

A CORRELATIONAL ANALYSIS OF TEACHER JOB SATISFACTION AND JOB
STRESS IN BROWARD COUNTY SCHOOLS

by

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This dissertation was prepared under the direction of the candidate's co-dissertation advisors, Dr. Ira Bogotch and Dr. Robert Shockley, Department of Educational Leadership and Research Methodology, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

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This study aimed to analyze factors that predict job satisfaction and stress among Broward County teachers. A modified version of the WeBS survey was used to collect data on teachers' demographics, attitudes, and experiences related to job satisfaction. The sample used in this study was delimited to include only full-time teachers in Broward County Schools. Six research questions provided the foundation of the study, which was operationalized by Astin's (1993) input environment outcome model (IEO).

A descriptive analysis described the sample's individual and institutional characteristics and demographics. Correlational analyses were conducted to determine the strength of the relationship between variables. Finally, the data were analyzed using hierarchical, multiple regression. The regression model explored factors predicting job satisfaction and job stress among teachers. This study

reported statistically significant results for each regression model. Statistically significant at $p < .001$, the factors that explained 55% of the variance in the final job satisfaction model included: How do background characteristics (e.g., sex, ethnic origin, and age), behavioral factors (e.g., openness, intrinsic motivation), and institutional variables (autonomy, student behavior, leadership, and school climate and culture) predict teacher job stress in Broward County? Implications for policy, practice and future research regarding job satisfaction and stress are included.

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I. INTRODUCTION

Increasing numbers of teachers across the United States are dissatisfied with their profession. According to Ingersoll et al. (2014), teachers' most common tenure duration is five years. Researchers indicated that 30 to 50 percent of all teachers leave the teaching profession after only three to five years, and six percent leave before retiring (National Education Association [NEA], 2008). According to the Florida Department of Education (2018), since 2015, 1,081 teachers from school districts of Broward, Miami-Dade, and Palm Beach, have left the district after teaching just one year. As in any organization, turnover is one of many measures of an organization's health. Current teacher turnover rates have increasingly shown a breakdown within the Florida Education system. About 1,000 teachers left Broward County in 2016, not including retirees. That's nearly a 50 percent jump from a few years ago (NCES, 2015).

So why are teachers leaving? Excessive teacher turnover is problematic because it costs the nation hundreds of millions of dollars every year (Darling-Hammond, 2003). Consequently, 42 percent of all teachers who leave the profession report leaving due to job dissatisfaction or a yearning to pursue better career opportunities (Ingersoll, 2001). Although there are several contributory factors to overall teacher retention, researchers indicated that most teachers leave the profession because of low salaries, student discipline problems, lack of support, poor working conditions, inadequate preparation, and little opportunity to participate in decision making (Hirsch et al., 2006).

Recruiting and retaining experienced quality teachers remains a persistent challenge for principals and school districts (Coley, 2009). According to the Florida Education Association, the January 2018 vacancies represent over 17,000 elementary students and 120,000 secondary students without a regular teacher in the first week of the second semester (FEA, n.d.). About 51 percent of public school teachers who left teaching in 2012–13 reported that the manageability of their workload was better in their current position than in teaching. Additionally, 53 percent of public school leavers reported that their general working conditions were better in their current position than in teaching (NCES, 2015). Understanding factors that influence teacher job satisfaction is vital. A recent study showed that nearly 40% of teachers left schools due to job dissatisfaction" (Thibodeaux et al., 2015, p. 231).

According to the American Federation of Teachers (AFA) (2017), an Educator Quality of Work Life Survey revealed that teachers across the United States indicated that they experience a high amount of stress and dissatisfaction while in school. Substantive research has exhibited that teacher turnover is one of the most crucial school-related factors negatively affecting student achievement.

Many studies have found that a teacher's experience is one of the most important factors affecting teacher quality. Higher levels of teacher satisfaction have been linked to higher levels of student achievement and lower levels of teacher satisfaction with lower levels of student achievement (Darling-Hammond, 2006). Underlying problems in the school can be disruptive to the quality of the school and the delivery of educational programs (Ingersoll, 2001). Student achievement is directly influenced by teacher quality, and teacher quality influences the quality of our education system. Highly qualified

teachers are imperative in any educational system, yet schools continue to have high teacher turnover and difficulty retaining these teachers (Sutcher et al., 2019). The challenge now lies on the shoulders of school districts to recruit and retain highly qualified teachers.

When a school's success is measured, there is a great emphasis placed on the stability of its staff, teachers especially. It is seldom to see an 'A' school with high turnover rates. Attracting and retaining highly qualified and dedicated teachers is an arduous task and a significant challenge for school administrators (Ingersoll, 2001). There is concern over the decreasing supply of skilled teachers and the ability of schools to retain qualified faculty (Markow & Pieters, 2012).

The crux of the matter is that people who are satisfied with their job stay and those dissatisfied leave. Locke (1969) depicted job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (p. 1342). Job satisfaction is also used to refer to the degree to which a teacher is happy with their success in meeting their career goals and expectation (Heller et al., 1988). Challenges such as difficult parents, difficult students, various student issues, classrooms of students with different learning abilities, societal changes, poor salaries, and the continued high expectations for student achievement have contributed to the attrition of many teachers (Greenlee & Brown, 2009).

Across the United States, there has been a steady influx of shortage of teachers. Promoting the retention of teachers in the profession is a long-term goal, which is often handled with short-term plans. However, the initiation of NCLB exacerbated the issue of teacher turnover. In January 2002, President George W. Bush signed into law the No

Child Left Behind Act (NCLB) that requires accountability for student achievement and the placement of a highly qualified teacher in every classroom. The goal of NCLB is to improve student achievement by ensuring all students perform on grade level in both reading and mathematics (NCLB, 2002). The No Child Left Behind (NCLB) Act of 2001 mandates the recruitment and retention of highly qualified teachers. However, the issue is that NCLB also brought a level of accountability that has driven teachers out of the profession. NCLB was established as the national standard for student advancement, but it made teachers responsible for results they could not control (Barrett, 2009).

The job of the classroom teacher, though rewarding for many, is complex. Job satisfaction for educators is often driven by the connection that one has with the student. This slowly dissipates when that student becomes a data mark. When accountability pressures mount, teachers' workplace perceptions, satisfaction levels, and intentions to remain in teaching change. Increases in accountability pressure are linked to teachers perceiving increased workload (Phillips & Flashman, 2007) and student engagement (Dee & Jacob, 2011). Indeed, "the pressures of meeting NCLB's standards and accountability measures have the potential to radically alter the profession of teaching" (Barrett, 2009, p. 1019).

Teachers across the country identify NCLB as one of the most significant challenges in the school environment (MetLife, 2009) and blame the law for souring attitudes toward work (e.g., Hagge & Waltman, 2007) and increasing teacher attrition (e.g., Hanushek & Rivkin, 2007). Some critics argue that the attention given to test scores causes teachers to lose confidence and creativity concerning teaching.

ESEA has been reauthorized eight times since 1965; most recently, in December of 2015, President Obama signed into law the legislation (S.1177 Every Child Achieves Act of 2015). The new ESEA reauthorization, known as the "Every Student Succeeds Act" (ESSA), addresses issues such as accountability and testing requirements, distribution and requirements for grants, fiscal accountability requirements, and the evaluation of teachers. Under ESSA, the number of states requiring annual evaluations of all teachers increased from 15 states in 2009 to 26 states in 2015; 44 states require annual evaluations of new and probationary teachers. The standards contained within the legislation modify the students' education and include initiatives for teachers' educational requirements and practices (S.1177 - 114th Congress 2015-2016).

As a result of this legislation, states have moved towards systems that include multiple levels of performance classification, require more frequent and extensive evaluation of all teachers, and keenly measure student achievement. Under the Every Student Succeeds Act, States may set standards for certification and licensure as they see fit. For Florida, this meant a shift to Common Core Curriculum. Burks et al. (2015) noted that excluding teachers from developing reform strategies raises concerns about its implementation. Furthermore, the inadequate training of teachers to implement the reforms creates disconnects between classrooms, districts, and states. This has placed significant stress on teachers' work conditions, which could negatively affect teacher job satisfaction. When factors that affect job satisfaction are not present, this environment causes stress. The focus of this study of job satisfaction and stress involved teacher perspective.

