

A STUDY OF THE RELATIONSHIP BETWEEN
SELECTED VARIABLES AND JOB SATISFACTION
AMONG TELEVISION TEACHERS

THESIS FOR THE DEGREE OF M. A.
MICHIGAN STATE UNIVERSITY

PHILIP WILLARD KEEZER
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ABSTRACT

A STUDY OF THE RELATIONSHIP BETWEEN SELECTED VARIABLES AND JOB SATISFACTION AMONG TELEVISION TEACHERS

By

Philip Willard Keezer

It was discovered that little, if any research had been done on the job satisfaction of those in instructional television. This study was undertaken in order to fill a portion of this void. The problem of the study was to answer this question: "What are some of the variables which, if properly manipulated, should produce a higher degree of job satisfaction among television teachers?"

A questionnaire was sent to a national sample of television teachers to gather information about various factors related to their job situations and to measure their job satisfaction. Through computer assisted statistical analyses, the relationships between the selected factors and the respondents' job satisfaction was determined.

The following is a summary of the major findings of the study. The sex of the teacher and the region of the country in which he works were found to be unrelated to job satisfaction. Current and former TV teachers were found to have no significant difference in their satisfaction with the job of teaching via television.

The study revealed what appears to be a positive correlation between job satisfaction and years of teaching before

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teaching via television. Job satisfaction was found to be not significantly related to either the nature or the number of modes which transmit a teacher's courses. Job satisfaction was also found to have no significant relation to whether or not a teacher has or even knows whether or not he has a contract covering his rights and responsibilities in teaching via television.

While job satisfaction was found not to be significantly related to the nature of the initial relationship between the teacher and members of the TV organization staff, it was found that job satisfaction is significantly higher for those who do than for those who don't feel that they have been given adequate aid in adapting their teaching to television by TV organization staff members.

On-camera feedback was found to have no significant bearing on job satisfaction. Those who indicated that they generally received post-presentation feedback, in forms other than telephone calls, were found to have significantly higher job satisfaction than those who most often received no feedback after making a TV presentation.

The findings of the study indicate that job satisfaction is significantly higher among TV teachers who are notified when one of their superiors intends to observe their TV presentation from a location where they cannot observe him than among those who don't know if they are notified under such circumstances.

Job satisfaction was found to be significantly lower among those who do than among those who do not feel that the

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characteristics of the TV medium combine to make their TV presentations less effective than their classroom presentations. Academic freedom was found not to be a significant determinant of job satisfaction.

Job satisfaction was found to be significantly higher among those who do than among those who do not think that the salary and/or release time from non-TV duties which they receive is adequate.

Full-time TV teachers were found to be more satisfied than some categories of part-time teachers. Job satisfaction was found to be unrelated to both the amount of preparation time which teachers require and the method by which they become involved in TV teaching.

**A STUDY OF THE RELATIONSHIP BETWEEN
SELECTED VARIABLES AND JOB SATISFACTION
AMONG TELEVISION TEACHERS**

By

Philip Willard Keezer

A THESIS

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

MASTER OF ARTS

Department of Television and Radio

1969

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To Jane

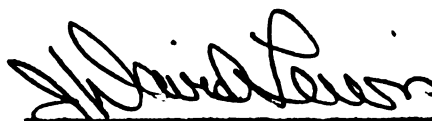
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ACKNOWLEDGMENTS

The strong, although indirect, influence on this thesis of a great many people must be acknowledged. For brevity's sake they may generally be placed into categories according to their relationship to the author: family, instructors, colleagues, friends and acquaintances.

Almost as many individuals contributed directly to the work: the author's wife, without whom the work would not have begun and could not have been completed; Dr. J. David Lewis, who provided significantly more direction and assistance than could be justly required; Dr. W. B. Lashbrook, who gave many hours to the statistical design; Dr. John Wakley, whose knowledge of industrial psychology was drawn on; the many TV teachers and administrators who participated in the study in various ways; and finally, Betty Darlington and Jean Madill, providers of a type of service rarely given to students, clerical assistance rendered cheerfully.

Accepted by the faculty of the Department of Television
and Radio, College of Communication Arts, Michigan State
University, in partial fulfillment of the requirements for
the Master of Arts degree.



Director of Thesis

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CHAPTER I

THE PROBLEM

Several years ago, the APBE and the NAB published a study of the job satisfaction among those engaged in commercial broadcasting in the U.S. The study showed that a very high degree of satisfaction exists among all but a small portion of the commercial broadcasting corps.¹ No comparable investigation of job satisfaction among those working in instructional broadcasting was discovered in the review of literature for this thesis.

Statement of the Problem

This study was made as an attempt to gather and present information to fill a portion of the above mentioned void. It was the purpose of this study (1) to present some of the views of those who teach via television which may be indicative of their job satisfaction; (2) to measure the degree of job satisfaction that is present among various groups of television teachers; (3) to determine the relationship between the degree of satisfaction experienced in the job of teaching via television and specific factors, primarily in the area of characteristics of the job situation such as working hours and compensation; but also in other areas where the

¹Association for Professional Broadcasting Education and the National Association of Broadcasters, People In Broadcasting (Washington, D.C.: Association for Professional Broadcasting Education and the National Association of Broadcasters, 1962).

relationship appears significant; and (4) to make recommendations regarding actions which might be taken by ITV administrators and others concerned with instructional television to promote an increase in the degree of job satisfaction present among television teachers.

Importance of the Study

There are a number of important ends which this study may serve. Students and teachers contemplating entering the field of TV teaching should be interested in learning what satisfaction, or lack of it, those already in the field have found; and thereby gain some measure of aid in estimating what their own satisfaction or dissatisfaction may be if they do enter the television teaching profession. By learning about the job before actually beginning it, potential TV teachers should be better able to prepare themselves for the problems which they might encounter. This might help them to decrease the degree of dissatisfaction which they would otherwise experience.

Before such use by potential instructors, and before others concerned with television teaching have truly reliable data upon which to base predictions about job satisfaction in the position, additional studies of this problem may well be necessary. The importance of this study may only be realized in future studies which it may play a part in launching.

The findings presented in this study should be of use to those in related areas of broadcasting and teaching and

even to some in completely different professions as a scale with which job satisfaction in other fields can be compared and measured.

This study, and any which may expand upon it, should be useful to administrators concerned with recruiting and holding the best possible television teachers. In the recruiting process, this type of study may enable administrators who are familiar with it to be somewhat more certain than they have been about the degree of satisfaction they can offer prospective television instructors.

Perhaps the individual best qualified to evaluate the importance of this study would be a television instructor, an individual who has experienced the phenomenon here investigated. A nationally-known TV teacher who participated in the study and who has been associated with several of this country's most prominent television organizations, wrote the following to the author regarding this study: "You are doing a service here. I hope someone will spotlight it so that it receives some attention and changes some attitudes."¹

Since, before completion of the study, the author had already received requests for information from the study from ITV researchers and administrators in five states, there is obviously a need and desire for such information among ITV people. It is through such individuals that this study might play its most important role. It may alert them to some

¹Letter written on questionnaire received in March, 1969 from a TV teacher who, like all subjects in the study, has been promised anonymity.

of students at any level of learning who are taking the course via the medium of television shall herein be termed a television presentation. TV presentation, TV class, TV lecture, TV lesson and TV program shall be used as synonyms unless otherwise noted.

Television Teacher

Anyone who teaches one or more courses which form a part of the formal education of students at any level of learning who are taking the course or courses via the medium of television will be considered as having a television teaching job and termed a television teacher. TV teacher, TV instructor and TV mentor will be used as synonyms.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Background

The evaluation of satisfaction with the job of teaching via television, as revealed by the literature on the area, was complicated by the point of view from which most of the articles studied were written. Job satisfaction of television teachers was not the sole or even the major topic for any of the reports in the literature studied. Insights on the subject had to be extracted most often from articles which generally could come under a title such as "How I Taught Subject X On TV". More consideration was generally given to teaching methodology in adapting a given subject to the medium than to satisfaction with the duties.

Most of the sources reviewed were writings of teachers who had taught at least one series of televised lessons. Mention was not made in some of the articles of whether or not credit was given for the series of programs by an educational institution; hence it may be that a few of the instructors mentioned in the literature were involved with "courses" for which credit was not given. Several writings were by people associated with TV instructors as their supervisors or as researchers in television experiments. The reports studied often summarized the views of an unspecified number of TV teachers. The total number whose attitudes are

reflected in this review therefore, may range from forty to over one hundred fifty.

The chance of any given teacher's attitudes or comments figuring in this review are based primarily, if not wholly, on the researcher's ability to locate the comments of that teacher. A glance through the bibliography of this thesis will quickly reveal that more of the works studied came from the NARB Journal than from any other source. This was not the result of any attempt to introduce a bias into the review. It came about, rather, because of the effort to study all available statements assumed to be indicative of job satisfaction or dissatisfaction on as many TV teachers as was possible. Since the journal mentioned contained more articles which appeared to be related to the topic of study than any other source uncovered in the course of the survey of literature, it is used more frequently in this review.

It initially appears rather obvious that the factors extracted from the literature for presentation here are determinants of job satisfaction. Whether or not this is truly a causal relationship in every or in any case mentioned may remain to be proven. Hopefully the primary research reported on later in this thesis has begun to show the actual nature of the relationship between at least some of those factors and the degree of job satisfaction experienced by television teachers. For the purposes of this review, it will be assumed that the apparent causal relationships as perceived in the literature are the ones which exist in reality.

Absence of Immediate Face-to-face Feedback

Most frequently mentioned as a source of dissatisfaction is the lack of immediate face-to-face feedback. Teachers are almost invariably accustomed to face-to-face contact with those to whom they normally communicate. From the recurrence of expressions of dissatisfaction when the television medium forces them to use interposed communication, it is easy to draw the conclusion that they derive great satisfaction from the immediate response of students in their presence.

William Baker, who conducted a course on writing at WKAR-TV, Michigan State University, in the middle fifties; found the lack of face-to-face contact with students a great problem. He explains his dissatisfaction:

Teaching on television is weird and frustrating, especially if it means, as it did for me, that you teach not to a roomful of students but simply to a beady-eyed two inch lens. Since I had no idea of whether my message was getting through the lens, it was like going into an empty classroom twice a week and talking earnestly and persuasively to a blank wall.¹

It is not just the lack of the thrill that comes to a performer from receiving approval of an audience that the TV teacher misses. In fact, he is more often concerned with the problem his lack of student feedback creates for the pupil. Several teachers expressed dissatisfaction in not

¹William D. Baker, "Is Anyone Watching?" Basic College Quarterly, I, No. 4 (1956), 17.

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being able to discern whether or not their points were understood by the viewing classes.¹

Because he has no students to interact with immediately present, the TV instructor may have trouble developing an enthusiastic presentation. TV teachers are not infrequently chosen to conduct a course at a grade level or on subject matter with which they have had no classroom experience. As reported in an article from Central Michigan University, teachers under these circumstances may have great difficulty in adjusting their message to the target audience.²

The lack of student presence is not always a source of dissatisfaction. In some cases the instructor prefers it. Two teachers have said that students, at least occasionally, interrupt their classroom lessons. For them, the freedom from student misbehavior or the irrelevant question that derails the train of thought is a cause of satisfaction.³

Many television teachers who have made the jump from classroom to studio find this aspect of the change too difficult to conquer and, like Professor Baker of Michigan State, they leave the cold foreign atmosphere of the studio to return

¹Flo Hansen Brenninger, "Fresno's 21" Classroom," NAEB Journal, XX (May-June, 1961), 22; Southern Methodist University Institute of Technology, TAGER Evaluation Questionnaire, Dallas, (1967). (Typewritten.)

²John Cumming and Richard Blake. "Teaching History on Television," NAEB Journal, XXIII (May-June, 1964), 36.

³Gladys D. Davis, "The Challenge of TV Teaching," NEA Journal, LV (April, 1966), 70; Louise McNamara, "A National Center for ITV," American Education, (June, 1966), 3.

to the familiar and responsive air of the traditional classroom.¹ Others adjust to the absence of face-to-face contact, perhaps with the aid of telephones or two-way television during the lesson. Those who do survive the initial shock generally go on to find compensation for the lack of immediate response from students and often gain even greater satisfaction from the delayed feedback and more widespread influence their teaching on television brings.²

Delayed Feedback and Expanded Influence

For those teachers who persevere through the series to the point of its being "aired" for a number of weeks, there is the reward that comes when visiting utilization classrooms. Gladys Davis, an experienced social studies instructor with the OCTV system of Santa Ana, California; describes the impact such visits had on her:

My real pay came on these visits to kids in classrooms. All I needed to carry me through a month of long rehearsals, script revisions and late hours was to hear one little boy say, on my first visit to his room, "Oh, I've seen you so many times, but this is the first time I've seen you in color."

As I drive back to the job after having heard eager voices saying, "We enjoyed the last session so much!" or after a teacher has come up, clasped my hand and said, "You are doing such a fine job!" I vow that I will write the next lesson more eloquently, that I will look for more creative teaching devices and that I will do a better job of serving the students and teachers who turn on the programs.³

¹Baker, "Is Anyone Watching?," 18.

²Chauncey Berdan, personal interview at Michigan State University, East Lansing, Michigan, November, 1967.

³Davis, "The Challenge of TV Teaching," 70.

In the utilization classroom, the TV mentor can draw satisfaction from not only his reception by the students and teachers, but also, as Ballou cites, from observing the effect that his lessons have had in stimulating the students and teachers to learn and to work on special projects.¹

Not all that happens in the visit to the utilization classrooms promotes satisfaction, however, as Louise McNamara relates: "I've been in a classroom where the show (her "All About You" series) was on the TV monitor, and believe me it's a weird experience; the kids ignoring you and answering back to the image on the screen."² Such an experience must produce at least some mixed feelings. Probably no teacher enjoys being ignored, but such a visit can truly help a teacher imagine the response he is evoking when he is back before the cameras.

The lack of "post-program" contact can be a problem. Several of the instructors with the TAGER TV System at Southern Methodist University expressed opinions similar to this one written by one of their number: "The major weakness is not in the class, but in the lack of opportunity for individual consultation. . ."³

Just the fact that he is reaching a potential audience of 300 people instead of 30 or perhaps, eventually, 3,000,000

¹Mildred Ballou, "Teacher In the House," NABE Journal, XIX (September-October, 1960), 8.

²McNamara, "A National Center for ITV," 4.

³Southern Methodist University Institute of Technology, TAGER Evaluation Questionnaires, Dec., 1968. (Handwritten.)

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instead of 30,000 may be a fount of satisfaction for many a TV teacher. Then, when the uncounted masses start to respond via telephone, letter or personal contact outside the studio, the television mentor gains satisfaction from a form of feedback that almost never comes to the classroom teacher.¹ This response probably comes more often to those teaching on open circuit TV than it comes to teachers on CCTV, because the former are more likely to have a larger potential audience. People on the street may recognize the teacher and greet him as a friend although they have met only through the "magic of television" as several teachers relate in Brenninger's article.² Books on the teacher's subject area begin to empty from the book store shelves. "Fan" mail for the instructor may deluge the station.³ There is a definite possibility that the TV teacher may become a "star." Depending upon how he reacts to this occurrence, it can be a source of glowing satisfaction or a great problem.

Many of these results came to Huston Smith from his series "The Religions of Man," on KETC, St. Louis in 1955. Holding true to the academic preoccupation with the educational impact amid all this, however, Smith comments on those who wrote to him: "Most satisfying of all, perhaps, was the number who would gather to watch the lectures so that they

¹Huston Smith, "Teaching to a Camera," Basic College Quarterly, I, No. 4 (1956), 8.

²Brenninger, "Fresno's 21" Classroom," 22.

³Smith, "Teaching to a Camera," 8.

could talk about them together after the program."¹ He found even more satisfaction in the answers to these questions which he poses dealing with the educational ramifications of his series:

Is St. Louis different today in the area with which the course dealt? Do its citizens have a better understanding of the great religions of the world? More important, are they taking steps to learn even more? . . . The following points seem significant: (1) The St. Louis Globe-Democrat has followed the course with a series of 32 front-page features on "The Religions of Our Day." (2) At least fifteen churches in the local area, that I know of, are working comparative religion into their programs in some systematic way.²

Opening the locked classroom doors for new students to enter via television is usually looked on with nothing but favor by the teacher. It is from this new and often much expanded influence and response that the TV teacher can draw much satisfaction. However, when "non-students" observe him by the new medium, he may become exceedingly dissatisfied.

Observation, Criticism and Academic Freedom

The transformation from classroom communicator to television mentor of the masses leaves the teacher open to some of the most serious problems which give rise to dissatisfaction.

Probably the least serious source of dissatisfaction is the self-consciousness or stage fright which the instructor may feel because his TV audience is larger, of different

¹Ibid., 9.

