. The wear and tear is greater on a teacher in a . . .	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Teachers are subject to more physical danger in a . . .	10. ____ (1)	____ (2)	____ (3)	____ (4)
11. Teachers are subject to more verbal abuse in a . . .	11. ____ (1)	____ (2)	____ (3)	____ (4)
VII. What has been your own experience with discipline?				
(1) ____ An especially difficult part of my job				
(2) ____ Definitely a strain, but not a special source of difficulty				
(3) ____ Not a strain				

VIII.

1. How would you describe the prestige of teachers in schools with high black population as compared with that of teachers who work in predominately white schools?
 - (1) ☐ Prestige of teachers in black schools decidedly lower
 - (2) ☐ Prestige of teachers in black schools somewhat lower
 - (3) ☐ Prestige of teachers in black schools about the same
 - (4) ☐ Prestige of teachers in black schools somewhat higher
 - (5) ☐ Prestige of teachers in black schools decidedly higher
2. If a defacto segregated school teacher were to be assigned to another position in a desegregated or all white school, would the move be considered a promotion by other teachers?
 - (1) ☐ Definitely yes
 - (2) ☐ Probably yes
 - (3) ☐ Probably not
 - (4) ☐ Definitely not
3. How would you rate the opportunities for men teachers in predominantly black schools to advance to administrative or supervisory positions compared to those in predominantly white schools?
 - (1) ☐ More favorable
 - (2) ☐ Less favorable
 - (3) ☐ Same
4. How would you rate the opportunities for women in predominantly black schools to advance to administrative or supervisory positions compared to those in predominantly white schools?
 - (1) ☐ More favorable
 - (2) ☐ Less favorable
 - (3) ☐ Same

- IX. In relation to your experience how would you classify the students in your school?

	Very <u>Frequently</u>	<u>Often</u>	<u>Seldom</u>	<u>Rarely</u>
1. Rebellous and defiant toward authority	1. ☐ (1)	☐ (2)	☐ (3)	☐ (4)
2. Their spontaneity and bouyance is refreshing	2. ☐ (1)	☐ (2)	☐ (3)	☐ (4)



	<u>Very Frequently</u>	<u>Often</u>	<u>Seldom</u>	<u>Rarely</u>
3. Not much interested in subject matter	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Difficult to keep motivated	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Unstable and changeable	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Frequently turn to teachers for help with their personal or social problems	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Have a great need for self discipline	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. They work hard for teachers they like	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Show little or no recognition or appreciation of the teacher's efforts	9. ____ (1)	____ (2)	____ (3)	____ (4)
X. In your judgment, how would you classify your students according to the following characteristics?				

25% or <u>Less</u>	25% to <u>49%</u>	50% to <u>74%</u>	75% to <u>100%</u>
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A.

1. Dependable	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Modest	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Timid	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Sociable	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Friendly	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Independent	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Contented	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Adaptable	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Tolerant	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Determined	10. ____ (1)	____ (2)	____ (3)	____ (4)

	25% or Less	25% to 49%	50% to 74%	75% to 100%
B.				
1. Aggressive	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Imaginative	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Shows initiative	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Has integrity	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Wide interests	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Unreliable	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Egotistic	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Bold	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Hostile	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Suspicious	10. ____ (1)	____ (2)	____ (3)	____ (4)

C

1. Dependent	1. ____ (1)	____ (2)	____ (3)	____ (4)
2. Resigned	2. ____ (1)	____ (2)	____ (3)	____ (4)
3. Bigoted	3. ____ (1)	____ (2)	____ (3)	____ (4)
4. Evasive	4. ____ (1)	____ (2)	____ (3)	____ (4)
5. Inflexible	5. ____ (1)	____ (2)	____ (3)	____ (4)
6. Submissive	6. ____ (1)	____ (2)	____ (3)	____ (4)
7. Imaginatively dull	7. ____ (1)	____ (2)	____ (3)	____ (4)
8. Lacks initiative	8. ____ (1)	____ (2)	____ (3)	____ (4)
9. Dishonest	9. ____ (1)	____ (2)	____ (3)	____ (4)
10. Limited interests	10. ____ (1)	____ (2)	____ (3)	____ (4)

- XI. As a teacher in an urban school what advice, counsel, or training do you feel would benefit new teachers coming into an urban school?

Thank you.







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