Statement of the Problem

In light of current teacher retention problems, teacher job satisfaction has become an increasingly important policy issue because of its relationship to retaining teachers (Ingersoll et al., 1997). The quality of a school is often associated with the stability of its educators. The recruitment and retention of elementary and secondary school teachers is a prominent topic in many current educational debates. Each time a new teacher leaves, the relationship and knowledge of their students leave with them. Teachers are leaving the field of education with rates among the highest in the nation compared to other professions (Greiner & Smith, 2009). Retaining quality teachers is necessary to maintain a successful education system.

Many school districts, including Broward County, are currently experiencing the effects of what is known to be a national teacher shortage. Broward County Public Schools (BCPS) is the sixth-largest public school system in the U.S., the second-largest in Florida, and the nation's largest fully accredited K-12 school district. BCPS serves 268,836 students and 14,088 educators in 339 schools and education centers (137 elementary, 40 middle, 33 high, six combination schools, 19 centers, and 104 charter schools) throughout 31 cities. Teacher turnover disrupts program continuity, hinders student learning, and increases school district costs.

However, researchers have always found it challenging to measure productivity in the educational arena to determine if employees are enjoying their job. However, according to an educational researcher, Steve Shann (2015), teacher satisfaction reduces attrition, enhances collegiality, improves job performance, and impacts student outcomes. Shann further contends that teacher job satisfaction is a predictor of teacher retention, a

determinant of teacher commitment, and, in turn, a contributor to school effectiveness. Teaching is a profession that loses 25% of its members during the first five years (Varlas, 2013). Recruiting and retaining experienced quality teachers remains a persistent challenge for principals and school districts (Coley, 2009).

Purpose of the Study

This quantitative study tested the theory that job satisfaction and stress levels influence the probability of leaving the school system. With the input of previous research, this study predicted various factors that may assess job satisfaction and identify the input and environmental factors that best predict why teachers leave or choose to stay in education. This study examines demographic and perceptive mechanisms among secondary Broward County teachers that contribute to job satisfaction and stress. The purpose of this study is to identify the relationship of the variables of autonomy, leadership and support, student issues, culture and climate, stress, and job satisfaction, and to determine if these variables are mediated by demographic profile, individual differences, and intrinsic motivation (Shockley & Yan-Li, 2018).

Teacher turnover disrupts program continuity, hinders student learning, and increases school district costs. Constant teacher turnover lowers morale and increases teacher and student stress (Rieg et al., 2007). Kreishan and Al-Dhaimat (2015) stated that teachers identify fair treatment as the most important factor of an encouraging work environment. In addition, teachers also report that clear rules, job security, a good salary, and an enjoyable, stimulating, and flexible work environment are key factors of an encouraging work environment (Kreishan & Al-Dhaimat, 2015).

Research shows that teachers with higher job satisfaction are more motivated, perform at higher levels, and have lower stress, anxiety, and burnout than those with lower job satisfaction (Klassen et al., 2010). "Organizational performance is the outcome of work commitment rooted through job satisfiers. Consequently, dissatisfiers cause individuals to be displeased, unhappy, and disengaged in the workplace" (Chandrasekar et al., 2015).

This research will help determine a predictive relationship between teacher stress and teacher job satisfaction. It is important to note that this study was conducted in February 2020 (pre-covid) during brick-and-mortar times. My data collection opened on February 2, 2020, and closed on February 28, 2020. Due to the pandemic, schools were closed on March 16, 2020, and the education system changed significantly from that date. So while factors that affect job satisfaction and stress have undoubtedly changed, this study researched Teachers' viewpoints at the time and, based on the data, have made recommendations accordingly. The conclusions to the six research questions will assist school and district leaders support teacher retention efforts.

Study Instrument

This study seeks to use a modified version of the Weighted Balance Satisfier Model to identify relationships between job satisfiers and job dissatisfiers that teachers experience in the workplace. The Weighted Balance Satisfier Model designed by Shockley and Yan-Li (2018) proposes a fine balance between satisfiers and dissatisfiers that one experiences in the workplace. Several studies have concluded contributory variables that have led to teacher turnover. A lack of satisfiers creates dissatisfaction in

the workplace. Dissatisfaction in the workplace leads to worker discontent or turnover (Shockley & Yan-Li, 2018).

Knowledge of job satisfaction helps teachers, school leaders, and school districts retain teachers, save public education money and improve student achievement. For any organization to be successful, they must understand their employees' job satisfiers and dissatisfiers. The goal is to examine how cultural Influences, environmental influences, intrinsic motivation, and individual differences influence job satisfaction factors. In addition, this study seeks to understand the relationship of satisfiers and dissatisfies encountered in the professional lives of teachers with overall job satisfaction and determine the role that they play in teacher turnover.

Research Questions

1. What demographic factors (age, sex, race or ethnicity, degree earned, and certification method) predict teacher job satisfaction in Broward County Schools?
2. What personality traits (openness, conscientiousness, extraversion, neuroticism, and intrinsic motivation) predict teacher job satisfaction in Broward County Schools?
3. What environmental variables (autonomy, school culture, climate, student issues, and leadership and support) predict teacher job satisfaction in Broward County Schools?
4. What demographic factors (age, sex, race or ethnicity, degree earned, and certification method) predict teacher job stress in Broward County Schools?

5. What personality traits (openness, conscientiousness, extraversion, neuroticism, and intrinsic motivation) predict teacher job stress in Broward County Schools?
6. What environmental variables (autonomy, school culture, climate, student issues, and leadership and support) predict teacher job stress in Broward County Schools?

The above questions reflect the intention to analyze the data quantitatively using hierarchical regression analysis. This study will enter and analyze variables of demographic profiles and institutional factors in blocks/combinations and individually.

Table 1

Multiple Regression Blocks

- A. Block 1: INPUTS (variables)
 - i. A Stepwise Regression to give us the correlational coefficients of each variable in inputs to see which are most relevant in relationship to job satisfaction and stress.
 - a. Included among the variables under INPUTS are demographic profiles such as age and sex, religion, ethnicity, individual differences (n=5), and intrinsic motivation.
- b. Block 2: ENVIRONMENT (variables)
 - i. A Stepwise Regression to see the relationships of the institutional factor variables on job satisfaction and stress.
 - a. Included among the variables under ENVIRONMENT are leader support, autonomy, students, climate and culture.

c. Block 3: Dependent variables of stress and job satisfaction.

Methodology

A quantitative approach using a survey design was conducted to answer these research questions. This design allowed for a quantitative description of the population by studying a sample of teachers. This study utilized hierarchical regression analysis to test the factors associated with job dissatisfaction and stress among Broward County School teachers. This study examined these teachers' self-perceptions to determine the influence that these beliefs have on job satisfaction. Since the current study's research questions required a broad examination of relationships among multiple variables, a quantitative methodology was more appropriate than a qualitative methodology. The survey design of the current study allowed the researcher to answer questions regarding the relationships among the study's variables (Creswell & Creswell, 2017).

This design allowed for a quantitative population description by studying a sample. The location where this study took place was at all levels of public schools in Broward County. Broward County Teachers were invited by email to participate in the study. The sample completed the surveys voluntarily.

This study seeks to comprehend both the individual teacher characteristics and school characteristics to determine what factors contribute to a teacher's level of job satisfaction. This analysis employs the nested two-level model using hierarchical linear models. Hierarchical linear models (Raudenbush & Bryk, 2002) will analyze how teacher characteristics and school characteristics/work conditions attribute to teacher stress and job satisfaction.

This quantitative approach will allow the variation to be attributed to either the individual or the environment and thus provide more in-depth information about what variables might contribute to teachers' job satisfaction. Variables were selected from the teacher survey to address teachers' perceptions about the schools in which they work to discuss the amount of influence, control, and support teachers feel they have over their environment. Hierarchical multiple regressions were conducted to answer research questions. This analysis method assessed the coefficient for the various independent variables used to best predict the effect of the dependent variables: stress and job satisfaction.

Conceptual Framework.

Creswell (2009) defined theory as "an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables" (p.51). This study was a quantitative case study that analyzed the relationships among variables and the differences between grouping variables. The I-E-O write-out in words model developed by Alexander Astin will serve as a conceptual guide for this study. Astin (1993) showed that different input variables had a relationship with the environment variables and could produce different outcomes. The input-environment-outcome (IEO) model is based on the elements of inputs (I), environment (E), and outcomes (O) and the interaction between the three (Astin, 1993). This framework, revised in 2012, is now referred to as Astin and Antonio's (2012) Input-Environment-Outcome (I-E-O) Assessment Model. Astin and Antonio (2012) state that "environmental information is the most critical in the model. The environment includes those things that the educator and institution directly control to develop the student's outcomes"(p. 7). For

this study, the I-E-O model is used to explore and understand the effect that the environment (school's climate, leadership, etc.) has on a teacher's decision to leave the profession (job satisfaction, stress level) after controlling for the student's input characteristics (Prior experience, background, etc.) that they bring with them to the profession. Astin (1993) states the "purpose of the model is to assess the impact of various environmental experiences by determining whether students grow or change differently under varying environmental conditions."