²Ibid.

composition or is separated from him by more space than his classroom audience was. Compared to the other problems in this area, this one does seem the least serious because the problem lies within just one person, the teacher himself. He has had to overcome a similar obstacle, although probably of a lesser degree, merely in getting up at the front of a classroom. Whatever the degree of difficulty attached to it, self-consciousness can have undesirable repercussions on the lesson and the teacher. Arthur Delaney relates the tale of one of his colleagues who refused to do an experiment on TV because he thought the lights would reflect off his glasses and ruin his appearance. Rejecting arguments from the director and crew members, he went before the cameras and lights. Because he worked with unaided vision, all of the experiment's possible effectiveness was lost amid his groping and bungling.¹

A measure of self-consciousness may be necessary for the TV instructor that was never required in the classroom. Particularly if he is to teach on open circuit television, his attire will need to be acceptable to the public, and to the characteristics of the camera regardless of whether the circuit is open or closed. Depending on the personality of the teacher, the fact that more of his fellow teachers, and more people in general, will see him on TV may force him to pay

¹Arthur A. Delaney, "Why Teachers Fear ETV," The High School Journal, XLVLI (October, 1963), 42.

more attention to his appearance. In the literature studied, only Ballou mentioned this as a source of dissatisfaction.¹

The observation by other teachers does have other aspects which the TV teacher may see as undesirable, however. Davis describes the problem:

. . . there are days when I would trade it all for my own little empire, a classroom behind closed doors where no one watches to criticize or write daily evaluations.

TV teaching is not for those who are stung to wrath by criticism. The TV teacher must be prepared for criticism and must learn to face it without mental rationalization or flaming self-defense. No two teachers teach in identical manner and no one can please everyone. Most of the criticisms are valid ones; but there are others of the "I don't like the way you wear your hair." or the "You hold your head too high when you speak." variety that call for a sense of humor.²

Delaney sees this as an even greater potential source of dissatisfaction among TV instructors:

. . . first hand observation of a teacher's classroom performance has become a recognized aspect of supervision and evaluation. The competent teacher welcomes constructive observation. But, how welcome is observation when the teacher cannot face his observer? The teacher knows not whether his observer has seen all of the lesson or only a part, viewed out of context. There will always be the fear that the teacher is being deliberately observed without his knowledge, or without any intent that he will know the appraisal of his performance.³

At Southern Methodist University's Institute of Technology such fears as Delaney raises have apparently not been realized. In fact, the TV instructors there were reportedly highly motivated by the possibility that a university

¹Ballou, "Teacher in the House," 8.

²Davis, "The Challenge of TV Teaching," 70.

³Delaney, "Why Teachers Fear ETV," 42.

president or corporation board chairman might be watching their presentations.¹ One might surmise that if these instructors were in not just engineering but in subject fields such as political science or philosophy, where they might wish to expound their own personal views as well as strictly factual data and processes, their reaction to such observation might be closer to that described by Delaney.

Although no infringement of academic freedom was reported in the literature studied, there is a definite concern with the threat which TV presents to this highly prized traditional right of the teacher. The AAUP's Committee C, in presenting its policy statement on ETV, included a section requiring the assurance of academic freedom for television teachers.² The report by that committee did not explain whether this point was included in the policy statement as a result of dissatisfaction concerning the issue among TV teachers or not, but it seems reasonable to assume that this was at least part of the reason for its inclusion.

Preparation Time: A Dichotomy

Among other causes, it is the realization that so many students, other teachers, parents, administrators and uncounted others may be viewing the TV teacher that makes

¹Stuart A. Bush and Marion W. Wilcox, Graduate Study Via Television (Dallas, Texas: Southern Methodist University Institute of Technology, 1969), p. 12.

²Committee C, "Report of Committee C: Policy on Educational Television," AAUP Bulletin, XXXV (June, 1961), 145.

him feel a need for more preparation time for his TV lessons than for presentations in the classroom. This need for more preparation time was stated frequently. None of the publications reviewed reported TV as requiring less preparation time than the classroom.

The desire to use more time to produce a better lesson does not arise entirely because more people generally receive the TV lesson than the classroom lesson. With the exception of one instructor at Southern Methodist University, there was total agreement among those writing on the subject that the TV lesson uses more material in a given period of time than the classroom presentation.¹ Hence more preparation time is required for the TV lesson because more material must be prepared.²

For the teacher on TV for the first time especially, time is required for familiarization with the medium, its limitations and potential.³ Because he is usually teaching more students, the TV teacher may have to spend more time correcting papers than he did when in the classroom. Marie Ernst, a teacher of English Composition at KETC-TV, St. Louis

¹Southern Methodist University Institute of Technology, TAGER Evaluation Questionnaires, Dec., 1968. (Handwritten.)

²Brenninger, "Fresno's 21" Classroom," 22; Edgar Willis, "Preparing TV Teachers," NAEB Journal, XXI (May-June, 1962), 14.

³Peter Carr, "Teaching Mythology and Folklore on TV," NAEB Journal, XXIII (Nov.-Dec., 1964), 15.



in the middle 1950's, found this to be a problem in spite of the assignment of teaching assistants to these tasks.¹

The duties which a teacher must perform in order to prepare for a television lesson are numerous. All of those who mentioned the need for time to perform these duties agreed that the need was more acute for TV teachers than for classroom teachers. Schmid gives the figure of fifty hours as the amount of time she generally required to prepare a television lesson.² Sanford writes that seventy-five hours may be expended in preparing for one forty-five-minute lesson.³

Where the dichotomy evidences itself on the factor of preparation time, and where this issue results in satisfaction or dissatisfaction is on the matter of whether or not the time necessary for preparation is available. For those who are given the required time, often by being released from other duties, or who can take time from less important activities; the extensive period of preparation is generally very satisfying. Mildred Ballou writes: "In spite of the fact that I have never worked harder (I often finish timing the telecast at 1:00 A.M.) I love it. I like the opportunity for detailed planning and research."⁴

¹St. Louis Public Schools, An Investigation of Television Teaching (St. Louis, Mo.: St. Louis Public Schools, 1956), p. 36.

²Linda Schmid, "Teaching Art on Television," NAEB Journal, XXII (Sept.-Oct., 1963), 31.

³Fillmore Sanford, "Teaching on Television," NAEB Journal, XXIII (March-April, 1964), 20.

⁴Ballou, "Teacher in the House," 8-9.

Sacrifices may be necessary in order to find the necessary hours. Davis comments on her first year of TV teaching:

That first year I seemed to spend endless quantities of time. I had to stop college courses toward my master's degree because all my energy was needed to meet the exacting requirements of TV teaching. I managed only three weekends away from the job the whole year.¹

Such conditions do not often produce satisfaction.

For those who do have adequate preparation time, satisfaction may come from the opportunity to do all the extra planning and special experiments or displays that couldn't be done, because of inadequate time to prepare, when they were classroom teachers.²

If the statement by the AAUP's Committee C on ETV can be taken as an indication of areas where dissatisfaction needs to be remedied (such statements do seem to serve this function to some degree) then the lack of adequate preparation time is one of the sources of dissatisfaction which needs attention.³

Occasionally the situation may be as bad as Delaney describes:

In several ETV experiments teachers were expected, in addition to preparing for and carrying out ETV instruction, to teach "traditional classes", to manage homerooms, to collect insurance money, to sponsor extra-curricular activities, to police cafeterias, and even to guard lavatories . . . Despite administrative assurances

¹Davis, "The Challenge of TV Teaching," 11.

²Ibid.; Mary Rogers, "From Classroom to TV Teaching," NAEB Journal, XIX (Sept.-Oct., 1960), 16.

³Committee C, "Report of Committee C: Policy On Educational Television," 145.

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to the contrary, many video practitioners fear they will be coerced to continue telecasting under such conditions.¹

The picture is not painted with such dark colors in the rest of the literature surveyed. However, those dissatisfied with the preparation time deficiency, according to the number of reports of dissatisfaction, greatly outnumber those who gain the satisfaction that generally accompanies having enough preparation time.

Availability and Effectiveness of Teaching Aids and the Medium

One of the reasons why preparation of TV lessons takes such a great amount of time is that the teacher must go about gathering the numerous and various teaching aids he can feed into television's audio and video systems. Yet, one of the major sources of satisfaction that comes with being a TV mentor comes because so many teaching aids (which were either not available or not effective in the classroom) are available and are effective in television.

Mary Rogers, a teacher of high school biology with the Alabama ETV network, had geography as well as her status as a TV teacher working for her. She relates:

Accessibility to materials not usually available to the average classroom teacher has proven quite an advantage. The closeness of the Birmingham ETV studio to the University of Alabama Medical Center has proved to be invaluable. Whether it means showing an appendix that has just been removed or a custom made glass-blowing

¹Delaney, "Why Teachers Fear ETV," 41.

job from the biochemistry laboratory. Again the time involved in collecting and the problem of "borrowing" the exhibits would be impossible for the majority of biology teachers.¹

Characteristics of the television medium itself make it an important aid also. Dr. John Whitney, a general science instructor on KETC-TV, St. Louis, evidenced the satisfaction that comes from this and several other factors unique to television. The report on the St. Louis ETV experiment of the middle fifties states:

. . . (Whitney) indicated that television can compensate for the lack of adequate facilities and equipment which exists in most general science classrooms; that television can bring to the screen almost anything that is needed; that small, intricate details can often be shown better on the screen than on a lecture desk; and that interesting and important people can make their peculiar contributions to many students in a most economical manner.²

Davis, Brenninger and Parke also mention the impact of TV's special abilities to integrate various aids, to perform teaching duties that could not be done by a teacher in a classroom and to carryout some duties even more effectively than the classroom teacher.³ Cutler and Meyer experienced great satisfaction because they felt that the television medium was particularly effective in presenting their

¹Rogers, "From Classroom to TV Teaching," 16.

²St. Louis Public Schools, An Investigation of Television Teaching, p. 35.

³Davis, "The Challenge of TV Teaching," 10; William E. Parke Jr., "Teaching With Television; Music Appreciation," NAEB Journal, XXIII (Sept.-Oct., 1965), 55; Brenninger, "Fresno's 21st Classroom," 22.



subject, poetry.¹ Others found adapting their subjects to television a source of dissatisfaction because the characteristics of the medium placed limitations on their presentations which they thought were too narrow.²

Another point emphasizes the lack of universal satisfaction in this area. Many times the aids teachers desire are not available. Often this is the result of a budget which is considerably less than infinite. In this case, the lack of equipment which the teacher may have deemed imperative for TV lessons generally results in dissatisfaction.³

There is another aspect of the effectiveness of the medium which can be a source of satisfaction to those teachers working in it as is noted by Schmid.⁴ Kindner writes of the same factor:

The effectiveness derives from the fact that each student viewing the presentation tends to form the impression that the instructor is teaching him personally and individually. Thus it is an incentive to effective learning on the part of the student, and sound imaginative, interesting teaching is the sine qua non.⁵

¹Bruce Cutler and Richard J. Meyer, "Presenting Poetry on Television," NAEB Journal, XXIII (Sept.-Oct., 1964), 40.

²St. Louis Public Schools, An Investigation of Television Teaching, p. 36; Southern Methodist University Institute of Technology, TACER Evaluation Questionnaire, Dallas, (1967). (Typewritten.)

³Brenninger, "Fresno's 21" Classroom," 21; Ward Sims, "Teaching Science Methods with TV," NAEB Journal, XXIII (July-Aug., 1965), 40; Davis, "The Challenge of TV Teaching," 70; Southern Methodist University Institute of Technology, TACER Evaluation Questionnaire, Dallas, (1967). (Typewritten.)

⁴Schmid, "Teaching Art on Television," 31.

⁵Robert H. Kindner, "Facing the Camera," NAEB Journal, XVII (May, 1958), 38.

Probably the supreme concern of the television teacher, like that of his classroom counterpart, is the magnitude of the impact his teaching is having on his students. The teacher wants what he is attempting to teach to be learned and learned well. As Blanshard's article reveals, when he observes the achievements of his students, evidenced through tests, the television teacher experiences satisfaction or dissatisfaction depending on the degree of achievement which the students have made.¹ Based on test results and other factors, the majority of the SMU instructors report that they feel less effective on TV than in the classroom or seminar.²

A review of the literature surveyed for this thesis leaves one with the impression that most teachers would agree with Huston Smith's assertion that they can teach much more effectively on TV than they thought they could before working in the medium.³ This, if not producing satisfaction, must at least ameliorate the situation somewhat, even where teachers feel less effective on TV than in the classroom.

The Relationship With Co-workers

The transition from classroom teacher to TV teacher places the instructor in an entirely new relationship to a

¹Paul Blanshard Jr., "What Manner of Man?," NAEB Journal, XIX (Sept.-Oct., 1960), 63.

²Southern Methodist University Institute of Technology, TACER Evaluation Questionnaire, Dallas, (1967). (Typewritten.); Idem, TACER Evaluation Questionnaires, Dallas, (1968). (Handwritten.)

³Smith, "Teaching to a Camera," 9.

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new and different group of people. Instead of students and fellow classroom teachers, the TV mentor may now work primarily with the television crew, producer, director, area specialists and, occasionally, other TV teachers. Peter Carr describes the situation;

It requires the kind of group activity associated with the commercial television program or with the theater. This is group teaching and its effectiveness is dependent upon the abilities of everyone in the group.

To the professor who is used to the isolation of the conventional classroom with all of its taboos concerning privacy, the first experience of teaching in a crowd of cameras and props and people with headphones can be something of unacademic publicity and unscholarly distraction.¹

What must take place between the teacher and the TV personnel, in order for a satisfying and efficient relationship to develop, is what Trisolini calls "mutual education".² This process did not take place successfully in the majority of cases studied. More often than not, the TV teacher's relations with the "TV people" i.e. producer, director and crew, were a source of much dissatisfaction. As Yanowski points out, the production people may look upon the television teacher as a "transplant".³ Ginne Mock found herself in this environment at the beginning of her first TV course:

. . . I was faced with an almost completely mechanistic setup: a faceless, mostly voiceless man behind the

¹Carr, "Teaching Mythology and Folklore on TV," 14.

²A. G. Trisolini, "Confessions of a Recent Convert to Instructional Television," NABE Journal, XXVI (March-April, 1967), 49.

³Barbara Yanowski, "The Studio Teacher's Role," NABE Journal, XXII (Jan.-Feb., 1963), 25.

camera; other men (whom no one ever bothered to introduce) . . . a director who . . . never said anything about my performance, one way or the other . . .

All these people spoke in a technical language which meant virtually nothing to me. . . . Who was in charge? What was the director supposed to do? Why didn't he direct me? What was the producer's job? What exactly were my responsibilities? And why did everyone seem to resent the rehearsals I considered absolutely essential?¹

Apparently things did not improve for Mock. She writes:

I was told that the man who headed the station was very pleased with my work. Yet my only contact with the gentlemen -- whom I later discovered I had seen going in and out of the office -- was a half-hour telephone conversation, during my time at another job, in which he listed words I had mispronounced during TV performances. This was needed help, but it would have been pleasant had he taken some of his time to meet me.²

Relations between the TV teacher and his co-workers can be a source of satisfaction also. Ballou reports that at KDPS, the Des Moines Public Schools Station, the teachers worked together in a "seminar-type situation" which she found very satisfying.³ Doing television work with those in the teaching field can be a source of dissatisfaction too. Both Ernst and Whitney indicated there were serious problems with teaching assistants on their jobs.⁴

Huston Smith and his producer-director at KETC were able to develop a most satisfying working relationship. He writes

¹Ginne Mock, "What Does It Take To Teach by TV?," NABE Journal, XIV (Sept.-Oct., 1960), 12.

²Mock, "What Does It Take To Teach by TV?," 13-14.

³Ballou, "Teacher in the House," 8.

⁴St. Louis Public Schools, An Investigation of Television Teaching, p. 36.

this, however, in summary of the attitudes of his fellow TV teachers: " . . . Some of my colleagues have either broken off a series or vowed they would never try another because of the merely routine -- which is to say inadequate -- help from producers and directors."¹ The literature surveyed generally agreed that such unhappy events as Smith mentions do occur all too frequently.

Monetary Compensation

So little mention was made of this factor in the literature initially selected for review that it was almost left out of this report entirely. It appears that possibly teachers have some aversion to discussion of monetary compensation in the same context with other factors, or that the money involved is not that important to those TV teachers connected with the literature studied.

Chauncey Berdan, coordinator of Michigan Classroom TV, packagers of ITV programs broadcast on several Michigan stations, gives \$65 per $\frac{1}{2}$ hour lesson as starting fee for teachers with his organization. When asked if the TV teachers were concerned with this remuneration, he answered a flat "no".² TV teacher Fillmore Sanford theorizes that TV teachers are often willing to forego the monetary rewards in order to give vent to their "thespianic" drive.³ For such teachers,

¹Smith, "Teaching to a Camera," 12.

²Berdan, personal interview.

³Sanford, "Teaching on Television," 18.

money could be far down the list of determinants of their satisfaction or dissatisfaction with teaching via television.

After further investigation of the question, it seems that there is a serious dialogue, apparently stimulated to some degree by dissatisfaction among TV teachers, which has been going on for some time. The discussion had progressed far enough by March of 1962 for Charles McIntyre to determine the two major issues in the argument over matters associated with monetary compensation: "Supplementary pay to faculty participating in television programs which are paid for by some extra university group . . . (and) . . . faculty rights with respect to recorded instruction used by the university."¹

Frank Kahn gives a long list of groups who have at least discussed, if not acted on, the compensation-related issues. Among them are the NEA, American Council on Education and the AAUP.² It would seem logical to assume that at least some of the pressure for this discussion and action was stimulated by dissatisfaction among TV teachers. Barbara Yanowski, in discussing the advantages of a national center for ETV, mentions it as being a place where pay for TV teachers could be resolved.³ Brenninger calls the relationship between monetary

¹Charles McIntyre, "Compensation for Professors on TV," NAEB Journal, XXI (March-April, 1962), 30.