This study utilized Astin and Antonio's (2012) I-E-O model because it encompasses the foundation of this study, which seeks to analyze the data through descriptive analysis and causal regression. The I-E-O model's framework allows the opportunity to yield a greater understanding of the context of the individual before environmental influence. The IEO design provided an opportunity to examine the impacts of input factors (such as demographics, teacher background, etc.) and environment factors (such as school climate and leadership) on outcomes (stress and job satisfaction) in Broward County schools.

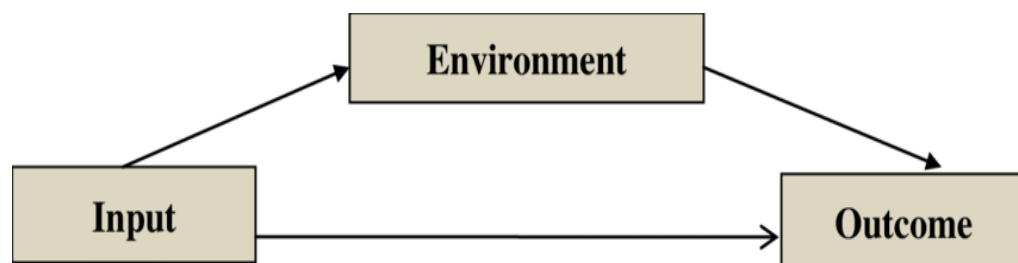


Figure 1. Representation of the conceptual framework adapted from Astin's (1993) input-environment-outcome (IEO) model.

Significance of Study

Since the implementation of the No Child Left Behind (NCLB) and the Every Student Succeeds Act (ESSA), accountability standards have forced school districts to utilize standardized test scores to evaluate schools and teachers. This policy practice of grading schools has certainly exacerbated the teacher retention problem. Teaching is a profession that loses 25% of its members during the first five years (Varlas, 2013).

Moore (2012) claims that teachers enter the profession for various reasons but mainly, according to a recent survey, (92%) taught to make a difference in the lives of the children. Many, however, are quickly disillusioned, with poor pay and student behavior being high on the list of complaints about the job. Teachers' exit from the teaching profession remained at the same rate in the last several years (Thibodeaux et al., 2015).

Teacher turnover has reached a disproportionate 626,800 or 16% annually in American schools. Retirement accounted for 14%-25%, family and personal reasons accounted for 36%-44%, school staffing issues two such as lay-offs, terminations, involuntary reassignments, and school closing accounted for 40% (Hancock, 2016). Extensive research on turnover among public school teachers can be useful for policymakers, practitioners, and researchers interested in the factors that lead some public employees to remain in their positions or organizations while others leave (p. 41).

According to the Alliance for Excellent Education (AFEE; 2017), half a million teachers in the United States either move schools or leave the profession each year. This attrition costs the United States \$2.2 billion annually (AFEE, 2017). The vast majority of teachers who turn over appear to do so voluntarily, with only 8% to 14% of teachers turned over-reporting that their turnover was involuntary in recent years (Thomas &

Darling-Hammond, 2017). In the United States, 75% of school districts face crucial school effectiveness and student success problems associated with teacher morale, motivation, retention, and job satisfaction (Sutriyanto et al., 2013). 4.5% of teachers turn over during the school year, which amounts to 25% of the total volume of teacher turnover (Redding & Henry, 2018).

Constant teacher turnover lowers morale and increases teacher and student stress (Rieg et al., 2007). Employee turnover in any organization is inevitable, but mitigating why employees leave is prudent. This study can lead to an improved conception and development of strategies and programs to retain highly qualified teachers. Whether to leave or stay in classroom teaching, experienced teachers are influenced by many factors, such as personal characteristics, unique situations, and contextual factors that play a direct role in their decision-making (Carver-Thomas & Darling-Hammond, 2017).

Operational Definitions

Accountability: there is more emphasis on standardized testing, which causes many challenges and increased pressure for teachers expected to improve students' test scores each year (Brooks, 2009).

Highly qualified teacher: Highly qualified teacher, as defined under the No Child Left Behind Act of 2001 (NCLB) means a teacher who has obtained full state certification or passed the state teacher licensing examination; holds a license to teach; and has not had a certificate or license requirement waived under emergency, temporary, or provisional conditions (NCTAF, 2007).

Induction: Induction is an organized, multiyear program structured by a school or district or which mentoring may be an integral component. Induction is a

group process that organizes educators' expertise within the shared values of a culture. It guides teachers through the professional development process and ensures that they learn to teach to established standards and thrive in the culture of a school (Wong et al., 2014).

Job dissatisfaction: Job satisfaction is defined as the negative emotional state that results from the appraisal of a job or job experiences (Locke & Schweiger, 1979).

Job satisfaction: Job satisfaction is a worker's attitude toward all aspects of work and the work environment (Bin, 2015).

Retention: Retention is defined as the sustaining hired population of the teaching ranks in a district or school beyond tenure and through retirement or professional advancement in the field of education (Darling-Hammond & Adamson, 2014).

Support: For this study, support factors referred to variables such as administrative support, colleague support, and mentoring.

Teacher attrition: Teachers who leave the teaching profession altogether (Brooks, 2009).

Teacher Retention: Teacher retention-keeping teachers in the profession. A teacher's decision to stay in a particular school or teaching profession (Kozleski et al., 2000).

Teacher Shortage: Teacher shortage-lack of qualified teachers willing to work at the salaries and under the working conditions offered in specific locations (NCTAF, 2007).

Teacher turnover: Refers to major changes in a teacher's assignment from one school year to the next. Turnover includes three components: attrition, school transfer, and teaching area transfer (Kozleski et al., 2000).

Acronyms

FCAT-Florida Comprehensive Assessment Test

FLDOE-Florida Department of Education

NCLB-No Child Left Behind Act2001, U.S. Department of Education

NCTAF-National Commission on Teaching and America's Future

SASS-Schools and Staffing Survey by US Department of Education

FSA-Florida Standards Assessment

Summary

The current study is organized into five chapters. The introduction of the study was presented in Chapter I. The background of the study, problem statement, and purpose of the study were provided throughout Chapter I. The research questions, conceptual framework, significance of the study, and key terms were presented in Chapter I. Chapter II covers current research on the many factors that affect teachers' job satisfaction and potential stressors. Also, Chapter II contains a review of past and present understandings of job satisfaction, theories related to job satisfaction, and components that affect job satisfaction and stress.

Based on the estimates of Sutchter et al. (2015), the shrinking supply of teachers may result in fewer than 200,000 teachers being available to fill vacant teaching positions by 2025. Research on teacher turnover is abundant; however, there remains a lack of research to pinpoint why these teachers choose to leave. Therefore, this study aimed to develop a methodological approach that researchers, faculty, and staff can utilize to assess the current teaching conditions and identify the input and course environment factors that best predict teacher job satisfaction.

In order to accomplish this purpose, this study proposed four research questions for this quantitative hierarchical regression study. The data used to analyze these questions will come from the WeBS survey. This research adds to the literature on teacher turnover by exploring the variables that affect job satisfaction from a teacher's perspective, guiding the practice of education, and improving professional practices and future research in this area. Chapter 3 will discuss the research methodology, and chapter four presents the results. Finally, Chapter 5 discusses the results, implications, directions for future research, and conclusions.

II. LITERATURE REVIEW

This chapter reviews previous research relevant to this study. The chapter provides a brief overview of teacher turnover and its effects on the current education system. Next, the theoretical framework accompanied by illustrations will help the reader navigate the key theoretical constructs of this study. The WeBS model is also discussed in detail, providing previous research regarding job satisfaction variables. Then, this study will explain the input and course environment factors frequently used in the literature as predictors of job satisfaction in further detail. An extensive review of current literature on the variables associated with job satisfaction. Lastly, a summary of the entire chapter will be provided.

While researchers have provided several studies on teacher turnover, there has noticeably been a lack of research that directly addresses how job satisfaction affects a teacher's decision to leave. For this research, the literature review is centered on components affecting job satisfaction and how job satisfaction relates to teacher turnover in Broward Schools. Interrelated topics that frame the importance of teacher turnover are also examined: Policy, induction, teacher efficacy, teacher's age, experience, and the impact of teacher turnover, are discussed in this chapter.

Focusing on teachers' job satisfaction is important because of the national teacher turnover problem (Ingersoll, 2001). Current research has presented a myriad of reasons for job dissatisfaction among teachers. Lester (1987) defined teacher job satisfaction as a summation of many factors that contribute to the overall satisfaction that teachers

experience with teaching as a career. Dias-Lacy and Guirguis (2017) noted more specific reasons teachers leave the education field, such as a lack of support from other teachers and administrators, curriculum challenges and time management, and discipline challenges.

Historically, the topic of job satisfaction has eluded the education field and has been thoroughly constructed in fields such as psychology and organizational management. In a profession often referred to as a calling, many do not see the need to study facets of motivation and satisfaction. This view has placed the need for retention practices at the bottom of the educational priority list.

The loss of teachers is likely to impact the quality and stability of the remaining teaching pool (Latifoglu, 2014). However, teacher retention has now come to the forefront due to the current environment and high turnover rates. Prior research suggests that teacher turnover has led to a gradual and continuous erosion of professional maturity that cannot be immediately restored, directly influencing student achievement (Ingersoll et al., 2014).

As school and state officials strive to find ways to increase the retention of teachers, it became necessary to identify factors that most significantly influence teacher satisfaction in their workplace. Ingersoll (2001) stated that teachers are departing because of job dissatisfaction, inadequate administrative support, isolated working conditions, poor student discipline, low salaries, and a lack of collective teacher influence on schoolwide decisions.

Theoretical Framework

This study utilized several motivational theories that embodied the nature of this study. Herzberg's motivation-hygiene theory explains how job satisfaction (or satisfiers)

and job dissatisfaction (or maintenance factors) operate independently from one another because they are driven by different factors (Herzberg et al., 1959). Herzberg et al. (1959) deduced that job satisfaction and dissatisfaction did not exist at opposite ends of a single continuum. Job satisfaction and job dissatisfaction represented two independent, unique dimensions.

Dissatisfaction was described by Herzberg et al. (1959) as the result of circumstances in which work is conducted. Herzberg developed and published the two-factor hygiene theory. The theory focused on two factors determining a person's job satisfaction: hygiene and motivators. According to Herzberg's studies, though seemingly independent of each other, these two factors affected the absence or presence of the factors that predicted if an employee was satisfied or dissatisfied with their job.

This theory proposes that the primary determinants of employee satisfaction are intrinsic factors such as recognition, achievement, responsibility, advancement, and personal growth and competence. Examples of hygiene factors include policies, procedures, salary, status, physical space, interpersonal relationships, job security, and supervision style. Herzberg clearly states that hygiene does not eliminate job satisfaction but rather serves to alleviate problems that contribute to job satisfaction. Employers must utilize hygiene factors in assessing the needs of their employees. Herzberg capitulated that motivator factors-such as opportunities for advancement, recognition, professional growth, and achievement based on the degree that which they existed in the work environment, would trigger motivation and satisfaction (Terpstra, 1979).

As teachers' motivators address intrinsic factors, such as teacher achievement and control of the classroom must be present. Extrinsic or hygiene factors include working

conditions, salary, benefits, and administrative support. Herzberg et al. (1959) concluded that workers who perceived themselves as dissatisfied have lower morale, poor quality of work output, and higher turnover rates than those who perceived themselves as satisfied.

Herzberg's Hygiene and Motivational Factors

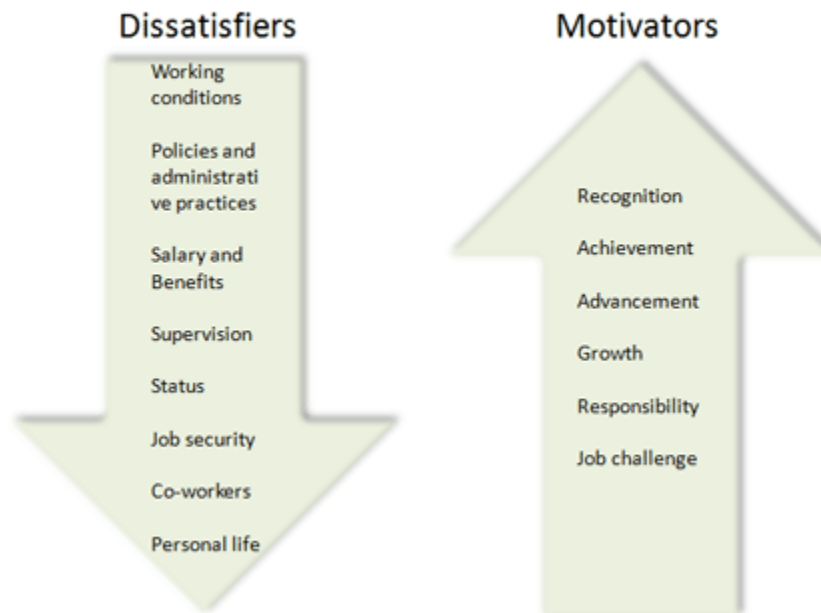


Figure 2. Herzberg's Motivator Factors (Stello, 2011)

Hellriegel and Slocum (2009) explain that "motivation represents the forces acting on or within a person that cause the person to behave in a specific, goal-directed manner" (p. 117). According to Maslow's theory, all humans have a desire for their physiological and safety needs to be fulfilled. These lower-level needs must be satisfied before any higher-level needs such as belongingness, the need to feel important, and self-actualization are pursued.

Maslow's Needs Hierarchy Theory

Maslow's hierarchy of needs states that it is the human desire to meet certain needs (from basic to more complex). He further explains that only once the most basic needs are met will a human seek to fulfill the higher-level needs. Maslow (1970) conducted research focused on a hierarchical need structure. Based on Maslow's Theory, the goal of each individual is to achieve self-actualization. According to Maslow (1970), self-actualization was the instinctual need to strive towards one's goals, make the most of one's abilities, and achieve success.

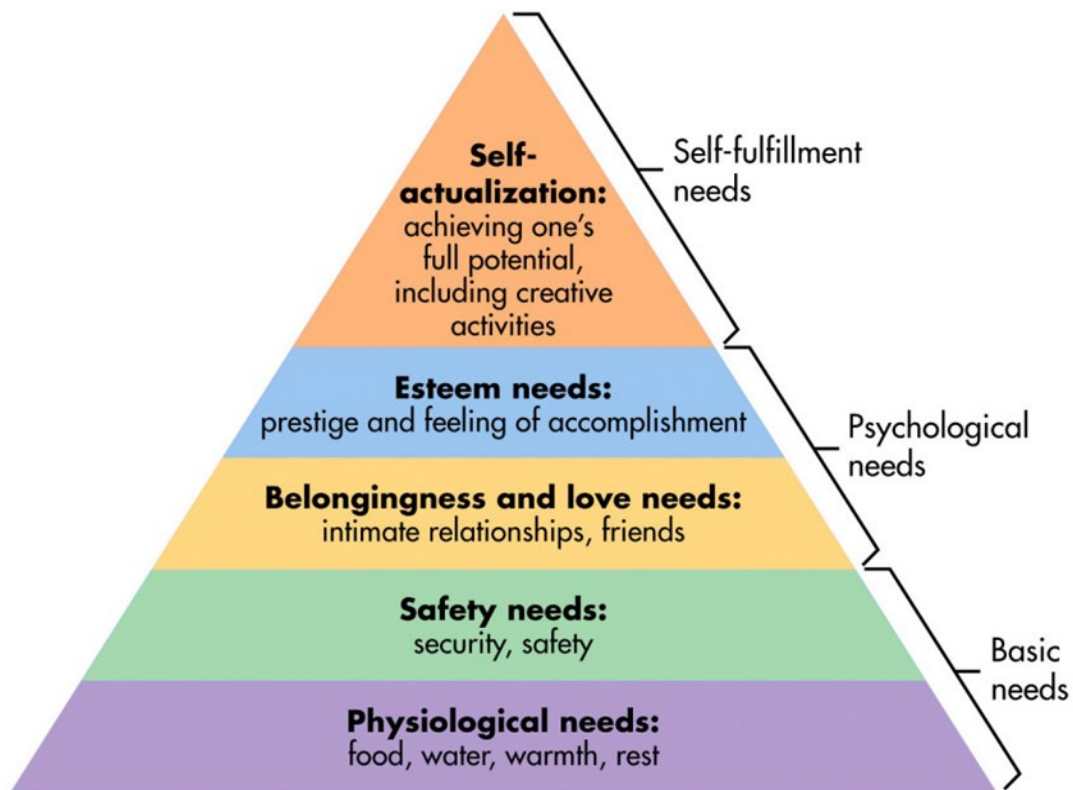


Figure 3 .Maslow's Hierarchy of Needs (Maslow, 1970).