²Frank Kahn, "Compensation of Faculty Engaged in ITV," NAEB Journal, XXIV (Jan.-Feb., 1965), 37.

³Yanowski, "The Studio Teacher's Role," 24.

compensation and preparation time required for "Fresno's 21" Classroom", "almost ridiculous".¹

One explanation of why the issue of monetary compensation may be overlooked in any but a very thorough review of the literature, is this: it is quite possible that only a small segment of the TV teaching corps is concerned with compensation in monetary form and that none of this group's proportionately small number of writings would be included in an initial selection, of moderate size, of literature to study. This "sampling error" may result in representation of the views of only that significant portion of the majority of television teachers who happen to be married women. Thus a summary could present views of only those described by the oft-heard lament among classroom teachers: "Those women are satisfied with anything that will supplement their husbands' salaries. They don't work to make a living." The wording is not always the same, but the thoughts behind such a cry usually are.

There is another explanation which seems even more likely in view of the age of the issue (Kahn mentions it as dating from the early days of radio²). It is that TV teachers are very hesitant to deal with the issue in public or in the same context with other factors assumed to be related to job satisfaction.

¹Brenninger, "Fresno's 21" Classroom," 22.

²Kahn, "Compensation of Faculty Engaged in ITV," 29.

Infrequently Mentioned Factors

No other factors were dealt with by what I have rather arbitrarily decided to designate as a significant number of the works reviewed. This section will encompass the views on factors dealt with by only a small number of the writings on TV teachers studied for this review. Only the apparent satisfaction determinant termed absence of immediate face to face feedback received consideration by even a bare majority of the sources studied. The number of publications dealing with the factors mentioned after this point are generally less than three and those before this point four or more. These factors which are mentioned relatively infrequently in the literature must be dealt with because, in a randomly drawn sample of the universe of TV teachers, it is quite possible that they could be sources of satisfaction or dissatisfaction for a very significant number of people.

Flo Hansen Brenninger points out this:

On the whole, instructors conceded intensive preparation for television up graded their teaching of the course in regular classes, but by the same token, the material was often so well digested that it palled on them and a semester's rest was desirable before teaching the same course again.¹

Carr and Blanshard mention the improvement of classroom teaching by the TV teacher because of his extensive preparation of

¹Brenninger, "Fresno's 21" Classroom," 22.

the subject matter for television but do not deal with the second issue in Brenninger's comment.¹

Because he is on television, the teacher may fear he is being looked upon as an entertainer according to Ginne Mock.² The problem of the teacher's image among his teaching colleagues is also discussed by Peter Carr who says that just the fact that he is entering a new area can cause the new TV teacher's co-workers outside the studios to look upon him with suspicion.³

Gordon and Sims both express dissatisfaction with the lack of rehearsals for their television lessons.⁴

Whitney and Robinson were not satisfied with having to present what they felt was mediocre content fit for the majority of their TV students but not suited to either the slow individuals or the rapid learners.⁵ William Baker mentions a related problem. His dissatisfaction came from, among others, the fact that he could not be "flexible" and adjust the speed of his presentation to the needs of the class because of the strictly adhered to schedule of TV once the programs were outlined and the study guides distributed.⁶

¹Carr, "Teaching Mythology and Folklore on TV," 12; Blanshard, "What Manner of Man?," 63.

²Mock, "What Does It Take To Teach by TV?," 11.

³Carr, "Teaching Mythology and Folklore on TV," 13.

⁴Morton Gordon, "Hawaiians Learn Better Speech by TV," NAEB Journal, XXI (Nov.-Dec., 1962), 60; Sims, "Teaching Science Methods with TV," 40.

⁵St. Louis Public Schools, An Investigation of Television Teaching, p. 36.

⁶Baker, "Is Anyone Watching?," 19.

Gladys Davis found the constant requirement of memorizing many scripts over a short period of time to be a source of tension at times.¹

Robert Kindner derived great satisfaction from the feeling of accomplishment that followed his completion of a TV lesson.²

For Morton Gordon, getting used to the equipment and the necessity of moderate speed in movement was a difficulty.³

Yanowski calls the job of teaching via television one of self-elimination because, once the TV tape is made, the teacher might be forced out of television work and back into a classroom.⁴

Sanford reports that students cannot be fooled by false enthusiasm for them or the subject via television.⁵

One source of dissatisfaction appears to be unique to the faculty of the TAGER TV System headquartered at Southern Methodist University. They have been very disturbed by the great number of questionnaires sent to them by researchers and administrators from other institutions.⁶

Working from the assumption that employment agreements might reveal those factors most important to employees

¹Davis, "The Challenge of TV Teaching," 70.

²Kindner, "Facing the Camera," 38.

³Gordon, "Hawaiians Learn Better Speech by TV," 60.

⁴Yanowski, "The Studio Teacher's Role," 25.

⁵Sanford, "Teaching on Television," 18.

⁶S. A. Bush, private telephone conversation from Dallas, Texas, March, 1969.

atisfaction, another paper by this author; a survey of contracts, policy statements and writings about them might be worth reviewing. Four factors which are mentioned in that survey and which appear to frequently affect job satisfaction of TV instructors are not mentioned in other literature studied for this review: (1) the very existence of a legal document clarifying and guaranteeing the rights and responsibilities of TV teachers, (2) the right of the teacher to have a role in deciding when revision of taped lessons is necessary, (3) the right, or lack of it, of the teacher to have a voice in determining the use and distribution of TV lessons, (4) whether or not the teacher has at least some control over the content and format of the program.¹

Summary and Conclusions

Although this section of the thesis is intended to be a survey of literature, the personal interviews of Chauncey Jordan and Stuart A. Bush were included. The value which these primary sources add to the review seems to outweigh any disruption of form which their inclusion may have caused.

The problem mentioned most often in the literature (generally as a factor producing dissatisfaction and only infrequently as a source of satisfaction) is the amount of face-to-face contact with students of the television course.

¹Philip W. Keezer, "A Summary of Surveys on the Rights of Teachers on Television," (unpublished paper, Michigan State University, East Lansing, Michigan, 1968), pp. 22-25.

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The other factors which appear to be the major determinants of job satisfaction for the group discussed in the literature studied may be categorized as follows: delayed feedback and expanded influence, consequences of being viewed by unknown people other than students, the availability or lack of preparation time, the availability and effectiveness of teaching aids and the medium. Another major determinant, the relationship with co-workers, is mentioned more often as a source of dissatisfaction than satisfaction.

For at least a portion of the TV teaching profession, the literature seems to indicate that monetary compensation is an important factor. To this group, it is usually a source of dissatisfaction because they feel they should receive more.

As with any occupational group, those who stay in TV teaching are primarily satisfied with their occupation. What ITV must be most concerned with, however, are the numbers of good teachers who leave it or never enter. What the literature indicates causes them to do this is most often one or more of the factors outlined above which greatly differ from those found in the conventional classroom situation and for which many of them are quite unprepared.

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CHAPTER III

THEORETICAL DEVELOPMENT

Postulates

1.

It is a basic assumption of this study that the enhancement of job satisfaction among TV teachers is held to be a desirable goal for a TV organization by all concerned with ITV provided that the pursuit of this goal does not inhibit the achievement of any goal of the TV organization which is given a higher priority by those concerned with ITV.

2.

The determinants of job satisfaction among television teachers are assumed to be complex, encompassing many factors and many types of factors other than those dealt with in the primary research for this thesis.

3.

It is assumed that the Bullock Job-Satisfaction Scale, which has been proved reliable and valid and which was adapted by the investigator for use with television teachers, possesses in its adapted form, adequate validity and reliability for use in this study.

4.

The response of each teacher to each question on the questionnaire used in the study is assumed to be the single response, of those provided, which best describes that

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teacher's situation. This description is not necessarily considered to be that which an objective judge of the situation might give. It is considered to be what is even more important to a study of this nature, the single response of those provided which most closely corresponds with the situation as that teacher perceives it to be.

Hypotheses

The following hypotheses were formulated and tested in this study.

1. Job satisfaction is higher among male TV teachers than among female TV teachers.
2. There is a significant difference in job satisfaction according to the region of the country in which TV teachers work for at least one region.
3. Job satisfaction is higher for present than for former television teachers.
4. Job satisfaction is higher for those who taught between three and ten years prior to teaching via television than for those who taught less than three or more than ten years prior to teaching via television.
5. Job satisfaction is higher for TV teachers whose programs are transmitted by a network than for those whose programs are transmitted by only one station or system.

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6. Job satisfaction is higher for TV teachers whose programs are transmitted by two or more stations or systems than for those whose programs are transmitted by only one TV station or system.
7. Job satisfaction is lower for TV teachers whose programs are transmitted by one commercial station than for those whose programs are transmitted by any other type of station or system or network of stations or systems.
8. Job satisfaction is higher for those who have written contracts covering their rights and responsibilities in teaching via television than for those who have no such contracts.
9. Job satisfaction is higher for TV teachers who were given an introduction to both the personnel and procedures of the TV organization with which they work at the beginning of their association with that organization by a representative of the organization who took adequate time to make such an introduction than for those who were not given such an introduction by such a person.
10. Job satisfaction is higher for TV teachers who have been given adequate aid in adapting their teaching to television by staff members of the TV organization with which they are associated than for teachers who have not been given such aid by such people.

11. There is a positive correlation between job satisfaction and the following ascending order of channels for response from students and/or teachers received by television teachers while they are on camera: (1) none, (2) telephone or other audio feedback, (3) TV teacher views students and/or teachers via video monitor, (4) TV teacher hears and views students and/or teachers via TV monitor, (5) combination of two or more feedback channels, (6) TV teacher sees and hears students and/or teachers in the room where the TV teacher's presentations are made.
12. Job satisfaction is higher for TV teachers who receive, most often, some form of feedback from students and/or teachers after making a TV presentation than for those who receive, most often, no form of feedback from such people after making a TV presentation.
13. Job satisfaction is higher for TV teachers who most often receive responses after making a TV presentation in two or more forms than for those who most often receive feedback in one or no form after making a TV presentation.
14. Job satisfaction is higher for TV teachers who are notified when one of their superiors intends to observe their TV presentations from a location

where they cannot observe him than for those who are not notified or don't know if they are notified when a superior intends to make such an observation.

15. There is a positive correlation between job satisfaction and TV teachers' perceptions of how effective the abilities and limitations of the television medium combine to make their TV presentations as compared to the effectiveness of their classroom presentations.
16. There is a negative correlation between job satisfaction and how restricted TV teachers feel their freedom is on TV, to do and say completely as they may wish as compared to how restricted they feel this freedom is in the classroom.
17. Job satisfaction is higher for television teachers who think that the salary and/or release time from non-TV duties which they receive is adequate for the amount of work they do for their TV presentations than for those who think that this compensation is not adequate for such work.
18. There is a positive correlation between job satisfaction among TV teachers and the number of hours of conventional classes from which they are released for each hour of finished TV presentation.

19. Job satisfaction is higher for TV teachers who generally require six through ten hours to prepare for each thirty minutes of TV presentation than for those who require more or less than that amount of preparation time.
20. Job satisfaction is higher for TV teachers who volunteer for TV work than for those who become involved in teaching via television in other ways.

Dimensions of the Study

1. In order to maximize the number of questionnaires returned, it was necessary to limit the number of questions asked in the questionnaire. Thus, only a relatively small number of variables and types of variables which may have a significant impact on job satisfaction among television teachers could be considered. Only seventeen variables, about which the previously stated twenty hypotheses were formulated, were investigated.
2. This study concerned itself only with subjects who were television teachers in the United States on or before March 19, 1969 according to lists provided by the heads of the TV organizations with which those teachers in the sample worked.

3. Only those teachers from whom complete job satisfaction scale data was received were dealt with except where it is otherwise noted.

CHAPTER IV

METHODOLOGY

In order to achieve the goals of this study, a questionnaire was designed to be sent to a national sample of those who were or who had been television teachers. This questionnaire was the sole primary research instrument used in this study.

Pretesting

In order to test the quality of the questionnaire as an instrument for the collection of data for the study, a pretest of it was conducted in July and August of 1968 with the cooperation of the administrators and twelve teachers of the Michigan State University Closed Circuit Television System and Michigan Classroom Television. The questionnaire tested contained thirty-six questions in addition to the job satisfaction scale.¹ This made a total of forty-six questions plus a request for comments on factors not covered in the questionnaire which would have an effect on job satisfaction.

Interviews were conducted with most of the teachers in the pretest group, following their completion of the questionnaire, to get their comments on it. Neither the interviews nor the pretest results provided a basis for the formulation of any new hypotheses. The major changes made as a result of

¹See Appendix F for a copy of the pretest questionnaire and its cover letter.

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the pretest and accompanying interviews were wording changes to make questions and reply choices more comprehensible to TV teachers and more applicable to a broader range of TV teaching situations.

Data Collection

Because no frame listing the universe of TV teachers in the United States was discovered, one had to be compiled. A sample of thirty TV organizations, stratified before selection according to the mode of transmission used, was selected from volume 13 of the National Compendium of Televised Education. The modes of transmission used by the TV organizations which determined the six strata were: (1) one commercial station, (2) one non-commercial station, (3) one closed circuit or 2500 MHz system, (4) one national network, (5) one state-owned network, (6) one regional network or any other mode or combination of modes.

On July 27, 1968 a letter was sent to the heads of five TV organizations randomly selected from each of the six strata.¹ Each letter requested the names and mailing addresses of those who were teaching or who had taught with the organization to which the letter was sent. By March 19, 1969 replies had been received from all thirty organization heads. Lists of current and past TV teachers and their mailing addresses were provided by five organizations using one commercial station to transmit their programs, five organizations

¹See Appendix A for a copy of the letter.

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using one non-commercial station, four using one closed circuit or 2500 MHz system, one organization using a national network, four using a state-owned network and one using another mode of transmission.

These lists were then combined to form the frame of TV teachers. The total number of teachers for which names and other information included in the frame was obtained was 200, 134 males and 66 females. Besides names (from which the sex of each teacher was derived) and addresses, the frame also indicated the region of the country in which each teacher's TV organization was located.¹ Also noted in the frame, was the mode of transmission used by the teacher's organization as interpreted by the investigator from titles of organizations listed in volume 13 of the National Compendium of Televised Education, letterheads of reply letters received from organization heads, and station ownership listings in Public Television: A Program for Action.

Since no characteristics of the universe of TV teachers in the U. S. were known, other than an estimate of the number of teachers in it, no attempt could be made to further stratify the frame or any samples derived from it to assure representation of any characteristics of the universe in proper proportion.²

¹See Appendix B for map showing regional divisions used.

²In a personal letter to the author on November 20, 1969, Lawrence E. McKune, editor of the National Compendium of Televised Education, estimated that there were between thirty thousand and sixty thousand TV teachers in the U. S.

On February 24, 1969 the Job Information Questionnaire, stamped envelope in which to return the questionnaire when completed, and a cover letter were sent to the one hundred and ninety-seven teachers then in the frame.¹ The cover letter explained the study and, to encourage complete and honest replies, informed the teachers that their identities and organizational affiliations would not be revealed. The names and addresses of three more teachers were received on March 21, 1969. The following day cover letters, questionnaires and return envelopes were sent to these three teachers.

A coding method was used which enabled the investigator to determine the sex of the teacher who returned each questionnaire as well as the region of the country in which his TV organization was located. As the questionnaires were received each day, the answers from the questionnaire along with the sex and region data and the identification number for each respondent were transferred to a standard answer sheet for machine processing.

Using the code provided a means of obtaining correct data regarding the mode of transmission used by the TV organization, even when the teacher was unsure. The question on transmission mode was necessary in the questionnaire since at least one of the organizations changed its mode of transmission during the interval between compilation of the frame and the mailing of the questionnaires. It was even more

¹See Appendices C and E for copies of the cover letter and questionnaire respectively.

necessary to find out which teachers worked with more than one organization.

When the respondents were unclear, didn't know or were obviously incorrect in their response to the mode of transmission question, the information in the frame was entered on the standard answer sheets. This occurred only in a few cases and included no respondents who reported that they had worked with more than one TV organization.

Using the code enabled the investigator to determine the names and addresses of those who had not responded to the initial mailing. On March 15, 1969 a follow-up letter was sent to all who had not responded by that time. It further explained the study and contained name and address blanks to be filled in and returned by any teacher who for some reason did not receive a questionnaire but who was willing to complete and return one.¹

By April 5, 1969, one hundred and twenty-five questionnaires had been received which contained replies to at least some of the questions in the questionnaire. A classification of the questionnaires sent and received is presented in Table 1 below. Two of the questionnaires received contained no answers to most of the questions, including no answers to the last ten questions which formed the job satisfaction scale. It was essential to the study that job satisfaction scale data be analyzed for correlations with the data entered on the rest of the standard answer sheet. Since no job

¹See Appendix D for a copy of the follow-up letter.

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¹See Appendix D for a copy of the follow-up letter.

satisfaction scale data was available on those two individuals, their questionnaires were classified as unusable and their data was not dealt with beyond that point.