Maslow notes that schools cannot meet teachers' needs without a supportive environment that motivates employees to aspire to higher-level needs. A self-actualized

individual has come to terms with their abilities and shifted from the extrinsic rewards of the lower levels of the hierarchy to the intrinsic rewards of their work. In the workplace, self-actualized individuals may be motivated by a desire to learn, grow as an individual, and, most importantly, help others, but employers must identify and address this (Maslow, 1970).

The Weighted Balance Satisfier Model

For this research, the theoretical model of human motivation is the Weighted Balance Satisfier Model (Shockley et al., 2011). This model proposes a fine balance between the satisfiers and dissatisfiers that one experiences in the workplace. In turn, productivity depends on the ability to balance satisfiers and dissatisfiers. The model suggests that dissatisfiers are present in any workplace or relationship, and it is impossible to remove them all.

Further, the more satisfiers established for individuals in the workplace, the more tolerance individuals have for dissatisfaction (Shockley et al., 2011). Because people are innately different regarding cultural backgrounds, human values and dispositions, environmental influences, different weights are placed upon various satisfiers and dissatisfiers (Shockley et al., 2017). Although their methodology may vary, both theories are influenced by environmental conditions, employee attitudes, and as a result, their motivation. Maslow's theory postulates that a person's motivation is based on primary needs.



Figure 4. Weighted Balance Satisfier Model (Shockley et al., 2011)

The most widely discussed theories on motivation were proposed by psychologists Abraham Maslow and Frederick Herzberg. Maslow and Herzberg both specify the criteria as to what motivates people. The human aspect always plays a crucial role in how the job is perceived and executed, no matter the profession. Addressing needs from a physiological level to attaining self-actualization is not an easy feat; however, Maslow argues that one does not need to attain each need fully to advance in the hierarchy, but rather have some sense of satisfaction at every level of personal need. In contrast to Maslow's theory that the principle variable in motivation is to satisfy needs, Herzberg believed that motivation was based on variables existing at the workplace.

Herzberg et al. (1959) constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He concluded that employees were motivated by 'hygiene factors, such as salary, supervision, interpersonal relations, and working conditions. His theory states that the absence of these factors essentially causes job

dissatisfaction. Herzberg then identifies motivators (e.g., recognition, challenging work) that can positively add to satisfaction, whereas hygiene cannot. The Weighted Balance Satisfier Model (WeBS) encompasses both Herzberg's and Maslow's theory to assess an employee's level of job satisfaction.

The (WeBS) model addresses that both satisfiers and dissatisfiers exist in the workplace and that a person's cultural influence, intrinsic motivation, environmental influences, and individual differences play a key role in job satisfaction/dissatisfaction (Shockley et al., 2011). The (WEBS) model accedes that Herzberg and Maslow's theory play a classroom role. In Herzberg's theory, satisfiers refer to a person's relationship with what they do to the job performed. On the other hand, dissatisfaction involves a person's relationship to the context or environment in which they perform the job (Jones, 2011). The (WEBS) theory acknowledges that several factors influence a person's perception, expectations, and actions before entering their employment. In addition, certain facets of a workplace trigger job satisfaction/dissatisfaction, such as unrealistic job expectations and no upward mobility.

Maslow's hierarchy of safety, social, and esteem needs are addressed in the quadrant of cultural influences, intrinsic motivation, environmental influences, and individual differences. (WeBS) the theory acknowledges that a person's needs play a role in their satisfaction and need to be addressed. The difference in (WeBS) is that there is no hierarchy, just a continuous influence of factors that play a role in influencing satisfiers and dissatisfies. While the needs of the individuals are acknowledged, there is no order of importance.

According to Jaja (2003), motivation results from the interaction of the individual and the situation. For this study, the (WeBS) instrument will identify the relationship and moderation effect of a teacher's perception of leadership and support, autonomy, student issues, school culture, climate, environment, individual differences, and intrinsic motivation. This study researched each variable to determine the effect on cultural influences, intrinsic motivation, environmental influences, individual differences, and overall job satisfaction. Maslow believed in his hierarchy of needs, while Herzberg believed in Hygiene factors and motivational factors. The (WEBS) theory takes the foundations of both theories and takes them one step further in understanding what influences job satisfaction.

Policy/NCLB

Across countries in America, there has been a steady influx of shortages of teachers. Promoting the retention of teachers in the profession is a long-term goal, which is often handled with short-term plans. However, the issue of teacher turnover exasperated with the initiation of NCLB. In January 2002, President George W. Bush signed into law the No Child Left Behind Act (NCLB) that requires accountability for student achievement and the placement of a highly qualified teacher in every classroom. The goal of NCLB is to improve student achievement by ensuring all students perform on grade level in both reading and mathematics (NCLB, 2002). NCLB was established as the national standard for student advancement, but it made teachers responsible for results they could not control (Barrett, 2009).

The No Child Left Behind (NCLB) Act of 2001 mandates the recruitment and retention of highly qualified teachers. (No Child Left Behind Act, 2001). However, the

issue is that NCLB also brought a level of accountability that has driven teachers out of the profession. Not only are teachers held accountable for students' test scores, but their curriculum is also now based on NCLB Standards. With the implementation of NCLB, there was a shift from a teacher being seen as a professional to being seen as an agent. The freedom to mold one's classroom was replaced by a set of standards to be implemented.

The job of the classroom teacher, though rewarding for many, is complex. Job satisfaction for educators is often driven by the connection that one has with the student. This slowly dissipates when that student becomes a data mark. When accountability pressures mount, teachers' workplace perceptions, levels of satisfaction, and intentions to remain in teaching change. Increases in accountability pressure are linked to teachers perceiving increased workload (Phillips & Flashman, 2007) and student engagement (Dee & Jacob, 2011). Indeed, "the pressures of meeting NCLB's standards and accountability measures have the potential to radically alter the profession of teaching" (Barrett, 2009, p. 1019). Teachers across the country identify NCLB as one of the most significant challenges in the school environment (MetLife, 2009) and blame the law for souring attitudes toward work (e.g., Hagge & Waltman, 2007) and increasing teacher attrition (e.g., Hanushek & Rivkin, 2010). Some critics argue that the attention given to test scores causes teachers to lose confidence and creativity concerning teaching.

Induction

Most educators can tell you that the first-year experience is often the "sink or swim" approach to novice teachers. This approach means that new teachers are placed in difficult classrooms with little or no help. New teachers are placed who may be nervous

and are sometimes unsupported in a classroom with students who have family problems, economic problems, and diverse learning abilities (Gardner, 2006).

Many novice teachers remain in the system because of the lack of training and support that teachers need to succeed. Rather than being isolated, they should be inducted into professional learning communities where there is a dedication by all staff members to their initial and continued success (Cochran-Smith, 2004). Clement (2000) defines induction as "the planned staff development for new teachers and for those who are new to a district" (p. 74).

Induction/mentoring can allow veteran teachers to guide, teach, influence, and support novice teachers. In the traditional mentoring relationship, the mentee, or the person receiving the mentoring, must respect the mentor's experience, knowledge, and seniority (Strong, 2009). Ingersoll et al. (2014) believes that the revolving door of teacher turnover costs school districts an estimated \$2.2 billion annually. Teacher induction programs increased from 50% in 1990 to 91% in 2008 to combat many teachers in transition. Numerous studies have shown that providing induction keeps teachers in the classroom and improves the level of education received in the classroom. Schmidt's (2010) research suggested the better the induction program, the greater the teacher satisfaction and the reduction of teacher turnover, due to well thought out retention plans that include having a good induction program.

Leadership

The cause of job satisfaction has been correlated to various factors by researchers. Of the many findings over the years, leadership has been a prominent finding in creating job satisfaction and dissatisfaction. Especially the role that the principals play has been

viewed as one of the influential variables of teacher job satisfaction. Previous studies on school effectiveness have identified principal leadership as having the greatest impact on teacher job satisfaction, teacher quality, effective instruction, and higher levels of academic achievement (Alvoid & Black, 2014).

A positive relationship between principal and teacher is mutual respect and admiration. Essentially the culture of the school is created by its leadership. Organizational research suggested that the perception of a leader's effectiveness was linked to how employees view themselves and how they perform in an organization (Sauer, 2011). Spillane et al., (2001) state that an education leader's influence is exercised through the actions or tasks enacted to accomplish the organization's functions. School principals focused on building relationships with their teachers and creating a work environment that values individuals and their contributions to build a school culture that benefits staff and students.

Previous studies have shown that school leaders who show belief in their teachers' ability to perform their jobs correctly demonstrate encouragement and motivation .An institution that can exhibit a safe, positive, and supportive school environment affects teachers' self-efficacy and motivation in their work. Reaves and Cozzens (2018) agreed that teachers who feel secure and supported in their jobs have higher intrinsic motivation and self-efficacy compared to their colleagues who do not feel supported. School administrators can assist with a safe and supportive environment by actively monitoring their teaching behavior (Reaves & Cozzens, 2018, p. 59).

Principals must understand their impact on teachers. "The focus would be on how principals could increase their knowledge of setting a healthy, productive school climate

and understanding how their actions and leadership can impact new teachers' attitudes and outcomes" (Pogodzinski, 2012, p. 24). Previous research has shown that leadership, teacher job satisfaction, and student achievement are correlated.

In the current atmosphere, expectations are certainly high, and accountability drives instruction; however, an effective leader must have high expectations for staff and students that are reasonable and attainable. Job dissatisfaction often stems from the stress of having to attain unattainable academic goals. In the current atmosphere, expectations are certainly high, and accountability drives instruction; however, an effective leader must have high expectations for staff and students that are reasonable and feasible. Job dissatisfaction often stems from the stress of having to achieve unattainable academic goals. Almy and Tooley (2012) stated, "school leaders who create a shared mission, focus on student achievement and uphold a commitment to teacher learning can grow, attract and retain effective teachers" (p. 3).

A positive relationship between principal and teacher is mutual respect and admiration. Essentially the culture of the school is created by its leadership. Organizational research suggested that the perception of a leader's effectiveness was linked to how employees view themselves and perform in an organization (Sauer, 2011). Bogler and Nir's (2012) research concluded that an influential predictor of teacher satisfaction with their job was the principals' interactions with the teachers themselves. The more teachers feel connected and supported by the organization, the longer they stay. Robbins (2003) argued that leaders are responsible for developing a vision, effectively communicating their ideas to their subordinates, and finding ways to motivate those individuals to participate in achieving the defined goals.

Teacher Autonomy

Over the past decade, The United States has implemented policies designed to ensure that schools are making progress and students are achieving at proficient levels. The NCLB Act of 2001 placed a stipulation that held schools accountable for the learning gains of their students. As the emphasis on measuring a school's success has increased over time, teachers have seen their autonomy in the classroom lesson. Hagge and Waltman (2007) define autonomy as "the degree to which the job provides substantial freedom, independence, and discretion to the individual in the scheduling of work and in determining the procedures to be used in carrying it out" (p. 79). Pearson and Moomaw (2005) conducted research using The Job Satisfaction Index to determine the relationship between teachers' perceived autonomy at work and their sense of job satisfaction. This study determined a correlation between perceived autonomy in the classroom and job satisfaction.

In addition, Researchers have determined that teacher autonomy can positively affect commitment, Motivation, job satisfaction, stress, professionalism, and empowerment (Ingersoll et al., 1997). Throughout history, autonomy has been viewed as a factor of job satisfaction, and it has been identified as one of the most crucial components. Teacher autonomy also has a critical impact on the organizational design of the public school system. Earlier research has cited teacher autonomy and student achievement (Marzano, 2009). Autonomy is often perceived as the characteristic of jobs that foster feelings of personal responsibility and ownership for their work. "The extent to which an individual school is judged to have autonomy depends on its freedom from high

levels of bureaucracy and the ability of stakeholders within the school to affect schoolwide decision making" (Bulkley, 2005, p. 204).

If teachers are stressed out, unhappy, feel pressured, or feel like they do not have a seat in the school's decision-making process, they tend to exit the teaching profession or find another school that is a "better fit" for them (Holliman, 2012). Teachers want to have input when it comes to making decisions that affect the school, and they want to have the ability to choose their areas of responsibility (Darling-Hammond, 2003). Previous research has shown that providing teachers with sufficient time and control over curriculum and instruction improves student success. Seddigh et al. (2016) explains that autonomy means a "belief that teachers should have greater authority over the school, have greater autonomy in their classrooms, and have time to meet as a group to share experiences, discuss strategies, and make collective decisions that affect the school and their teaching". High levels of autonomy may weaken or possibly eliminate the relationship between stressors and aversive outcomes because people believe that they can control what needs to be accomplished in their work (Jex, 2002).

Marston and Courtney (2002) conducted a study that concluded that "Teachers appeared to be satisfied with their work when administrators and parents were supportive and yet still allowed teachers the freedom and flexibility to make decisions regarding best practices for their students" (p. 7). Autonomy is an intangible reward valued highly by employees, often surpassing financial gain. The benefits of job autonomy augment job satisfaction and performance and decrease employee stress. Different levels of personal control significantly affect job performance and work stress (Landy & Conte, 2004).

Teacher Stress

Kyriacou (2001) defines a *teacher's stress* as: "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration resulting from some aspect of their work as a teacher" (p. 28). Martin et al. (2016) stated that stress is a challenge that often causes teachers to leave the profession because of the lack of sufficient social and emotional training to cope with the challenges of teaching. According to Mrozek (2005), "one out of three teachers report teaching as being very or extremely stressful, causing the teaching profession to have the highest annual turnover rate" (p. 3). The annual turnover rate for teachers is 15.7 percent, while professions other than teaching have an average annual turnover rate of 11 percent (Mrozek, 2005).

Aspects, which are often termed "stressors," include time pressure, student diversity, lack of personal autonomy, low student motivation, value conflicts, discipline problems, lack of recognition, lack of shared decision making, conflicts with colleagues, parents, or the school administration, lack of administrative support, low pay and low status (Skaalvik & Skaalvik, 2011).

Teacher stress and burnout harm the stability of the teaching workforce. A literature review suggests that teacher stress is a widespread, immeasurable problem. Stress is one challenge that often causes teachers to leave the profession because some teachers often lack sufficient social and emotional training to cope with the challenges of teaching. Teachers report one of the highest levels of job-related stress compared to all other professions (Martin et al., 2016).

Ingersoll et al. (2014) identified the support of a principal as instrumental in assisting teachers in managing stressors created by educational reforms. Pettegrew and Wolf (1982) defined two types of stress affecting teachers. Role-based stress, such as a lack of sufficient resources to perform adequately. Role-based stress addresses the teacher's perception of their role vs. the actual expectation and work-related responsibilities that must be fulfilled in their role. The second stress is classified as Task-based stress. This stressor comprises of issues, such as dealing with disruptive students, out-of-classroom duties, and any other specific task that teachers must perform in their teaching role.

Teaching is one of the few careers where beginners have the same expectations and responsibilities as more senior workers (Fantilli & McDougall, 2009). High levels of stress often result from increased accountability requirements and the pressures to produce higher achievement scores each year. Organizational factors contributing to teacher stress can include unreasonable directed time budgets, excessive paperwork, unrealistic deadlines, and intimidating inspection regimes (Greenlee & Brown, 2009). Teachers are in the unique position of being burdened with demands and expectations from administrators, parents, students, and colleagues. This also becomes exacerbated by work overload, changing policies, and a lack of acknowledgment for accomplishments (Klassen et al., 2010)

According to Travers (2017), the education profession constantly experiences change, which results in teachers' stress. Teaching is synonymous with constant change; new government policies, revolving curricula, and changing demographics make them conducive to stress. Teachers who experience stress are prevented from reaching their

potential as educators or carrying out their responsibilities effectively. Teacher stress also affects the school's atmosphere, thwarts the attainment of educational goals, reduces morale, and increases the probability of teachers quitting.