TABLE 1

CLASSIFICATION OF QUESTIONNAIRES
SENT AND RECEIVED

Total Questionnaires Sent to Teachers	200
Total Questionnaires Received	125
Total Questionnaires Containing Some Job Satisfaction Data	123
Total Questionnaires Containing Complete Job Satisfaction Data	89

This left 123 questionnaires, 89 of which had complete job satisfaction scales. For these 123, where a written answer could justifiably be interpreted as corresponding to one of the structured answers on the questionnaire, the number of the structured answer was entered on the standard answer sheet. Where more than one answer was checked to any one question, the number of the first answer checked was entered on the standard answer sheet. This procedure was followed on all questions except number 3, the one regarding the mode of transmission used by the TV organization. Here individuals checking more than one answer were credited with having replied "Other".

It was initially planned to make use of all questionnaires on which one or more items on the job satisfaction scale were checked. Thus, some frequency data is available for the 123 who checked at least one item on the scale. Because of time and computer resource limitations, and the

desire to make the most valid measurement of and correlations with job satisfaction, it was necessary for the investigation to concern itself primarily with the sample of 89 teachers for which complete job satisfaction scale data was available.

Since the hypotheses of this study were tested on the basis of the sample for which all data in the job satisfaction scale was available (Usable Returns), the comparison of this sample to the frame is most important. Table 2 shows the percent in each category for which information is known on the 23 who checked one or more items on the job satisfaction scale as well as for the frame ($N=200$) and the usable returns ($N=89$).

As one reads across the table from Frame to Unusable Returns to Usable Returns, the deviation from the frame composition generally becomes progressively greater. However, except for the two categories "Midwest Region" and "Other Mode of Transmission", the differences between the expected frequencies, based on the frame, and the observed frequencies in the samples are not statistically significant beyond the .05 level.

The difference in the "Other Mode of Transmission" category is to be expected and is probably due only in a very small measure to sampling error. It is primarily, if not entirely, accounted for by the presence of teachers in the sample who checked two or more modes of transmission on the questionnaire. In the frame, only those teachers whose TV

TABLE 2

COMPOSITION OF FRAME AND SAMPLES

	Frame (N=200)	Unusable Returns (N=123)	Usable Returns (N=39)
<u>Sex</u>	Percentage	Percentage	Percentage
Male	67.0	65.04	69.7
Female	33.0	34.96	39.3
<u>Location of TV Organization</u>			
Northeast	15.5	12.2	12.4
Southeast	18.0	13.01	12.4
Midwest ^a	46.0	52.03	53.9
Northwest	12.0	12.2	12.4
Southwest	8.5	10.57	9.0
<u>Mode of Transmission</u>			
One Commercial Station . .	12.5	12.2	9.0
One Non-commercial Station	24.0	25.2	27.0
One CCTV or 2500 MHz System	9.0	8.94	10.1
One National Network . . .	8.0	6.5	4.5
One State Network	32.0	22.76	23.6
Other ^a	14.5	24.39	25.9

^aExcept for the two categories indicated, frequency differences between the frame and the two samples are not significant beyond the .05 level.

organizations used a regional network or one other mode of transmission were included in "Other".

All research for this study is based on these two samples, in both of which the Midwest Region is slightly over-represented. The reason for this difference between frame and samples for the Midwest can only be guessed at from the data available. Since all organizations in the frame are represented in the sample and since the only significant differences between frame and samples are those noted above,

it may be concluded that the samples are representative of the frame.

Hypothesis Testing

The questionnaire employed to collect data for this study was so constructed that each of the first fifteen questions in it, plus the data on sex, region and transmission mode determined by checking the identification number with frame data, would, when tested for correlation with the score on the job satisfaction scale, provide support or refutation for the twenty hypotheses previously stated.

A large number of hypotheses were considered for testing during the planning of the study. Since a mail questionnaire was the primary research instrument which best suited the requirements of the study and the resources available to undertake the study, it was the type of instrument chosen. It was necessary to limit the number of hypotheses tested so that the questionnaire could be made as compact as possible; hopefully contributing to a higher rate of return than would be achieved with a large questionnaire. It was decided that only one page of questions would be added to the job satisfaction scale which came to be placed as the last ten questions on the questionnaire.

The hypotheses being considered for testing were ranked according to the estimated magnitude of their impact on job satisfaction among television teachers.¹ Once the three page

¹This estimate was based on the sum of the author's knowledge of ITV and job satisfaction up to the time of the

questionnaire format was established, those questions which measured the most important hypotheses were fit into the available space on the questionnaire. Where a long question could be replaced by two or three short questions, testing hypotheses whose combined value to the study was estimated to be equal to or greater than that of the hypothesis tested by the long question, the long question was so replaced. This facilitated the testing of the largest number of hypotheses within the space limitations of the instrument.

The hypotheses tested on the basis of data derived from the frame (sex of the teacher and location and mode of transmission used by his TV organization) were not ranked as high in importance as were the other hypotheses tested. They were tested, however, since the data on which they were tested was so easily discernable that to have not tested them would have been a waste.

The first three questions on the questionnaire (Appendix E) provided necessary information for classification of TV teachers. Questions 4, 9, 11, 12, 13, and 14 explored the rights and compensation given the TV teacher. Questions 5 and 6 dealt with the relationship between the teacher and

ranking. This included treatment of these areas in courses in television and radio, sociology, business administration and psychology and in the literature on the two areas which was intensively studied. What also proved most helpful in making these estimates, as well as in the rest of the study, was the information gained in a large number of visits with and observations of TV teachers, administrators and other members of TV organizations in Arkansas, Illinois, Indiana, Michigan, Missouri and Oklahoma.

the staff of his TV organization as well as the process of entering and adapting to a new job situation. The channels through which the teacher received response to his presentations were determined by questions 7 and 8. A measure of the teacher's perception of his effectiveness via television was made by question 10. Question 15 dealt with how the teacher began his association with his TV organization.

Measurement of Variables

The balance of the questions formed the job satisfaction scale, the part of the instrument used to measure the dependent variable of the study (job satisfaction). These ten questions are the investigator's adaptation, for use with television teachers, of a ten question job satisfaction scale devised for general use by Robert Bullock of the Ohio State University. Bullock's scale has been tested on a number of groups and has been proven a reliable and valid instrument for the measurement of job satisfaction.¹

The responses to the ten questions are ordered and numbered from one to five in increasing order of satisfaction expressed. The numbers of the responses to these ten questions are totaled for each individual to provide a job satisfaction score of from ten to fifty. Because not answering

¹Bullock presents a complete description of the construction and testing of this scale and of its use in conjunction with social-factor items in Social Factors Related to Job Satisfaction: A Technique for the Measurement of Job Satisfaction (Columbus, Ohio: Bureau of Business Research, The Ohio State University, 1952).

one or more of these ten questions limits the total, thus distorting the number of "satisfaction points" which accurately express how satisfied the individual is, those who responded but did not answer all of the last ten questions could not be considered in testing for correlations between the job satisfaction score and the variables dealt with in the first half of the questionnaire.

Data Analysis

The data stemming from the survey was first analyzed by computer in terms of mere descriptive statistics. The data card listing for this analysis was then checked against the actual responses on the questionnaires. Several coding and card punching errors were thus discovered which were then corrected.

For those individuals who provided complete job satisfaction scales, further statistical analyses were performed. Since the frequency distributions on the questionnaire items indicated a high degree of variance among the respondents, and since the sample ($N=89$) itself was not a simple random sample, it was decided to employ distribution free (nonparametric) statistics to test the research hypotheses.

The sample was split into halves according to job satisfaction scores, the lower forty-five against the upper forty-four. A chi square test was performed for all variables on the questionnaire to determine if significant differences occurred between response categories. For variables in which this test revealed a tendency toward, but could not confirm

or disprove, significance in the differences in job satisfaction scores for those checking a particular response within those variables; further analyses were performed.

In this analysis, a more sensitive measurement of satisfaction was used, the mean job satisfaction score of those checking each response within those six variables in which only tendencies toward significant differences could be shown by the very gross measurement of upper half against lower half. In this final analysis, a Kruskal-Wallis One Way Analysis of variance was run to determine if significant differences occurred between categories. If such were determined, Mann-Whitney U tests were made in order to make individual comparisons between categories.

CHAPTER V

FINDINGS

The only information gathered by the survey, other than that which was used to test the hypotheses, was composed of the comments which a large number of the responding teachers chose to add on the back of their questionnaires or in letters attached to their questionnaires. All 125 returned questionnaires were searched for such comments. The nature of these additional comments is outlined at the end of this chapter. Elsewhere, this chapter will concern itself with the results of testing the hypotheses by analyzing data from the sample of eighty-nine subjects who returned questionnaires containing complete job satisfaction scale data.

Hypothesis 1

This hypothesis stated that job satisfaction is higher among male TV teachers than among female TV teachers. Table 3 shows the data which lead to the rejection of that hypothesis.

Of the 89 subjects in the sample, 44 had job satisfaction scores of 42 or more. They form the upper segment of the job satisfaction score range. The 45 subjects in the lower segment had job satisfaction scores of 41 or lower. The chi square test showed that the difference in job satisfaction between men and women was not significant ($\chi^2 = 0.320$, $df = 1$, $P = .0500$). These results lead to the conclusion

TABLE 3

JOB SATISFACTION SCORE DISTRIBUTION BY SEX

	Men		Women	
	Number	Percentage	Number	Percentage
Upper Segment (44 Respondents)	28	51.9	16	45.7
Lower Segment (45 Respondents)	26	48.1	19	54.3

that the sex of the teacher is not among the factors which determine job satisfaction.

Hypothesis 2

This hypothesis says that there is a significant difference in job satisfaction according to the region of the country in which TV teachers work, for at least one region. In other words, job satisfaction for teachers working in one of the five regions is significantly different from that of teachers in the other four regions.

Table 4 shows the distribution in the two segments of the job satisfaction score range according to the regional location of the TV organization which provided the name and address of the respondent. The chi square test provided figures which indicated that there were one or more differences which were nearly significant when the upper segment was tested against the lower segment ($\chi^2 = 5.921$, $df = 4$, $P = .0500$). A more sensitive measure, the Kruskal-Wallis H

TABLE 4

SCORE DISTRIBUTION BY LOCATION OF TV ORGANIZATION

Region	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
Northeast	7	63.6	4	36.4
Southeast	8	72.7	3	27.3
Midwest	21	43.8	27	56.3
Northwest	6	54.5	5	45.5
Southwest	2	25.0	6	75.0

test on job satisfaction averages by groups, showed that no significant difference occurred between groups ($H = 3.6372$, $P = 0.4573$).

The hypothesis must therefore be rejected and the conclusion made that there is no significant difference in job satisfaction according to the region in which a TV teacher works.

Hypothesis 3

This hypothesis, tested by the first question on the questionnaire, states that job satisfaction is higher for present than for former TV teachers. The percent of each of these two groups in the upper and lower segments of the job satisfaction score range is shown in Table 5.

TABLE 5

SCORE DISTRIBUTION ACCORDING TO RESPONSE TO QUESTION 1

	Present Teachers		Former Teachers	
	Number	Percentage	Number	Percentage
Upper Segment (44 Respondents)	14	50.0	30	50.0
Lower Segment (45 Respondents)	14	50.0	30	50.0

The chi square test confirmed what is obvious from the table, there is no significant difference in job satisfaction between present and former TV teachers ($\chi^2 = 0.989$, $df = 2$, $P = .0500$). The hypothesis must, therefore, be rejected.

The predominance of former teachers in the sample could have altered the overall findings so that they would have little to say about job satisfaction among present television teachers. Since there is no difference in job satisfaction between the two groups in the sample, the predominance of former teachers should not have limited the applicability which the findings may have to present teachers' job satisfaction.

Hypothesis 4

This hypothesis holds that job satisfaction is higher for those who taught between three and ten years prior to teaching via television than for those who taught less than three or more than ten years prior to teaching via television. Table 6 presents the percentage in the two segments of the



job satisfaction score range according to years of teaching prior to teaching via television.

TABLE 6
SCORE DISTRIBUTION BY RESPONSE TO QUESTION 2

Experience Teaching Before TV Position	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
None	0	---	0	---
Under 1 yr.	0	0.0	2	100.0
1 - 2 yrs.	1	20.0	4	80.0
3 - 5 yrs.	5	29.4	12	70.6
6 - 10 yrs.	14	50.0	14	50.0
11 - 20 yrs.	15	57.7	11	42.3
Over 20 yrs.	9	81.8	2	18.2

The chi square test showed that one or more significant differences did occur between categories ($\chi^2 = 11.743$, $df = 5$, $P = .0500$). As the table indicates, the two categories comprising those with three through ten years of teaching experience prior to teaching via television do not have as high a proportion in the upper segment as do the categories for teachers with more pre-TV experience. The hypothesis must, therefore, be rejected.

There appears to be a positive correlation between job satisfaction and years of teaching before TV teaching.¹ In the teaching experience prior to teaching via television are several factors which may account for this. Logic would say that those who are dissatisfied in any profession or occupation, teaching included, are not likely to remain in that occupational situation for many years if they are free to leave it. The percentage of dissatisfied teachers in any given group should decline as they gain years of experience and as those who are dissatisfied leave the field.

Those who stay in teaching for a relatively long period of time before engaging in TV teaching are, then, a rather satisfied group at the start of their TV experience. One would expect them to be satisfied in a position such as television teaching in view of its many similarities to the position in which they have previously found satisfaction. Some of them may even be satisfied with almost any new job situation.

A good many teachers continue non-TV teaching while doing TV work. To many in this group, teaching via television is merely a new duty, part of a post in which they are continuing and in which they are already satisfied. Here again, it is reasonable that satisfaction should continue.

¹Due to computer use limitations, statistical analyses could not be performed to determine between which groups the statistically significant difference(s) occurred. Thus, it could not be determined whether or not the apparent correlation was significant.

Teachers with extensive teaching experience prior to their TV teaching have probably had to meet many changes and many new people in their conventional teaching jobs. The apparent correlation between years of pre-TV, teaching experience and job satisfaction in TV teaching seems to show that those experienced teachers who go into TV teaching have not become rigidly set in their teaching ways. They enjoy the challenge of adapting to the new, or at least altered, job situation of teaching via television. Adjusting to change and new people was a part of their conventional teaching job that they enjoyed. Once more a satisfaction producing factor in the conventional teaching situation is carried into the TV teaching situation with job satisfaction the result.

Hypothesis 5

This hypothesis states that job satisfaction is higher for TV teachers whose programs are transmitted by a network than for those whose programs are transmitted by only one station or system. Table 7 presents the percentage in the two segments of the job satisfaction score range for each mode of transmission used by the TV organization.

The chi square test indicated that there was a possibility of significant differences between categories ($\chi^2 = 7.414$, $df = 6$, $P = .0500$). The more precise measurement of differences between average scores for each category, tested for significance by the Kruskal-Wallis H method, revealed that no significant differences occurred ($H = 11.0576$, $P = .0866$). The hypothesis must be rejected.

TABLE 7

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 3

Transmission Mode Used	Upper Segment (44 respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
1 Commercial Station	6	75.0	2	25.0
1 Non-commercial Station	11	45.8	13	54.2
1 CCTV or 2500 MHz System	3	33.3	6	66.7
1 National Network	3	75.0	1	25.0
1 Regional Network	6	75.0	2	25.0
1 State-owned Network	8	38.1	13	61.9
Other ^a	7	46.7	8	53.3

^aThe "Other" category contained only one respondent whose programs were transmitted by only one system. It was decided that comparing merely one subject to all other categories would yield nothing of true significance.

Two conclusions can be drawn from these results: (1) there is no significant difference in job satisfaction between TV teachers whose programs are transmitted by a network and those whose programs are transmitted by only one station or system, (2) there is no significant difference in job satisfaction according to the mode of transmission used by the TV organisation with which the teacher is associated.

Hypothesis 6

This hypothesis asserts that job satisfaction is higher for TV teachers whose programs are transmitted by two or more stations or systems than for those whose programs are transmitted by only one TV station or system. Table 8 presents the percent in the two segments of the job satisfaction score

TABLE 8

SCORE DISTRIBUTION BY NUMBER AND
TYPE OF STATIONS OR SYSTEMS

Transmission Mode Used	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number Percentage		Number Percentage	
1 Commercial Station	6	75.0	2	25.0
1 Non-commercial Station	11	45.8	13	54.2
1 CCTV or 2500 MHz System	3	33.3	6	66.7
1 National Network	3	75.0	1	25.0
1 Regional Network	6	75.0	2	25.0
1 State-owned Network	8	38.1	13	61.9
2 or More Stations or Systems	7	50.0	7	50.0

range for each station, system or combination of stations or systems.

This hypothesis was tested by the same question as was the previous hypothesis. As the section on hypothesis 5 relates, no significant differences occurred between categories. Thus, this hypothesis too, must be rejected. The results show that no significant difference in job satisfaction occurs between teachers whose programs are transmitted by two or more stations or systems and those whose programs are transmitted by only one station or system.

Hypothesis 7

This hypothesis states that job satisfaction is lower for TV teachers whose programs are transmitted by one commercial station than for those whose programs are transmitted by any other type of station or system or network of stations or systems.

The results displayed in Table 7 and the statistical significance tests on that data also apply to this hypothesis. As was stated in the section on Hypothesis 5, statistical analyses showed that no significant differences occurred between categories. Hypothesis 7 must, therefore, be rejected. The results indicate that there is no significant difference in job satisfaction between TV teachers whose programs are transmitted by one commercial station and those whose programs are transmitted by any other type of station or system or network of stations or systems.

Hypotheses 5, 6 and 7 were all tested by question 3.