School Culture and Climate

The terms "climate" and "culture" are often confused and misconstrued as the same thing. However, researchers in the field say there is an important difference between the two. A school's climate determines how staff members feel about their school. A school's culture determines how the values and behavior of those individuals in the school make them feel. School climate reflects the physical and psychological aspects of the school that are more susceptible to change and provide the preconditions necessary for teaching and learning to take place (Tableman & Herron, 2004). Several aspects of a school's physical and social environment comprise its climate. Researchers identified the following eight areas: 1) Appearance and physical plant, 2) Faculty relations, 3) Student interactions, 4) Leadership/decision making, 5) Disciplined environment, 6) Learning environment, 7) Attitude and culture, and 8) School-community relations (Tableman & Herron, 2004).

Many studies have approached the topic of school climate in various ways. Research differentiates school climate into academics, discipline, and school community. An academic climate refers to a school's instruction quality, teacher expectations, academic standards, and the evaluation of students' academic achievements (Shann, 2015). A disciplinary climate refers to the school's ability to maintain order and facilitate an environment conducive to learning. This also includes the ability to provide safety and discipline within the school. Bryk and Driscoll (1988) define a "sense of community" as

the ability to share common values, goals, and responsibilities with shareholders. A school encompasses many facets beyond the classroom walls and cannot sustain a positive climate without the community's help. A positive school climate can do a great deal to foster learning and aid teacher retention.

Barth (2002) describe a school's culture as having "far more influence on life and learning in the schoolhouse than the president of the country, the state department of education, the superintendent, the school board, or even the principal, teachers, and parents can ever have" (p. 6). A school's culture can be viewed as the interplay between three factors, the attitudes and beliefs of persons both inside the school and in the external environment, and the relationships between persons in the school.

Richard DuFour advocates that school culture should focus on the big ideas of schooling that include: ensuring that students learn, creating a culture of collaboration, removal of barriers, and refocusing on results (DuFour, 2004). Further, research suggests that teacher turnover may have a more pervasive impact on school culture that cannot be mitigated by replacing teachers leaving schools with more effective or experienced teachers (Ronfeldt & Reininger, 2012). A school culture that promotes openness of communication and sharing of ideas freely and without fear of retaliation is a school that also promotes learning (Dubowitz et al., 2005).

Student Issues

Teaching is a profession that attracts individuals who want to make a difference in the lives of children, regardless of the reputation; the career has for lower pay and career status (Sutcher et al., 2015). Student behaviors, including school safety issues, the

willingness of students to learn, and the degree to which tardiness, class cutting, and misbehavior interfere with teaching, are related to satisfaction (Barrett, 2009). When these relationships are arduous, teacher attrition is more likely. Many teachers, particularly those who are new, are anxious about classroom management and discipline. The issue of student behavior has been historically documented in schools with a high concentration of low-income and minority students. The schools with the highest poverty levels have statistically shown that 40% of teachers have left due to dissatisfaction (Thibodeaux et al., 2015).

Teachers have reported that student misbehavior interferes with teaching, and students' tardiness, absenteeism, and class cutting are highly problematic. Smith and Ingersoll averred, "High-poverty public schools, especially those in urban communities, lose, on average, over one-fifth of their faculty each year. In such cases, ostensibly, an entire staff could change within a school in only a few years" (2004, p. 681). Student discipline problems, poor teacher-student relationships, lack of student progress, and diversity of student needs have been directly linked to increased teacher attrition (Billingsley, 2004). Whether appropriate or not, behavior affects student learning and the classroom's overall effectiveness (Bunting, 2006). Student behavior has declined because many teachers have left the profession due to disrespectful and out-of-control student behaviors.

Discipline, both internal and external, is essential to build an educational environment that helps all students have the ability to self-regulate when difficulties arise (Cooke et al., 2017). Research supports the concept that student behavior and success fall into the classroom teacher's lap and demonstrates that teachers face many responsibilities

leading to teacher resignation. The rise in classroom disruptions could lead to job dissatisfaction and negatively affect the entire classroom environment. Without support and training for teachers, problematic student behavior will inevitably increase. (Beasley, 2015). "Teachers who are incapable of coping with diverse internal or social discipline may not be able to maintain structure and organization in the classroom and successfully handle student misbehavior, and those teachers may resign from teaching" ((Hanushek & Rivkin, 2007).

In addition to behavioral issues, teachers must also contend with academic challenges. The reauthorization of the ESEA in 2001 as the No Child Left Behind (NCLB) Act required states to implement state-wide educational standards and standardized testing to ensure that students were meeting certain criteria. With this shift in legislation, teachers are faced with achieving a great deal in a short period. Lessons in classrooms are becoming test-driven, focusing on the skills that will be tested on state assessments (Darling-Hammond & Adamson, 2014). The job of the classroom teacher, though fulfilling for many, is convoluted. Job facets affecting teacher working conditions include class size, availability of teaching resources, participation in decision-making, classroom facilities, administrator support, and high-stakes accountability (Darling-Hammond, 2003). The emphasis on student scores on standardized achievement tests causes many teachers to lose confidence in their ability to perform on the job (Bunting, 2006).

Teachers in low-performing schools have experienced prearranged curricula and methodology, which has limited teacher autonomy and decision-making, two essential components to high levels of teacher job satisfaction (Quiocho & Stall, 2008). Teacher

evaluations are based on the assumption that "student learning is measured well by a given test, is influenced by the teacher alone, and is independent of other aspects of the classroom context" (Darling-Hammond & Adamson, 2014, p. 2). Beyond their academic responsibilities, teachers are expected to spot the first signs of barriers to learning (mental illness, bullying, abuse, learning disabilities, poverty) and serve an instrumental part of advocacy, documentation, intervention strategies, and the provision of support for their students in need (Ball & Anderson-Butcher, 2014). Teachers must contend with a lack of resources to make the classroom conducive to meeting students' individual needs. Today's classroom may consist of students with English as a Second Language, slow learners, special education students, gifted students, some average students.

Research has shown that student achievement must go beyond instruction to include demographic characteristics, school support services received, and quality of student-teacher relationships. Student-teacher relationship quality refers to how students and teachers share a warm, caring, and supportive relationship (Grissom et al., 2016). In today's classroom, teachers do not have the benefit of getting their students and truly building a relationship with them individually. Studies have determined a positive relationship between student-teacher relationship quality and student academic performance, including a reading achievement (Baker, 2006). Evidence suggests that it is not the relationship between teachers and the students causing teachers to leave, but the conditions in which they are being forced to teach and their students are being forced to learn (Boyd et al., 2011).

Job satisfaction

According to Locke (1969), "Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing" (p. 316). A teacher's satisfaction affects the rate of turnover, and it has been shown to influence the quality and stability of instruction given to students. As revealed in the research, key components of job satisfaction are the amount of overall satisfaction experienced by a worker, the amount of a worker's satisfaction with the various aspects of the job, and how the job meets a worker's needs and goals (SHRM, 2015).

In its simplest form, job satisfaction among teachers is expressed as their willingness and preparedness to stay in the teaching profession irrespective of the multiple challenges and the desire to leave teaching for a better job. The topic of job satisfaction has come to the forefront of educational research because of the high level of turnover now plaguing the profession. High teacher turnover potentially indicates staffing problems that can impede student performance and the proper functioning of schools (Ingersoll, 2001). Satisfied teachers not only stay in the profession but enthusiastically go above and beyond to ensure student success.

In order to achieve job satisfaction, teachers must be motivated. Motivation consists of two categories, intrinsic and extrinsic. Teachers, like all professionals, require both intrinsic and extrinsic rewards (Herzberg, 2005). Teachers have historically yearned for intrinsic Motivation more than extrinsic. No teacher enters the profession to attain riches; to the contrary, they seek to attain attributes that money cannot buy. Teachers want to experience feelings of achievement, autonomy, a sense of independent thought

and challenge, feedback on the quality of performance and completion, security, and prestige, all of which contribute to job satisfaction. Skaalvik & Skaalvik (2014) found that teacher job satisfaction was achieved through intrinsic rewards; however, other school-based problems, such as untoward parental influence, time constraints, stress, and student behavioral issues, negatively affect teacher motivation and well-being.

Intrinsic Motivation is important, but it does not mean that extrinsic Motivation is unnecessary. With the current shift in policy and accountability, extrinsic motivators, such as salaries and benefits, have increased overall job satisfaction. Ingersoll reported that job dissatisfaction was due to low salaries, lack of administrative support, student discipline problems, lack of influence over decision-making, large class sizes, interruptions in classroom time, and insufficient planning time (Ingersoll, 2001, p. 150). Motivators contribute to job satisfaction, while the lack of hygiene is the primary cause of job dissatisfaction. "He concludes that the satisfaction of hygiene can prevent dissatisfaction, just as the satisfaction of motivators will likely lead to job satisfaction" (Herzberg, 2005, p. 61).