These three hypotheses stemmed from this question: is the job satisfaction of a TV teacher determined to a significant degree by the level of success the teacher achieves in the TV teaching field? If success is measured by analysis of the nature and number of modes which transmitt the course(s) of a given teacher, the answer to this question must be no, according to the results of testing these hypotheses.¹

Hypothesis 8

Hypothesis 8 states that job satisfaction is higher for those who have written contracts covering their rights and responsibilities in teaching via television than for those who have no such contracts. Table 9 presents the percentage in the two segments of the job satisfaction score range for those who have, don't have and don't know if they have such contracts.

¹Since it was necessary to determine the level of success achieved in the TV teaching field in particular, criteria which would measure success in TV teaching uniquely and not in teaching in general were required. A television instructor would be more likely to be looked upon as having achieved a higher level of success in TV teaching if a network or several stations or systems transmitted his course(s) than if only one station or system transmitted his course(s). Thus, determination of relative success by analysis of the nature and number of modes which transmit the course(s) of a teacher, meets the requirements as a measure of success which does not, indeed cannot, measure success in teaching in general but which does serve as an indicator of success in TV teaching. Although such a method of success measurement may be more appropriate for commercial TV; it does, at least, appear to have some utility for ITV.

TABLE 9

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 4

	Have Contracts		Don't Have Contracts		Don't Know	
	Number	%	Number	%	Number	%
Upper Segment (44 Respondents)	16	47.1	27	50.0	1	100.0
Lower Segment (45 Respondents)	18	52.9	27	50.0	0	0.0

The chi square test showed that no significant difference occurred between categories ($\chi^2 = 1.107$, $df = 2$, $P = .0500$). The hypothesis must, therefore, be rejected and the conclusion made that no significant difference in job satisfaction among television teachers occurs according to whether or not those teachers have written contracts covering their rights and responsibilities in teaching via television.

Hypothesis 9

This hypothesis says that job satisfaction is higher for TV teachers who were given an introduction to both the personnel and procedures of the TV organization with which they work at the beginning of their association with that organization by a representative of the organization who took adequate time to make such an introduction than for those who were not given such an introduction by such a person. Table 10 presents the percentage in the two segments of the job satisfaction

score range for those who were and were not given such an introduction.

TABLE 10

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 5

	No		Yes	
	Number	Percentage	Number	Percentage
Upper Segment (14 Respondents)	7	38.9	37	52.1
Lower Segment (45 Respondents)	11	61.1	34	47.9

The chi square test showed that there was a tendency toward one or more significant differences occurring between categories ($\chi^2 = 1.005$, $df = 1$, $P = .0500$). The more sensitive measure of job satisfaction, when tested by the Kruskal-Wallis H test, revealed no significant differences ($H = 0.1006$, $P = 0.7511$).

Hypothesis 9 must, therefore, be rejected and the conclusion made that job satisfaction among television teachers is not significantly dependent upon whether or not a representative of the TV organization with which a teacher works takes adequate time to introduce the teacher to both the personnel and procedures of the organization at the beginning of his association with the TV organization.

Hypothesis 10

This hypothesis says that job satisfaction is higher for TV teachers who have been given adequate aid in adapting their teaching to television by staff members of the TV organization with which they are associated than for teachers who have not been given such aid by such people. Table 11 presents the percentage in the two segments of the job satisfaction score range of those who were and were not given adequate aid.

TABLE 11

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 6

	Given Adequate Aid		Not Given Adequate Aid	
	Number	Percentage	Number	Percentage
Upper Segment (44 Respondents)	41	56.9	3	17.6
Lower Segment (45 Respondents)	31	43.1	14	82.4

The chi square test showed the difference occurring between categories to be significant at the .01 level ($\chi^2 = 8.496$, $df = 1$). The hypothesis can thus be accepted. This leads to the conclusion that whether or not staff members of the TV organization with which a TV teacher works give him adequate aid in adapting his teaching to television is a highly significant factor in job satisfaction among television teachers.

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The measurement of the adequacy of the aid he receives is made by each teacher. The results show that if he perceives the amount of aid he receives from TV organization staff members in adapting his teaching to television as adequate, the TV instructor is highly likely to be satisfied with his job as a whole.

Statistical analyses showed no significant relationship between answers given to question 5 and those given to question 6. These questions tested hypotheses 9 and 10 respectively. Thus, the teacher's perception of adequacy or inadequacy in time taken by a TV organization representative for an introduction to personnel and procedures of the organization does not appear to influence the teacher's later perception of adequacy or inadequacy of aid given him by organization staff members in adapting his teaching to television.

From this comparison of the results of testing hypotheses 9 and 10, it can be deduced that while the initial impression of and relationship with TV organization staff members is not important to job satisfaction, what is highly important is that the teacher and the staff develop a cooperative working relationship sometime after their initial contact.

Hypothesis 11

This hypothesis asserts that there is a positive correlation between job satisfaction and the following ascending order of channels for response from students and/or teachers received by television teachers while they are on camera: (1) none, (2) telephone or other audio feedback, (3) TV

teacher views students and/or teachers via video monitor, (4) TV teacher hears and views students and/or teachers via TV monitor, (5) combination of two or more feedback channels, (6) TV teacher sees and hears students and/or teachers in the room where the TV teacher's presentations are made.

In other terms, although the nature of the relationship between the categories of feedback precludes statistical correlation tests, the hypothesis says that the percentage of TV teachers in the upper segment of the job satisfaction score range for each feedback category should increase as one reads up the properly arranged list of categories. Table 12 presents the list of response categories and corresponding percentages in the order set forth in hypothesis 11.

TABLE 12

PERCENTAGE IN UPPER SEGMENT OF SCORE RANGE FOR FEEDBACK FORMS IN ORDER SPECIFIED BY HYPOTHESIS 11

Feedback Forms	Percentage	Number
In Room Sight and Sound	66.7	2
2 or More	25.0	1
TV Receiver	100.0	1
Video Only	--	0
Audio Only	66.7	4
None	48.5	32

The chi square test showed that no significant differences in job satisfaction occurred ($\chi^2 = 2.742$, $df = 4$, $P = .0500$). The hypothesis must, therefore, be rejected. If the lack of a significant difference is not due merely to the small number of respondents in several categories, two conclusions can be drawn: (1) there is no correlation between job satisfaction and the order set forth in hypothesis 11 of channels for response from students and/or teachers received by TV teachers while they are on camera, (2) there is no significant difference in job satisfaction according to the type of response received by TV teachers while they are on camera.

Hypothesis 12

According to this hypothesis, job satisfaction is higher for TV teachers who receive, most often, some form of feedback from students and/or teachers after making a TV presentation than for those who receive, most often, no form of feedback from such people after making a TV presentation. Table 13 presents the percentage of those who do and those who do not receive some form of feedback from such people after making a TV presentation in the two segments of the job satisfaction score range.¹

The Mann-Whitney U test showed that significant differences occurred between those checking response 1 ($N = 9$) and

¹Question 8, which gathered the data on which hypotheses 12 and 13 was tested, may have caused some confusion among respondents because of its use of "most". This could have been interpreted as meaning either greatest frequency or greatest quantity.

TABLE 13

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 8

	Some Feedback (Responses 2-5)		No Feedback (Response 1)	
	Number	Percentage	Number	Percentage
Upper Segment (44 Respondents)	43	53.75	1	11.1
Lower Segment (45 Respondents)	37	46.25	8	88.9

those checking the following: response 2 ($N = 40$, $U = 71.0$, $P = .0024$), response 4 ($N = 23$, $U = 36.5$, $P = .0024$), response 5 ($N = 15$, $U = 29.0$, $P = .0108$). No significant difference occurred between those checking response 1 and those checking response 3 ($N = 2$, $U = 5.5$, $P = .2036$). Because there is no significant difference in job satisfaction between those who generally receive no feedback after making a presentation (response 1) and those who most often receive telephone calls after making a TV presentation (response 3), the hypothesis must be rejected if applied to all forms tested.

The results do show that job satisfaction is significantly lower for TV teachers who most often receive no form of feedback from students and/or teachers after making a TV presentation than for TV teachers who most often receive such feedback in one of three feedback form categories: (1) cards and letters; (2) face-to-face conversation; (3) forms, other than telephone calls and the two categories just listed, such

as evaluation questionnaires, class meetings and observations and "ETV council reports".¹

Hypothesis 13

This hypothesis states that job satisfaction is higher for TV teachers who most often receive responses, after making a TV presentation, in two or more forms than for those who most often receive feedback in one or no form after making a TV presentation. Table 14 shows the percentage of the two segments of the job satisfaction score range for those who generally receive feedback in two or more forms after a presentation and for those who generally receive feedback in one or no form after making a TV presentation.

TABLE 14

SCORE DISTRIBUTION BY NUMBER OF POST-
PRESENTATION FEEDBACK CHANNELS

	2 or More Feedback Channels		One or No Feedback Channels	
	Number	Percentage	Number	Percentage
Upper Segment (44 Respondents)	8	57	36	48
Lower Segment (45 Respondents)	6	43	39	52

¹Term used but not explained by one of the respondents.

The chi square test showed that no significant difference in job satisfaction occurred between those receiving feedback via two or more channels after making a TV presentation and those receiving feedback via one or no channel after making a TV presentation ($\chi^2 = .0949$, $df = 2$, $P = .0500$). The hypothesis must, therefore, be rejected.

Hypothesis 14

This hypothesis says that job satisfaction is higher among TV teachers who are notified when one of their superiors intends to observe their TV presentations from a location where they cannot observe him than for those who are not notified or don't know if they are notified when a superior intends to make such an observation. Table 15 shows the percentage of the two segments of the job satisfaction score range for those who are, are not and don't know if they are notified when one of their superiors intends to observe their TV presentations from a location where they cannot observe him.

The initial chi square test indicated that one or more significant differences in job satisfaction did occur among the three groups ($\chi^2 = 14.016$, $df = 3$, $P = .0100$). Further chi square tests showed that the difference in job satisfaction between those notified (response 1) and those who did not know if they were notified (response 3) was significant ($\chi^2 = 4.042$, $df = 1$, $P = .0500$). All other differences between groups, including the group not responding to the question (R_0), were non-significant, as the following shows:

$R_0, R_1 (x^2 = 2.7916, df = 1, P = .0500)$; $R_0, R_2 (x^2 = 0.951, df = 1, P = .0500)$; $R_0, R_3 (x^2 = 2.750, df = 1, P = .0500)$; $R_1, R_2 (x^2 = 2.2436, df = 1, P = .0500)$; $R_2, R_3 (x^2 = 2.201, df = 1, P = .0500)$.

TABLE 15

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 9

	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
Notified (R_1)	10	83.3	2	16.7
Not Notified (R_2)	28	45.2	34	54.8
Don't Know (R_3)	1	11.1	8	88.9
Blank (R_0)	5	83.3	1	16.7

Since the difference between those who are notified and those who are not notified (R_1, R_2) is non-significant, the hypothesis must be rejected. The results do indicate that job satisfaction is affected by the degree of certainty a teacher has about whether or not he is being observed by one of his superiors. Specifically, job satisfaction is significantly higher among TV teachers who are notified when one of their superiors intends to observe their TV presentations from a location where they cannot observe him than among those who don't know if they are notified under such circumstances.

Hypothesis 15

Hypothesis 15 states that there is a positive correlation between job satisfaction and TV teachers' perceptions of how effective the abilities and limitations of the television medium combine to make their TV presentations as compared to the effectiveness of their classroom presentations. In other words, job satisfaction will increase as the teachers' relative effectiveness on TV (in their eyes) increases. Table 16 presents the percentage in the two segments of the job satisfaction score range according to whether the teachers feel that the abilities and limitations of the television medium combine to make their TV presentations more, equally or less effective in comparison to their classroom presentations.

The chi square test indicated that one or more significant differences did occur between groups ($\chi^2 = 13.550$, $df = 3$, $P = .0100$). The Mann-Whitney U test showed that there was no significant difference in job satisfaction between those who felt more effective on TV than in the classroom ($N = 49$) and those who felt equally effective in both places ($N = 23$, $U = 493.00$, $P = .1967$). The Pearson product-moment correlation coefficient cannot properly be applied in a statistical sense to this data because of the nature of the relationship of the response categories. If it is used merely as an indicator of the propriety of using the term correlation in a non-statistical sense, as it is used in this hypothesis, the indication is that the correlation is not significant

($r = .105$, $df = 87$, $P = .0500$). On the basis of these results, hypothesis 15 must be rejected.

TABLE 16
SCORE DISTRIBUTION BY RESPONSE TO QUESTION 10

	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
TV Classroom (R_1)	31	63.3	18	36.7
TV = Classroom (R_3)	11	47.8	12	52.2
TV Classroom (R_2)	2	13.3	13	86.7

The Mann-Whitney U test did show that a significant difference in job satisfaction occurred between those checking response 1 ($N = 49$) and those checking response 2 ($N = 15$, $U = 110.00$, $P = .0000$). There was also a significant difference between those checking response 3 ($N = 23$) and those checking response 2 ($U = 54.5$, $P = .0002$). These highly significant figures mean that job satisfaction is significantly lower among teachers who feel that the abilities and limitations of the television medium combine to make their TV presentations less effective than their classroom presentations, than among those who feel that the abilities and limitations of the television medium combine to make their TV presentations equally effective or more effective in comparison to their classroom presentations.



Hypothesis 16

This hypothesis says that there is a negative correlation between job satisfaction and how restricted TV teachers feel their freedom is on TV, to do and say completely as they may wish as compared to how restricted they feel this freedom is in the classroom. Table 17 shows the percentage in the two segments of the job satisfaction score range according to their response to question 11 which tested this hypothesis.

TABLE 17

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 11

	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
More Restricted in Classroom	4	66.7	2	33.3
More Restricted on TV	13	35.1	24	64.9
Equally Restricted	1	100.0	0	00.0
Equally Unrestricted	26	59.1	18	40.9

The chi square test showed that no significant difference occurred between groups ($\chi^2 = 7.381$, $df = 4$, $P = .0500$). The hypothesis must be rejected since no significant correlation can exist where there is no difference between categories. These results show that job satisfaction is not related to how

restricted TV teachers feel their freedom is on TV, to do and say completely as they may wish as compared to how restricted they feel this freedom is in the classroom

Hypothesis 17

This hypothesis states that job satisfaction is higher among television teachers who think that the salary and/or release time from non-TV duties which they receive is adequate for the amount of work they do for their TV presentations than for those who think that this compensation is not adequate for such work. Table 18 presents the percentage in the two segments of the job satisfaction score range according to response to question 12 which tested this hypothesis.

TABLE 18

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 12

	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
Inadequate (R ₁)	12	30.0	28	70.0
Adequate (R ₂)	30	66.7	15	33.3
Received None (R ₃)	2	66.7	1	33.3

The initial chi square test revealed that there were one or more significant differences between groups ($\chi^2 = 12.724$, $df = 3$, $P = .0100$). Further chi square tests showed that the only significant difference occurred between those who felt

their salary and/or release time was adequate (R_2) and those who felt their salary and/or release time was not adequate (R_1); R_0, R_1 ($\chi^2 = 2.813$, $df = 1$, $P = .0500$); R_0, R_2 ($\chi^2 = 2.178$, $df = 1$, $P = .0500$); R_0, R_3 ($\chi^2 = 0.000$, $df = 1$, $P = .0500$); R_1, R_2 ($\chi^2 = 4.991$, $df = 1$, $P = .0500$); R_1, R_3 ($\chi^2 = 2.813$, $df = 1$, $P = .0500$); R_2, R_3 ($\chi^2 = 2.178$, $df = 1$, $P = .0500$). Since the percent in the upper segment of the job satisfaction score range is significantly greater for those who feel their salary and/or release time is adequate (R_2) than for those who feel that theirs is inadequate (R_1), the hypothesis must be accepted.

Since there is no significant difference in job satisfaction between the following two groups, it appears that those who receive no salary and/or release time are as satisfied in their jobs as are those who receive what they feel is adequate compensation in these forms. However, since only three respondents in the sample reported receiving no salary and/or release time, more testing with a larger sample of those receiving no compensation in these forms would be in order before a firm statement on the relative job satisfaction of the two groups is made.

Hypothesis 18

This hypothesis says that there is a positive correlation between job satisfaction among TV teachers and the number of hours of conventional classes from which they are released for each hour of finished TV presentation. Table 19 presents the percentage in each of the two segments of

the job satisfaction score range according to the response to question 13 which tested the hypothesis.

The Pearson product-moment correlation coefficient cannot be applied to this data to determine the statistical significance of the correlation because of the nature of the relationship between response categories. Using it merely as an indicator of whether or not the word may be properly used in a non-statistical sense to describe the relationship between the two variables (as it is in the hypothesis), the coefficient shows the term should not be so used ($r = 0.31245$, $df = 7$, $P = .0500$). The hypothesis must, therefore, be rejected.

The initial chi square test showed that there were one or more significant differences between groups ($\chi^2 = 15.036$, $df = 7$, $P = .0500$). It was assumed that if there were only two significant differences, they would be between groups 3 and 7, and 5 and 7 where the percentage difference in either of the two score segments was the greatest (73.9%). An additional chi square test showed that no significant difference occurred between those giving response 7 and those giving response 2, ($\chi^2 = 1.68$, $df = 1$, $P = .0500$), the groups with the next largest percentage difference in either of the two segments of the job satisfaction score range (53.9%). It was therefore assumed that no significant difference occurred between the other groups where the percentage difference was even smaller.

It appears that a mild correlation in the direction indicated by the hypothesis might be revealed if a larger sample

TABLE 19

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 13

Response and Number	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
(0) No Response	1	12.5	7	87.5
(1) None	7	43.8	9	56.3
(2) 1 hr. or less	1	20.0	4	80.0
(3) 1+ thru 2-	0	00.0	2	100.0
(4) 2 hours	3	60.0	2	40.0
(5) 2+ thru 3-	0	00.0	1	100.0
(6) 3 or more hrs.	15	51.7	14	48.3
(7) Full Time	17	73.9	6	26.1

with more than a few subjects in each of the response categories were tested. Until such a sample is tested, there is not enough evidence to warrant positive statements regarding the relationship between job satisfaction and the amount of relapse time received.

Hypothesis 19

Hypothesis 19 states that job satisfaction is higher for TV teachers who generally require six through ten hours to

prepare for each thirty minutes of TV presentation than for those who require more or less than that amount of preparation time. Table 20 presents the percentage in the two segments of the job satisfaction score range according to the response given to question 15 which tested the hypothesis.

The chi square test showed that no significant difference occurred between groups ($\chi^2 = 6.269$, $df = 6$, $P = .05$). The hypothesis must, therefore, be rejected and the conclusion made that job satisfaction is not related to the amount of preparation time required by the teacher.

TABLE 20
SCORE DISTRIBUTION BY RESPONSE TO QUESTION 14

Response and Number	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number	Percentage	Number	Percentage
1. Less than 1 hour	0	--	0	--
2. 1 - 5 hours	8	53.3	7	46.7
3. 6 - 10 hours	7	31.8	15	68.2
4. 11 - 20 hours	7	50.0	7	50.0
5. 21 - 40 hours	3	37.5	5	62.5
6. 41 - 80 hours	7	58.3	5	41.7
7. More Than 80 hrs.	1	100.0	0	00.0

Hypothesis 20

This hypothesis says that job satisfaction is higher for TV teachers who volunteer for TV work than for those who become involved in teaching via television in other ways. Table 21 presents the percentage in the two segments of the job satisfaction score range according to the response given to question 15 which tested the hypothesis.

TABLE 21

SCORE DISTRIBUTION BY RESPONSE TO QUESTION 15

Response and Number	Upper Segment (44 Respondents)		Lower Segment (45 Respondents)	
	Number Percentage		Number Percentage	
1. Volunteered	9	60.0	6	40.0
2. Asked by TV Organization	15	46.9	17	53.1
3. Asked by Dept. Head	10	47.6	11	52.4
4. Duty required	0	00.0	4	100.0
5. Other	10	58.8	7	41.2
5a. Other: Possible Volunteer	4	50.0	4	50.0
5b. Other: Non-Volunteer	6	66.7	3	33.3

The chi square test revealed no significant differences between groups ($\chi^2 = 5.291$, $df = 4$, $P = .0500$). The Kruskal-Wallis H test showed there were no significant differences in average job satisfaction scores between categories ($H = 4.9366$,

$p = .2939$). If those who gave unstructured responses which indicated they may have volunteered (sub-category 5_a) were added to the volunteer category (1), the percentage difference between this combined volunteer category and the category (4) which is most different; would be 56.5% in either of the score segments. Since this is less than the percentage differences which were shown to be non-significant, it may be assumed that this difference is not significant.

On the basis of these results, the hypothesis must be rejected. They indicate that the method by which teachers become involved in television work is not a significant determinant of job satisfaction among television teachers.

Comments From Questionnaires Returned

In general, the respondents additional comments echoed the literature reported on earlier. The respondents did, with some frequency, mention three factors which were touched either lightly or not at all in the literature reviewed: (1) the challenge of teaching on television was a significant source of satisfaction for several; (2) the responding teachers more readily commented on their dissatisfaction with monetary compensation and related matters such as release time, program ownership, tape reuse rights, control of program revision and residual payments; (3) several teachers gained satisfaction from the freedom to engage in creative teaching which television provided.

CHAPTER VI

CONCLUSION

Summary of Findings

The survey showed that most of the demographic characteristics of the population could not be used as predictors of job satisfaction. Neither the sex nor the region of the country in which TV teachers work was shown to be related to job satisfaction. The job satisfaction of those who were teaching via television at the time of the survey was not significantly different from that of former television teachers.

The results of testing hypothesis 4 did not support that hypothesis. The results indicated that job satisfaction is not highest among those teachers with three through ten years of teaching experience prior to TV work as was hypothesized. Instead, there appears to be a positive correlation between job satisfaction and years of teaching before teaching via television.

Analysis of the survey data showed that job satisfaction is not significantly related to either the nature or the number of modes which transmit the teachers' courses. Hypothesis 5, 6 and 7 were thus rejected.

The results indicated that whether or not a teacher has even knows whether or not he has a contract covering his rights and responsibilities in teaching via television makes no significant difference in job satisfaction.

The findings of the tests of hypotheses 9 and 10 indicate that job satisfaction is not dependent on whether or not the teacher thinks a representative of the TV organization with which he works took adequate time to introduce him to both the personnel and procedures of the organization at the beginning of his association with the TV organization. Job satisfaction is significantly higher, however, for teachers who feel that they have been given adequate aid in adapting their teaching to television by staff members of the TV organization with which they are associated than for those who feel they were not given adequate aid by organization staff members.

The test of hypothesis 11 revealed that job satisfaction is not affected by the type of response received by TV teachers while they are on camera.

The test of hypothesis 12 showed that the lack of feedback after making a TV presentation does apparently make a difference in job satisfaction. Except for those who most often receive feedback via telephone after presentations, job satisfaction is significantly higher for those who receive some form of post-presentation feedback than for those who generally receive no feedback after their presentations. Job satisfaction is not significantly different between teachers who usually receive no feedback after a TV presentation and those who most often receive responses via telephone calls after making a presentation. The number of forms in which post-presentation feedback is received was found to make no difference in job satisfaction.

Testing hypothesis 14 resulted in the finding that job satisfaction is significantly higher among TV teachers who are notified when one of their superiors intends to observe their TV presentations from a location where they cannot observe him than among those who don't know if they are notified under such circumstances. There is no difference in job satisfaction, however, between those who are notified and those who are not notified under such circumstances.

The results indicate, contrary to hypothesis 15, that there is no significant correlation between job satisfaction and TV teachers' perceptions of how effective the abilities and limitations of the television medium combine to make their TV presentation as compared to the effectiveness of their classroom presentation. Job satisfaction is significantly lower among teachers who feel that the characteristics of the TV medium make their TV presentations less effective than their classroom presentations, than among those who feel that the abilities and limitations of the television medium combine to make their TV presentations equally effective or more effective in comparison to their classroom presentations.

The results of testing hypothesis 16 show that no significant correlation exists between job satisfaction and how restricted TV teachers feel their freedom is on TV, to do and say completely as they may wish.

Hypothesis 17 was supported by the findings. It states that job satisfaction is higher among television teachers who think that the salary and/or release time from non-TV duties which they receive is adequate for the amount of work they do

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for their TV presentations than among those who feel that the compensation they receive in these forms is inadequate.

Job satisfaction among those who teach via television full time was found to be significantly higher than that among those who are released from more than one hour but less than two hours, or more than two hours but less than three hours for each hour finished TV presentation.

The results of testing hypothesis 19 and 20 indicate that job satisfaction among television teachers is not related to either the amount of preparation time which teachers require or to the method by which they become involved in television teaching.

Only three factors recurred significantly in the unstructured comments which respondents added to their questionnaires which were not mentioned frequently in the literature reviewed. Mentioned as sources of satisfaction were the challenge of teaching on television and the freedom to engage in creative teaching which television provided. The respondents' comments generally indicated greater dissatisfaction with monetary compensation and related issues such as program reuse and ownership rights than was indicated by the literature in the area.

Limitations of the Study

The validity of the findings of this study may be limited by a number of factors. It is possible that a bias was introduced into the frame composition process because the lists of teachers, which were combined to form the frame, were provided by organization heads. Some of them may have

provided the names and of addresses of only those teachers who they thought would give information favorable to the organization or its administration. Such a group of teachers would probably have higher than average job satisfaction. Thus, a true picture of job satisfaction among some organizations' teachers might not have been presented.

Time and monetary limitations prevented any attempt at determining the degree to which a bias of nonresponse may have affected the survey's results. Since non-respondents failed to answer two requests for their cooperation, it was decided that a third attempt to gain a response from them would bear little fruit while adding greatly to expenditures of time and money for printing and mailing.

As in much research done by the survey method, this study would probably have been better able to meet its goal if the sample had been larger.

Tests of the statistical significance of correlations could have been performed if the response categories had been stated in statistically comparable forms.

As was noted earlier, the use of the term "most" in question 8 may have caused some confusion and, thus, some incorrect responses. It could have been interpreted by the teachers to mean either greatest frequency or greatest quantity. These would not be the same in all cases. For example, a teacher who received a great quantity of letters at one time might usually or more frequently have received telephone calls. The quantity of letter response would be greater in

this instance even though response via telephone calls was received more often.

Due to computer use limitations, not all of the possible significant differences between response groups could be tested for significance. Those which were eliminated from testing were those which, even if proved statistically significant, seemingly had less social significance than those tested. The study would, nevertheless, have been strengthened if all possibilities had been tested.

Recommendations for ITV Administration and Research

The study uncovered seven factors to which job satisfaction appears to be related. Based on these findings, a number of actions; primarily on the part of ITV administrators and researchers, can be recommended, assuming that these actions can be taken without inhibiting the achievement of goals given a higher priority than job satisfaction among television teachers.

An organization head desirous of recruiting a staff of teachers who are likely to be well satisfied with TV teaching, should look for, among other things, teachers with many years of non-TV teaching experience. This would follow from the apparent correlation between job satisfaction and years of experience in non-TV teaching prior to TV work.

Job satisfaction was found to be higher among those who feel that they have been given adequate aid in adapting their teaching to television by organization staff members than among those who feel that the aid they were given by such

people was inadequate. This indicates that levels of job satisfaction can be increased if a systematic program of teacher assistance is set up to help each teacher adapt his teaching to television.

In addition, the teacher and his primary staff contacts must strive for the development of close and frank communication with each other so that the teacher will feel free to express his doubts, should they arise, that he is being given sufficient aid in adapting to the new medium.

Periodic checks by the administrator would probably be necessary to determine the teacher's opinion in this matter directly. This would be an important way of gauging the nature of the working relationship between the teacher and the production staff. If the teacher were not communicating his doubts to the staff, valuable time would be lost if the administrator would learn of the problem and take steps to remedy the situation only after enough time had passed to enable a staff member to somehow detect such a problem, without communicating with the teacher, and to relay a request for help to the organization administrator.

Researchers could do valuable work in this area to determine just what types of aid in what amounts are considered adequate by teachers in adapting their teaching to television.

Since almost any post-presentation feedback except telephone calls seems to be better for job satisfaction than none, administrators would do well to make provision for some form

of feedback for the teacher after all presentations, including those that are taped long before transmission.

As was indicated earlier, the data on the impact of post-presentation feedback via telephone is meager. Additional research is necessary before the findings on this factor can be termed reliable.

An organization rule requiring the notification of the teacher when one of his superiors intends to observe him from a location where the teacher cannot observe the superior is recommended. The survey showed significantly lower satisfaction among teachers who were uncertain about such observation than among those who were notified under such circumstances.

Teachers who felt that the abilities and limitations of the television medium combined to make their TV presentations equally effective or more effective in comparison to their classroom presentations were found to be more satisfied than those reporting relatively less effectiveness on TV than in the classroom. Measures paralleling those recommended in determining the teacher's feelings regarding the adequacy of aid received from staff members in adapting to TV would seem to be appropriate in detecting his feelings regarding his effectiveness on TV also. Teachers who feel ineffective should be provided with special information on and training in the use of effective ITV techniques.

Since those who felt that their monetary and/or release time compensations was adequate were found to be significantly more satisfied than those who felt that their compensation in these forms was inadequate, actions should be undertaken to

determine what teachers consider to be adequate compensation and to provide it.

Although full-time TV teachers were not found to be significantly more satisfied in their jobs than all categories of part-time TV teachers, there seems to be a sufficient basis in the survey findings as well as in the literature to warrant a recommendation that teachers be given no duties except those connected with their TV presentations during terms in which they are required to prepare and give TV presentations.

Research on job satisfaction among TV teachers has only begun here. Even if every finding of this study is an exact report of conditions among the entire universe of TV teachers in the U. S. at the time of the survey, conditions may have already changed. Thus, if for no other reason than that just stated, research should continue so that data may be kept current.

If such research is to gain the support it needs, the major question to be answered is, "Does better televised education result from educators being better satisfied with their TV teaching positions?" Research has not yet provided conclusive evidence in this area. If such a correlation is shown, support for additional research which could add to our understanding of factors contributing to better education should not be too hard to find.

With proper support, researchers can move on to investigate other types of factors which may affect job satisfaction among television instructors. This study has concentrated

mainly on job situation variables. Little attempt had been made to determine the possible influence of factors which are only indirectly related to the job situation. Such factors as the individual television teacher's socio-economic status, mental and physical characteristics and many other variables may play an important role in determining his job satisfaction.

A more extensive study of the literature on job satisfaction in general should be done to seek implications for investigations of job satisfaction among TV teachers in particular.

Controlled experiments in job satisfaction among TV teachers may help to isolate variables which have an effect on job satisfaction. Investigations of job satisfaction among those teaching via television at various levels of education may find some significant differences between groups. Academic freedom, for example, may well be found to be a significant factor among college level instructors even though this study found it not to be significant for TV instructors as a whole. Differences between those teaching in different subject areas may also be found.

Recommendations for Education

The recommendations presented prior to this point have been based on findings that indicate certain factors are related to job satisfaction among television teachers. The following recommendations stem primarily from findings that certain other factors do not appear to be related to the job satisfaction of television teachers. Why these recommendations

are directed to education should become apparent later in this section.

In order to fully comprehend the reasons behind these recommendations, a view of the social perspective of television teachers is necessary. The survey results which lead to the rejection of hypotheses 5, 6 and 7, indicate that most TV teachers think of themselves as "teachers" and not "TV teachers". Their primary concern is with performing an effective teaching job. Having their programs distributed to more and more areas, via television may be desired by many teachers. However, the aspirations of most TV teachers seem to be directed toward success and advancement in education in general and not particularly in televised education.

This is exemplified by the comments of one instructor who, like all involved in the study, was promised anonymity. He reported that he was satisfied in his former position as a television teacher. Among the reasons he gave for this satisfaction was the fact that television gave his teaching talents wide exposure to prospective employers and led to a better teaching position, involving no TV work, with a large university.

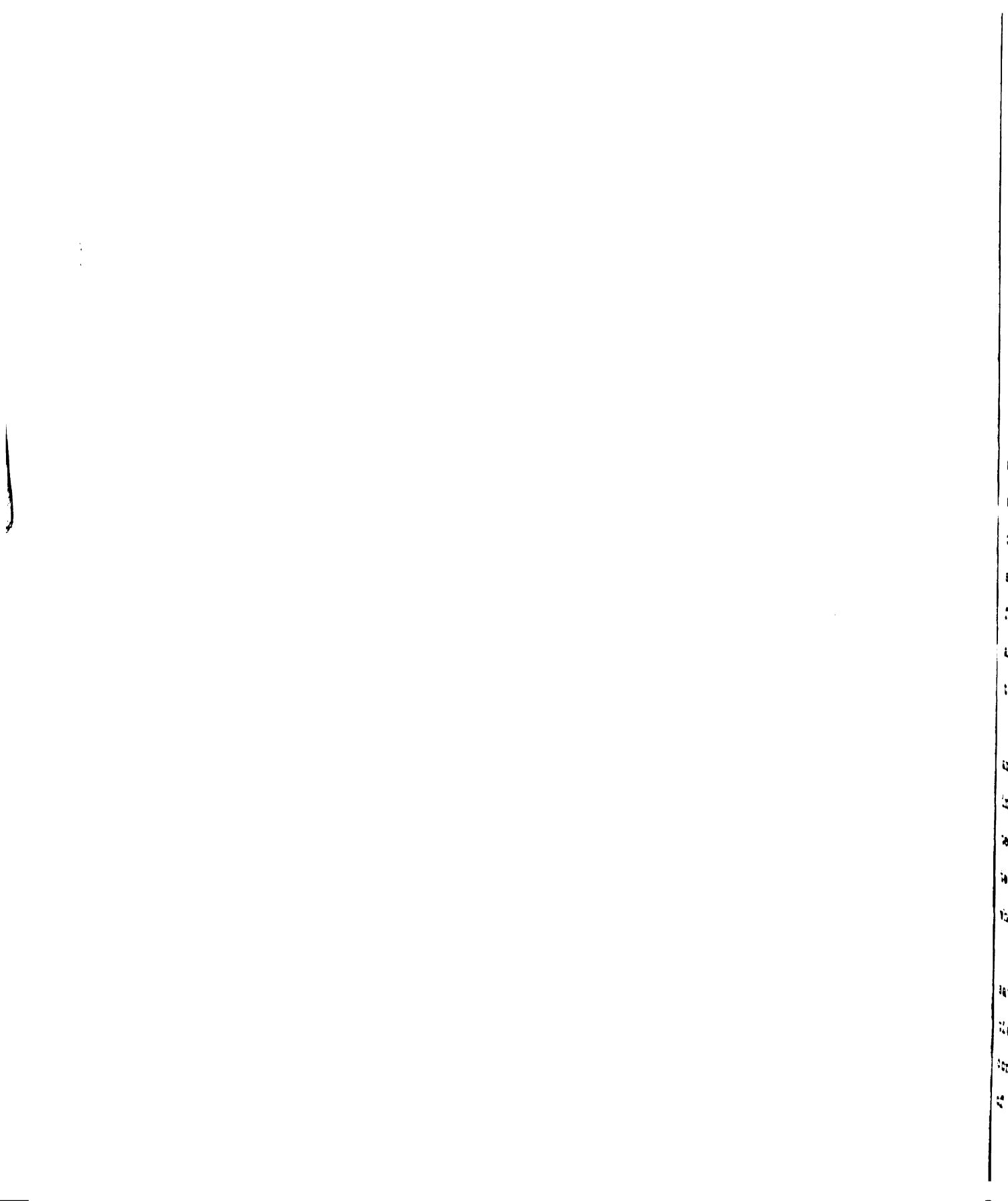
This attitude of identification with education in general or with a particular subject area and not with television teaching is common among television teachers. It has definite reflections in job satisfaction.

Some who have studied job satisfaction have stated that the degree to which a worker is satisfied with his position is positively correlated with the degree to which that job

aids in the attainment of that worker's goals. Many scholars have presented impressive evidence showing that one of the strongest motivations of man is his desire to achieve increased status among his peers and others in his social system.

For most workers, other workers with whom they come in contact and who are performing the same or similar tasks, would form an important segment of the peer group. The social system for most workers would include and in many cases, particularly in the United States, even be identical to the organization within which they want to achieve increased status.

Most organizations (educational institutions included) which are trying to maintain or increase levels of worker performance, thereby increasing the quantity and/or quality of the organizations' products or services; rather successfully work from the assumption that status seeking is a strong motivation for worker efforts to maintain or increase levels of performance. Such organizations reward, with status symbols, efforts by workers (instructors included) to maintain or increase their levels of performance. If those working with an organization have little or no desire for increased status within that organizational social system, offering rewards such as promotion to higher positions within the organization, offering increases in monetary compensation and offering other status symbols will be ineffective in eliciting efforts from workers to maintain or increase performance levels.



The survey showed that most TV teachers work only part of the time in television. Indications are that most TV teachers teach in conventional settings before, during and after teaching via television. It is understandable, then, that they should maintain the self-image of "teachers", albeit teachers who are doing some work on television, not changing the self-image to "television teachers" as a distinct and separate professional category.

The peer group for most TV teachers apparently remains "teachers", not particularly "TV teachers". The organizational social system for most TV teachers is not made up exclusively or even primarily of those in the TV organization. The major organization in the social outlook of most TV teachers is the school or college with which they are affiliated. The professional social system within which most television teachers are motivated to work for increased status is either education in general or a particular subject area.

Among the status symbols which television teachers seek, are promotions to better positions in education and increases in monetary compensation for good teaching. To most television teachers, whether these status symbols are connected with televised education in particular is not as important as whether they are connected with education in general.

Since the results of this study seem to show that job satisfaction among TV teachers does not depend on the acquisition of status symbols in ITV in particular, it might well be concluded that ITV does not long, if ever, receive the benefit of the TV teacher's status seeking motivation (i.e., efforts

to maintain or increase his performance level). If, however, the teacher perceives the status symbols he receives for ITV work to be of equal value (in the organizational and professional social systems of which he considers himself to be a member) to those status symbols he receives for equivalent non-TV work, he might well strive to maintain or increase his level of performance in order to gain those rewards. The most obvious and honest course for schools and colleges which have teachers working in ITV would be to establish committees (on which TV teachers would be well represented) to determine equivalency standards for TV and non-TV work and to then provide identical status symbols (compensation) for work of equal value.

The findings of this survey are that almost half of those teaching via television consider their compensation to be inadequate for the amount of work they do in ITV. The comments of television teachers on questionnaires and in the literature indicate that a large number of them feel they are discriminated against. In the determination of salary increases, promotions etc.; TV teachers often report that their TV work is grossly under-valued in comparison to more traditional accomplishments such as taking a heavy class load or having a manuscript published. As long as TV teachers continue to identify themselves as part of the conventional educational and institutional social systems, the colleges and schools with which television teachers are associated must provide equal educational status symbols for television work if they expect any but the fanatically dedicated television

teachers to be motivated, for an extended period of time, to maintain or increase the quality and/or quantity of their television presentations.

It is not inevitable, however, that television teachers will forever come primarily from backgrounds (training for and experience in conventional classrooms) which cause them to feel that they are first conventional educators in conventional schools and second television teachers in television organizations. The following two recommendations come from respondents in the sample of TV teachers studied. If followed, they would probably contribute to changing the social perspective of television teachers as well as to improving their training and, thereby, their television teaching.

The first recommendation is that all TV teachers be given more extensive preparation for teaching via television prior to beginning production of programs. The respondent suggests that this preparation include opportunity to observe good TV teachers at work and coaching in speech and drama for the would-be TV instructor. Another TV teacher recommends that more scholarships and fellowships be established for teachers and ITV production personnel to be used in studies of ITV production.

These recommendations seem to be pointing toward what this investigator would like to offer as a final suggestion for consideration by educators.

The suggestion is based on observation of (among other things) the improvements in education that have resulted from subject area specialization by teachers. It is also a rather

obvious result of the expectations that TV teachers be highly competent educators and subject area specialists, as well as effective television instructors. In order to meet those expectations, universities should give serious consideration to the establishment of a five or six year program of television teacher education resulting in an M.A. degree.

Under such a program, would-be TV teachers would work in three areas simultaneously (TV, education and subject area specialty) from the outset of their higher education. Because of its length, such a program would be able to include necessary general education courses such as English, physical education, and science courses, even if they were outside the individual's subject area specialty.

An additional year or two of studying television after conventional teacher education might produce more highly trained television teachers. It would not produce, however, the new social perspective in TV teachers which is necessary. A program which causes the student to identify himself from the beginning as a future television teacher might well produce such a change.

The suggested program would be quite likely to produce a sub-culture of highly competent TV educators who would identify themselves and their professional peer group first as television teachers. One of their primary goals would probably be the achievement of increased status in televised education. To such individuals, properly manipulated ITV status symbols would be highly valued rewards which would elicit great efforts to improve the quantity and quality of

their TV presentations. Acquisition of those status symbols would produce high job satisfaction among TV teachers. Thus two important ends of ITV would be achieved, improvement of televised education and elevation of the level of job satisfaction among television teachers.

With the presentation of this final recommendation, the last segment of this study's four-part purpose is completed. If this thesis, in any way, contributes to the achievement of the two goals for ITV mentioned above, it will have far surpassed its original objective.

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APPENDICES

APPENDIX A

Letter to Organization Heads

APPENDIX A

Letter to Organization Heads

Name
Title
TV Organization
Street Address
City, State

Dear Mr. X:

For a graduate thesis to be presented at Michigan State University, I am attempting to contact a national sample of those who teach or have taught, via television, courses for which academic credit is or was given. A short questionnaire requesting information on their television work will be sent to the teachers.

If you could send me a list of the names and mailing addresses of those who are now teaching or have taught courses for credit with your organization, your help would be greatly appreciated. A reply envelope is enclosed for your convenience.

Waiting your reply, I am

Sincerely yours,

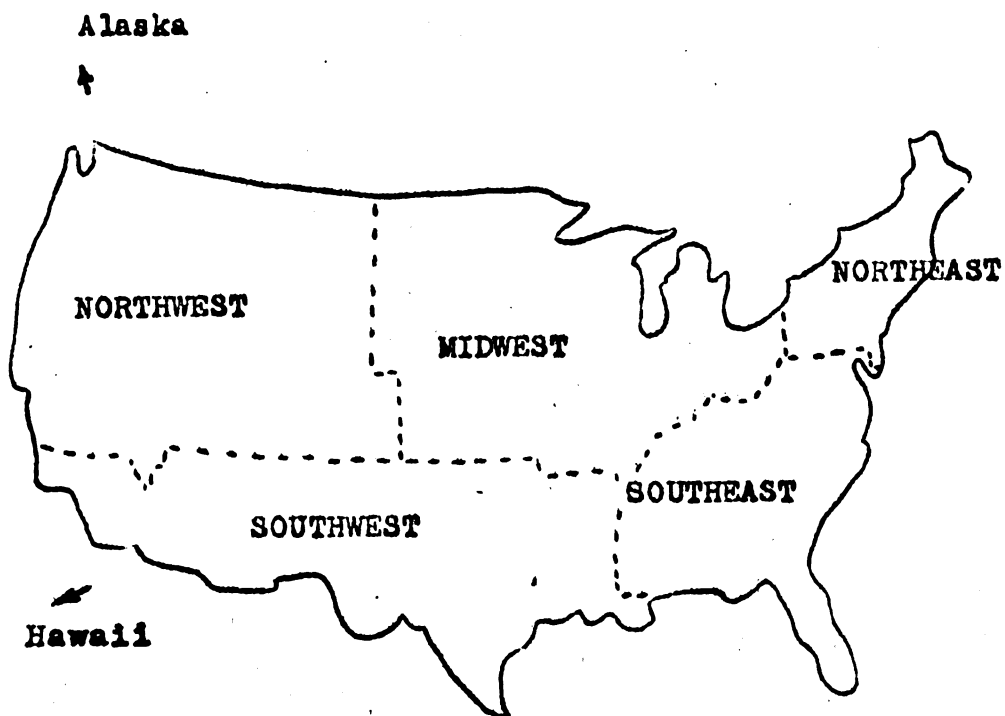
Philip W. Keezer
Department of Broadcasting
John Brown University
Clifton Springs, Arkansas 72761

APPENDIX B

Regional Divisions Used

APPENDIX B

Regional Divisions Used



APPENDIX C

Final Cover Letter

APPENDIX C

Final Cover Letter

February 24, 1969

Dear Educator:

As one who has been associated with teaching via television, I'm sure you are aware that many teachers have found use of this medium for instruction a rather unpleasant experience. The reasons for this dissatisfaction as well as satisfaction are obviously numerous and varied. Until now, however, no one has tried to determine precisely what these problems are with a view toward helping to increase the satisfaction and decrease dissatisfaction for television teachers on a national basis.

It is to accomplish this neglected task that the enclosed questionnaire is being sent to you as one of a national sample of those who teach or have taught via television. It is part of a study being undertaken to make such information available to instructional television teachers, administrators and others interested in ITV around the country who have or will request it, as well as to gather data for a graduate thesis to be presented at Michigan State University.

In order for the conclusions which may be drawn from this study to be valid, it is important that all of the questions be answered as honestly as possible and that each teacher who receives a questionnaire complete and return it. Your answers will be combined with those of hundreds of others and will not be identified in any way with you as an individual or as a representative of a particular institution. Any personal information requested is solely for necessary cross-tabulations.

The questionnaire is easily completed in about ten minutes. If you will take this small bit of time to fill out the questionnaire today your help will be greatly appreciated and may ultimately benefit you and many others in the profession. Please return your completed questionnaire before March 15. A reply envelope is enclosed for your convenience.

Awaiting your reply, I am

Sincerely yours,

Philip W. Keezer
Department of Broadcasting
John Brown University
Siloam Springs, Arkansas 72761

APPENDIX D

Follow-up Letter

APPENDIX D

Follow-up Letter

March 15, 1969

Dear Educator:

On February 24, a questionnaire was sent to you as one of a national sample of those who have been associated with teaching via television. The questionnaire is designed to locate some of the variables which may affect the job satisfaction of those who teach via television. It is part of a study being undertaken to make information on this matter available to instructional television teachers, administrators and others interested in ITV across the nation who have or will request it, as well as to gather data for a graduate thesis to be presented at Michigan State University. Although no commitment has been made as of this date, there appears to be a good possibility that the results of this study will be published in the Educational Broadcasting Review.

If you are among the many who have already returned a completed questionnaire, my sincere thanks for your cooperation. If you have not yet done so, I again request your assistance. If you have not completed the questionnaire because you feel that the structured answers do not specifically fit your situation, please feel free to make notes on the back of the questionnaire after you have checked the structured reply which most closely corresponds to your answer.

The number of returns to date is well over 100. However, it is important for the validity of the survey results that every possible questionnaire be fully filled out and returned. The few minutes you spend completing and returning the questionnaire may ultimately provide valuable information which could return benefits to you and many of your colleagues by improving the satisfaction of those working in ITV.

If, for some reason, you have not received a questionnaire and would be willing to devote about 10 minutes to completing one, please fill in the blanks below and return this letter to me today. A questionnaire and two stamped envelopes will be sent to you, one in which you may return the questionnaire and one to replace that in which you return this letter.

Your aid is greatly appreciated.

Sincerely,

Philip W. Keezer
Department of Broadcasting
John Brown University
Siloam Springs, Arkansas 72761

Your name: _ _ _ _ _

Street Address: _ _ _ _ _

City & State _ _ _ _ _ Zip Code: _ _ _ _ _

APPENDIX E

Questionnaire

APPENDIX E

JOB INFORMATION QUESTIONNAIRE

The questions here are worded in the present tense. If you are no longer teaching via television, please answer them (except question 1.) as you would have during your last day as a television teacher.

PLEASE MARK ONLY ONE ANSWER FOR EACH QUESTION

1. Are you currently working on a course for television presentation?
 - ☐ 1 Yes
 - ☐ 2 No, but I have in the past. (If you can check neither 1 nor 2, you need not complete this form.)
2. How long did you teach in a non-TV situation before you taught via TV?
 - ☐ 1 I did not teach before my TV work.
 - ☐ 2 Less than one year
 - ☐ 3 One or two years
 - ☐ 4 Three thru five years
 - ☐ 5 Six thru ten years
 - ☐ 6 Eleven thru 20 years
 - ☐ 7 More than 20 years
3. Mark one to indicate how the TV organization* with which you work broadcasts or distributes its programs.
 - ☐ 1 Via one commercial station only
 - ☐ 2 Via one non-commercial station only
 - ☐ 3 Via one closed circuit or 2500 MHz system
 - ☐ 4 Via one national network
 - ☐ 5 Via a regional network covering two or more states
 - ☐ 6 Via a state-owned network
 - ☐ 7 Don't know
 - ☐ 8 Other Specify: _ _ _ _ _
4. Do you have a written contract covering your rights and responsibilities in teaching on television?
 - ☐ 1 Yes
 - ☐ 2 No
 - ☐ 3 Don't know
5. Did a representative of the TV organization with which you work take adequate time to introduce you to both the

The term "TV organization" will herein be used to refer to all of the groupings of men and equipment utilized for TV distribution and production listed in Q. 3.

personnel and procedures of the organization at the beginning of your association with the organization?

1No

2Yes

6. Have staff members of your TV organization given you adequate aid in adapting your teaching to television?

1Yes

2No

7. Mark one to indicate what form of feedback you receive from students and/or teachers while you are on camera.

1None

2I can see and hear them in the room where my TV presentations are made.

3Telephone or other audio feedback

4I view them via TV monitor

5I view and hear them via TV

6Other Specify -----

8. Mark one to indicate the form of feedback you receive most from students and or teachers AFTER your TV presentation.

1None

2Cards and letters

3Telephone calls

4Face-to-face conversation

5Other Specify -----

9. Are you notified when one of your superiors intends to observe your TV presentation from a location where you cannot observe him?

1Yes

2No

3Don't know

10. Do you feel that the abilities and limitations of the television medium combine to make your TV presentation:

1More effective than my classroom presentation

2Less effective than my classroom presentation

3Equally effective as my classroom presentation

11. Is your freedom to say and do completely as you may wish restricted:

1More in the classroom than on TV

2More on TV than in the classroom

3Equally restricted on both places

4Equally unrestricted in both places

12. Is the salary and/or release time from non-TV duties which you receive adequate for the amount of work you do for your television presentations?
- ☐ 1 No
☐ 2 Yes
☒ 3 I don't receive either
13. How many hours of conventional classes are you released from for each hour of finished TV presentation?
- ☐ 1 None
☐ 2 One hour or less
☐ 3 More than 1 but less than 2 hours
☐ 4 Two hours
☐ 5 More than 2 but less than 3 hours
☒ 6 Three or more hours
14. For each 30 minutes of TV, how long would you generally require for preparation of the presentation?
- ☐ 1 Less than one hour
☐ 2 One thru 5 hours
☐ 3 Six thru ten hours
☐ 4 Eleven thru 20 hours
☐ 5 21 thru 40 hours
☐ 6 41 thru 80 hours
☒ 7 More than 80 hours
15. How did you become involved in teaching via television?
- ☐ 1 I volunteered.
☐ 2 I was asked to teach on TV by a member of the TV organization.
☐ 3 I was asked to teach on television by the head of my department.
☐ 4 It was one of the duties required in my appointment.
☒ 5 Other Specify: _ _ _ _ _
16. Place a check mark in front of the statement which tells how good your TV teaching* job is in relation to other positions in education or broadcasting with which you are familiar.
- ☐ 1 The job is a very poor one, very much below the average.
☐ 2 The job is not as good as average in my profession.
☐ 3 The job is only average.
☐ 4 The job is a fairly good one.
☒ 5 The job is an excellent one, very much above the average.

* Anyone teaching or who has taught one or more courses via TV will herein be designated "TV teacher" and considered to have a TV teaching position or job.

17. Place a mark in front of the statement which best describes your feelings about your television teaching job.

 1 I am very dissatisfied and unhappy on this job.
 2 I am a little dissatisfied on this job.
 3 I am neither satisfied nor dissatisfied--it is just average.
 4 I am fairly well satisfied on this job.
 5 I am very satisfied and happy on this job.

18. Check one of the following statements to show how much of the time you are satisfied with your job as a television teacher.

 1 Seldom
 2 Occasionally
 3 About half of the time
 4 A good deal of the time
 5 Most of the time

19. Place a mark in front of the statement which best tells what kind of organization your TV organization is to work with in comparison to other educational or business organizations with which you are familiar.

 1 It is probably one of the poorest organizations with which to work that I know of.
 2 It is below average as an organization with which to work. Many others are better.
 3 It is only an average organization with which to work. Many others are just as good.
 4 It is a good organization to work with, but not one of the best.
 5 It is an excellent organization to work with--one of the best organizations I know of.

20. Place a mark in front of the statement which best tells how your feelings about your TV teaching job compare with the feelings which other people you know have about their jobs.

 1 I dislike my TV job much more than most people dislike their jobs.
 2 I dislike my TV job more than most people dislike their jobs.
 3 I like my TV job about as well as most people like their jobs.
 4 I like my TV job better than most people like their jobs.
 5 I like my TV job much better than most people like their jobs.

21. Place a mark in front of the statement which best tells how you feel about the work you do in television teaching.

 1 The work I do is very unpleasant. I dislike it.
 2 The work I do is not pleasant.

- 3 The work is just about average. I don't have any feeling about whether it is pleasant or not.
- 4 The work is pleasant and enjoyable.
- 5 The work is very enjoyable. I very much like to do the work called for in television teaching.

22. Check one of the following which best describes any general conditions which affect your work or comfort in teaching via television.

- 1 General working conditions are very bad.
- 2 General working conditions are poor--not so good as the average for broadcasting and/or teaching jobs with which I am familiar.
- 3 General conditions are about average, neither good nor bad.
- 4 In general, working conditions are good, better than average.
- 5 General working conditions are very good, much better than average for jobs in my profession.

23. Mark one of the following statements which best tells how you feel about changing your job (even though your TV job may be only part-time) as a television teacher.

- 1 I would quit this job at once if I had anything else to do.
- 2 I would take almost any other job in which I could earn as much as I am now earning.
- 3 This job is as good as the average and I would just as soon have it as any other job, but would change if I could make more money.
- 4 I am not eager to change jobs but would do so if I could make more money.
- 5 I don't want to change jobs even for more money because this is a good one.

24. Suppose you had a very good friend who was looking for a job as a television teacher and you know of a vacancy with the TV organization with which you work which your friend is qualified to fill. Would you:

- 1 Try to discourage your friend from applying by telling the bad things about the job?
- 2 Tell your friend about the vacancy but suggest that he or she look for other vacancies elsewhere before applying?
- 3 Tell your friend about the vacancy but not anything else, then let him decide whether to apply or not?
- 4 Recommend this job but caution your friend about its shortcomings?
- 5 Recommend this job as a good one to apply for?

25. On the line below, place a mark to show how well satisfied you are with your television teaching position. You may place your mark anywhere on the line, either above one of the statements or between them.

Complete- ly dis- satisfied	More dis- satisfied than sat- isfied	About half and half	More satis- fied than dissatisfied	Completely satisfied
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Please use the back of this sheet to comment on any factors not mentioned in this questionnaire which significantly affect your satisfaction with your TV teaching job.

APPENDIX F

Pretest Questionnaire and Cover Letter

APPENDIX F

Protest Questionnaire and Cover Letter

Enclosed is a questionnaire being distributed to gather information required for a graduate thesis to be presented at Michigan State University. The purpose of this research is to determine what a national sample of those who teach or have taught via television like or dislike about this job.

In order for the conclusions which may be drawn from this study to be valid, it is important that all of the questions be answered as honestly as possible. Your answers will be combined with those of hundreds of others and will not be identified in any way with you as an individual or as a representative of a particular institution. Any personal information requested is solely for necessary cross-tabulations.

The questionnaire is easily completed in about fifteen minutes. If you will take this bit of time to fill out and return the questionnaire today or tomorrow your help will be greatly appreciated and may ultimately benefit you and others in the profession. A reply envelope is enclosed for your convenience.

Awaiting your reply, I am

Sincerely yours,

Philip W. Keezer
Department of Broadcasting
John Brown University
Silvan Springs, Arkansas 72761

JOB INFORMATION QUESTIONNAIRE

The questions here are worded in the present tense. If you are no longer a television teacher, please answer them (except question 1.) as you would have during your last day as a television teacher.

UNLESS OTHERWISE DIRECTED, PLEASE MARK ONLY ONE ANSWER FOR EACH QUESTION.

1. Are you currently working on a course for television presentation?
☐ 1 Yes
☐ 2 No, but I have in the past.
(If you can check neither 1. nor 2, you need not complete this form.)
2. How long did you teach in a non-TV situation before you taught via TV?
☐ 1 I did not teach before my TV work.
☐ 2 Less than one year
☐ 3 One or two years
☐ 4 Three thru five years
☐ 5 Six thru ten years
☐ 6 Eleven thru 20 years
☐ 7 More than 20 years
3. Sex.
☐ 1 Male
☐ 2 Female
4. Mark one of the following to indicate the length of your service as a teacher on television.
☐ 1 Less than three months
☐ 2 Three thru 6 months
☐ 3 Seven or eight months
☐ 4 One or two academic years
☐ 5 Three thru 5 years
☐ 6 Six thru 10 years
☐ 7 Eleven thru 20 years
☐ 8 More than 20 years
5. Is teaching via TV your full-time job?
☐ 1 Yes
☐ 2 No
6. What is your age?
☐ 1 19 years of age or less
☐ 2 20 thru 29
☐ 3 30 thru 39
☐ 4 40 thru 49
☐ 5 50 thru 59
☐ 6 60 thru 69
☐ 7 70 or more

7. Mark only one in EITHER question 7. or 8. to indicate the subject area in which you teach most via television.
- ☐ 1 English
 - ☐ 2 Foreign Language
 - ☐ 3 Physical Science
 - ☐ 4 Mathematics
 - ☐ 5 Art
 - ☐ 6 Music
 - ☐ 7 Social Science
 - ☐ 8 Reading
 - ☐ 9 Physical Education and/or Health
8. Mark one answer here if you DID NOT mark one in question seven to indicate the subject area in which you teach most on television.
- ☐ 1 Education
 - ☐ 2 Humanities
 - ☐ 3 Subject not included in any of the above areas.
Please specify what subject: _ _ _ _ _
9. Mark one to indicate how the TV production unit with which you work broadcasts or distributes its programs.
- ☐ 1 Via a commercial station
 - ☐ 2 Via a non-commercial station
 - ☐ 3 Via a closed circuit or 2500 MHz
 - ☐ 4 Via a national network
 - ☐ 5 Via a regional (more than one state) network
 - ☐ 6 Via a state government network
 - ☐ 7 Don't know
 - ☐ 8 Other Specify: _ _ _ _ _
10. To what level of students is your series of television presentations directed?
- ☐ 1 Pre-school
 - ☐ 2 Kindergarten thru 6th grade
 - ☐ 3 Seventh thru 12th grade
 - ☐ 4 Trade or business school
 - ☐ 5 Two year college
 - ☐ 6 Four year college
 - ☐ 7 Graduate students
 - ☐ 8 Adults not generally enrolled in courses except those taught via TV
 - ☐ 9 Other Specify: _ _ _ _ _
11. How long had the TV production unit with which you work been operating at the time you became affiliated with it?
- ☐ 1 Less than one year
 - ☐ 2 One or two years
 - ☐ 3 Three thru 6 years
 - ☐ 4 Seven thru ten years
 - ☐ 5 Eleven thru 15 years
 - ☐ 6 Sixteen thru 20 years
 - ☐ 7 More than 20 years

12. How many television teachers work with your production unit?
- ☐ 1 I am the only one.
 - ☐ 2 Two thru 5
 - ☐ 3 Six thru 10
 - ☐ 4 Eleven thru 15
 - ☐ 5 Sixteen thru 20
 - ☐ 6 21 thru 25
 - ☐ 7 More than 25
13. How many professional educators work closely with you on your TV series (on or off camera) at least once per week?
- ☐ 1 None
 - ☐ 2 One
 - ☐ 3 Two
 - ☐ 4 Three
 - ☐ 5 Four
 - ☐ 6 Five or more
14. How many professional TV people work closely with you on your TV series (on or off camera) at least once per week?
- ☐ 1 None
 - ☐ 2 One
 - ☐ 3 Two
 - ☐ 4 Three
 - ☐ 5 Four
 - ☐ 6 Five or more
15. In what region of the country is your TV production unit located?
- ☐ 1 Northeast
 - ☐ 2 Southeast
 - ☐ 3 Midwest
 - ☐ 4 Southwest
 - ☐ 5 Northwest
16. Mark one to indicate what form of feedback you receive from students and/or teachers while you are on camera.
- ☐ 1 None
 - ☐ 2 I can see and hear them in the room where my TV presentations are made
 - ☐ 3 Telephone or other audio feedback
 - ☐ 4 I view them via TV monitor
 - ☐ 5 I view and hear them via TV
 - ☐ 6 Other Specify: _____
17. Mark one to indicate the form of feedback you receive most from students and/or teachers AFTER your television presentation.
- ☐ 1 None
 - ☐ 2 Cards and letters
 - ☐ 3 Telephone calls
 - ☐ 4 Face-to-face conversation
 - ☐ 5 Other Specify: _____



18. Do you have a written contract covering your rights and responsibilities in teaching on television?
☐ 1 Yes
☐ 2 No
☐ 3 Don't know
19. For each 30 minutes of television, how long would you generally require for preparation of the presentation?
☐ 1 Less than one hour
☐ 2 One thru 5 hours
☐ 3 Six thru ten hours
☐ 4 Eleven thru 20 hours
☐ 5 21 thru 40 hours
☐ 6 41 thru 80 hours
☐ 7 More than 80 hours
20. Are your views considered in determining how widely and for how long your series will be distributed?
☐ 1 Don't know
☐ 2 No
☐ 3 Yes
21. Are you notified when one of your superiors intends to observe your TV presentation from a location where you cannot observe him?
☐ 1 Yes
☐ 2 No
☐ 3 Don't know
22. In regard to the amount of effort you must put forth to obtain the teaching aids (maps, films, etc.) you require is the effort:
☐ 1 Greater for classroom presentations than for television
☐ 2 Greater for television presentations than for the classroom
☐ 3 About equal for either situation
23. Do you feel that the abilities and limitations of the television medium combine to make your TV presentation:
☐ 1 More effective than my classroom presentation
☐ 2 Less effective than my classroom presentation
☐ 3 Equally effective as my classroom presentation
24. Check one to indicate which has received more unjustified criticism.
☐ 1 My teaching in the classroom or lecture hall
☐ 2 My teaching on television
25. Does your schedule allow adequate time for the preparation of your TV presentations?
☐ 1 Yes
☐ 2 No

26. Did a representative of the TV production unit with which you work take time to introduce you to the personnel and procedures of the unit at the beginning of your association with the production unit?
1 No
2 Yes
27. Have any of the production personnel with your unit given you aid or advice in adapting your teaching to television?
1 Yes
2 No
28. Is the salary and/or release time from non-TV duties which you receive adequate for the amount of work you do for TV?
1 No
2 Yes
29. Check one to indicate the general effect your TV experience has had on your lecture hall or classroom teaching.
1 No effect
2 A beneficial effect
3 A detrimental effect
30. During the average week in which you are working on a television presentation, who do you see more of?
1 Television production personnel
2 Other teachers who do TV work
3 Teachers who do not do TV work
4 My family
5 Others
31. How many hours of conventional classes are you released from for each hour of finished TV presentation?
1 None
2 One hour
3 More than one but less than 2 hours
4 Two hours
5 More than two but less than 3 hours
6 Three or more hours
32. Do you have the right to require that an individual program in your series be revised or withdrawn from use?
1 Yes
2 No
33. Is your TV work rated as equivalent to publication or similar achievements when you are considered for a promotion or salary increase?
1 Yes
2 No
3 Don't know



34. Check one to indicate who determines the content and format of your television presentation?
- ☐ 1 I do
 - ☐ 2 My department head
 - ☐ 3 An advisory group of teachers
 - ☐ 4 Other Specify: _ _ _ _ _
35. Is your freedom to say and do as you see fit restricted:
- ☐ 1 More in the classroom than on TV
 - ☐ 2 More on TV than in the classroom
 - ☐ 3 Equally restricted in both places
36. How did you become involved in teaching via television?
- ☐ 1 I volunteered.
 - ☐ 2 I was asked to teach on TV by a member of the TV production unit.
 - ☐ 3 I was asked to teach on television by the head of my department.
 - ☐ 4 It was one of the duties required in my appointment.
 - ☐ 5 Other Specify: _ _ _ _ _
37. Place a check mark in front of the statement which tells how good a job you have in relation to other positions in education and broadcasting with which you are familiar.
- ☐ 1 The job is an excellent one, very much above the average.
 - ☐ 2 The job is a fairly good one.
 - ☐ 3 The job is only average.
 - ☐ 4 The job is not as good as average in my profession.
 - ☐ 5 The job is a very poor one, very much below the average.
38. Place a mark in front of the statement which best describes your feelings about your television teaching position.
- ☐ 1 I am very satisfied and happy on this job.
 - ☐ 2 I am fairly well satisfied on this job.
 - ☐ 3 I am neither satisfied nor dissatisfied--it is just average.
 - ☐ 4 I am a little dissatisfied on this job.
 - ☐ 5 I am very dissatisfied and unhappy on this job.
39. Check one of the following statements to show how much of the time you are satisfied with your job as a television teacher.
- ☐ 1 Most of the time
 - ☐ 2 A good deal of the time
 - ☐ 3 About half of the time
 - ☐ 4 Occasionally
 - ☐ 5 Seldom

40. Place a mark in front of the statement which best tells what kind of an organization the TV producing unit in which you work is to work in.
- ☐ 1 It is an excellent organization to work with--one of the best organizations I know of.
 - ☐ 2 It is a good organization to work with but not one of the best.
 - ☐ 3 It is only an average organization with which to work. Many others are just as good.
 - ☐ 4 It is below average as an organization with which to work. Many others are better.
 - ☐ 5 It is probably one of the poorest organizations with which to work that I know of.
41. Place a mark in front of the statement which best tells how your feelings compare with those of other people you know.
- ☐ 1 I dislike my job much more than most people dislike theirs.
 - ☐ 2 I dislike my job more than most people dislike theirs.
 - ☐ 3 I like my job about as well as most people like theirs.
 - ☐ 4 I like my job better than most people like theirs.
 - ☐ 5 I like my job much better than most people like theirs.
42. Place a mark in front of the statement which best tells how you feel about the work you do in television teaching.
- ☐ 1 The work I do is very unpleasant. I dislike it.
 - ☐ 2 The work I do is not pleasant.
 - ☐ 3 The work is just about average. I don't have any feeling about whether it is pleasant or not.
 - ☐ 4 The work is pleasant and enjoyable.
 - ☐ 5 The work is very enjoyable. I very much like to do the work called for in television teaching.
43. Check one of the following which best describes any general conditions which affect your work or comfort in teaching via television.
- ☐ 1 General working conditions are very bad.
 - ☐ 2 General working conditions are poor--not so good as the average for broadcasting or teaching jobs.
 - ☐ 3 General conditions are about average, neither good nor bad.
 - ☐ 4 In general, working conditions are good, better than average.
 - ☐ 5 General working conditions are very good, much better than average for jobs in this field.

44. Mark one of the following statements which best tells how you feel about changing your job as a television teacher.

- ☐ 1 I would quit this job at once if I had anything else to do.
- ☐ 2 I would take almost any other job in which I could earn as much as I am earning here.
- ☐ 3 This job is as good as the average and I would just as soon have it as any other job but would change if I could make more money.
- ☐ 4 I am not eager to change jobs but would do so if I could make more money.
- ☐ 5 I do not want to change jobs even for more money because this is a good one.

45. Suppose you had a very good friend who is looking for a job as a television teacher and you know of a vacancy with the production unit in which you work which your friend is qualified to fill. Would you:

- ☐ 1 Recommend this job as a good one to apply for?
- ☐ 2 Recommend this job but caution your friend about its shortcomings?
- ☐ 3 Tell your friend about the vacancy but not anything else, then let him decide whether to apply or not?
- ☐ 4 Tell your friend about the vacancy but suggest that he or she look for other vacancies elsewhere before applying?
- ☐ 5 Try to discourage your friend from applying by telling the bad things about the job?

46. On the line below, place a mark to show how well satisfied you are with your television teaching position. You may place your mark anywhere on the line either above one of the statements or between them.

Complete-	More dis-	About half	More satis-	Completely
ly dis-	satisfied	and half	fied than	satisfied
satisfi-	than sat-		dissatisfied	
ed	isfied			

47. Please use the back of this sheet to comment on any factors not mentioned in this questionnaire which significantly affect your satisfaction with your job as a television teacher.

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