Teacher satisfaction reduces attrition, enhances collegiality, improves job performance, and impacts student outcomes. Thus, measuring teacher job satisfaction is an important task. Highly satisfied teachers are less likely to change schools or leave the teaching profession altogether than those dissatisfied with many areas of their job.

Chapter Summary

The literature review also covered the background of job satisfaction, theories that appeared in previous job satisfaction studies and different factors that affect teachers' job satisfaction. The three theories discussed were Herzberg's two-factor theory, Weighted

Balance Theory and Maslow's hierarchy of needs. Additional factors discussed that affect teacher job satisfaction include the organizational culture, teacher turnover, leadership, autonomy, and stress.

Teacher turnover at any experience level adversely affects the ability of public schools to serve the needs of students because it affects the quality of instruction, disrupts school programs, and reduces teacher collaboration (Hanushek & Rivkin, 2010), but the turnover of experienced teachers is especially significant because this turnover results in loss of experience and productivity (Hanushek & Rivkin, 2010).

In the following chapter, I describe the research design, framework, and methods used to answer the research questions. The chapter consists of an introduction, purpose of the study, research design, outline, theoretical framework, methods, data sources, site, and participants. Furthermore, the chapter presents the data collection, analysis, limitations, and summary of the research design. It also provided a review of the previous research related to job satisfaction and the importance of the variables that attribute to teacher job satisfaction. The next chapter discusses the methods executed to conduct this research, including research questions, research design, setting, population, instrumentation, and data collection.

III. METHODOLOGY

This study aimed to develop a methodological approach using secondary data that researchers utilized to assess variables that attribute to teacher satisfaction/dissatisfaction and identify the input and course environment factors that best predict teacher job satisfaction in Broward County Schools. The teachers' self-perceptions were examined to determine the most influential factors in a teacher's stress and job satisfaction. The current research study utilized a modified (WeBS) Survey from the WeBS Model developed by Dr. Robert Shockley and colleagues. The data for this study were drawn from studies conducted in Asia and pinpointed several variables that essentially influence job satisfaction. The modified (WeBS) survey was most appropriate to the study's design because survey items were designed to collect pertinent information on teachers. Firstly, this chapter will discuss the research questions that guided the study, the research design, population, instrumentation, sample, and sampling procedures. Next, the instrumentation and variables used in this study will be presented along with the proposed data analysis procedures. Lastly, the limitations and delimitations of this study are presented.

America's public schools face a teacher turnover crisis due to the inability to recruit, retain, and fairly distribute the number of teachers that students and schools need (Dalgarno & Colgan, 2007). The current literature reveals that the U.S. is failing to hire and retain quality teachers in the classroom. According to the Florida Department of Education, high job turnover cases among teachers are major sources of concern for stakeholders within school districts; our nation's school will need to higher 2.2 million

teachers over the next decade (FLDOE, 2018). Educational impacts include the loss of the following; improved teacher skills, curriculum knowledge, experienced teachers overburdened by needs of inexperienced colleagues, the community within the school and with parents, lost continuity and stability for students, and potentially reduced student achievement due to the loss in teacher experience and expertise (Boyd et al., 2011).

Teacher turnover has been a problem in public schools since the 1980s (Ingersoll et al., 2014); the latest turnover rate for public school teachers is almost 16%. Each year more teachers leave the profession than the number of teachers who enter (Shockley et al., 2011). The cost of losing teachers, particularly those new to the profession, is immense in economics; it is also detrimental to the quality of education provided to students who lose the value of being taught by seasoned teachers (Dalgarno & Colgan, 2007).

According to a U.S. Department of Labor (DOL) estimate, the AEE (2005) released a national analysis of teacher attrition costs, which suggested that the cost of replacing public school teachers that leave the profession is \$2.2 billion per year nationwide, and when the cost of replacing teachers who transfer schools is added, that number rises to approximately \$4.9 billion per year (Watlington et al., 2010). K-12 teachers represent 4% of the U. S. civilian workforce (Smith & Ingersoll, 2004). Of this 4%, almost half leave the profession within the first five years. Nearly 30% of those who left the profession cited job dissatisfaction as the main reason.

Broward County Schools has faced many challenges over the past few years; however, none have been more impactful than teacher turnover. The County, which has more than 17,000 teachers' staff, is currently faced with a critical demand for high-quality

teachers to satisfy policy-driven demands for higher student achievement. At the beginning of every school year, the District is faced with the arduous task of recruitment and retention efforts to offset these high teacher attrition rates. The shortage problem had been attributed to reasons from retirement, pregnancies, and relocation, to job dissatisfaction. Economic impacts include the following: recruiting, advertising, interviewing, hiring, training new teachers, and lost investment in professional development. (Ingersoll, 2001). While the cost of turnover is exorbitant and a real cause of concern, it is an effect of the problem; the primary cause remains unknown.

School districts around the country are perilously seeking methods to provide better teacher working conditions to decrease teacher turnover. Previous researchers have suggested that teacher turnover is significantly affected by job satisfaction.

Approximately 33% of beginning public school teachers in the United States leave the profession before completing their first year in the classroom, and nearly 50% of new teachers leave the profession after only five years (Hancock, 2016).

According to Alambritis (2017), job satisfaction among school teachers has been considered in educational research a vital factor for improving the education system. While the effects of teachers leaving the classroom have been researched extensively, literature regarding why they choose to leave is sparse.

This study aims to identify the relationship of the variables of autonomy, leadership and support, student issues, culture and climate, stress, and job satisfaction, and determine if these variables are mediated by teacher's demographics, individual differences, and intrinsic Motivation. All variables identified in the study were associated with job satisfaction in the literature. All have been identified by previous research to be

contributory factors towards job satisfaction. This chapter describes the methodology, including the survey instrument, sample, and the reliability of instrument scales. Chapter 3 also presents the study subjects, variables, measures, procedures, and analytical techniques.

Research Design

Creswell (2009) noted that the type of research being conducted determines research methodology; the research will determine the most appropriate method to seek answers to the research questions. The research method chosen for this study was a quantitative approach. A quantitative approach using a survey design was utilized to answer the posed research questions. A correlational research design studies the relationship between quantitative dependent variables and one or more categorical independent variables without the researcher manipulating any of them (Christensen et al., 2011). Quantitative designs define, test, and elucidate, whereas qualitative designs explore and help comprehend (Creswell, 2009).

To collect the necessary data for this study, eligible research participants were emailed online questionnaires using Qualtrics, an online survey software. A survey design "provides a quantitative or numeric description of a population's trends, attitudes, or opinions" (Creswell, 2009, p. 145). Teachers who participated in programs through the Broward County Schools database were invited via email to participate in the study. The population was conveniently selected, and groups formed naturally since teachers voluntarily completed the surveys. Quantitative research is used when a more detailed understanding of participants' attitude, behavior, and Motivation is required (Fraenkel et al., 2012).

Data was collected with the modified version of the (WeBS) questionnaire (Shockley & Yan-Li, 2018). Shockley et al. (2017) originally developed in the WeBS survey 2011 and revised it once more in 2018. Fraenkel et al. (2012) acknowledged, "The major purpose of surveys is to describe the characteristics of a population. In essence, researchers want to determine how the members of a population distribute themselves on one or more variables" (p. 391). The Weighted Balance Satisfaction Instrument was designed based on the Weighted Balance Satisfier Model (*Figure 4*). A survey design was preferred because of the quick turnaround of data collection and the ability to determine self-beliefs by studying a small sample of the general population. (Creswell, 2014).

Correlational studies are ex post facto studies where the research is conducted after the variations in the independent variables have occurred naturally (Brewer, 1999). This study is classified as a correlational research study as one of the purposes of this study was to investigate the relationship between increased turnover and teacher job satisfaction. Quantitative correlational research were chosen because correlational research attempts to identify a causal relationship between an independent variable and a dependent variable. This research design method is used to determine cause-and-effect interactions and establish possible relationships between variables in research. It attempts to determine the causes and reasons for an existing condition and involves two or more groups (Brewer, 1999).

Mertler and Charles (2005) detailed the components of a correlational research design:

- The identification and clarification of variables
- the formulation of questions or hypotheses
- the selection and inclusion of a sample
- the procurement of measurement from members of the sample population on the variables being examined
- the determination of the relationship of the correlations between the variables

Research Questions

1. Are demographic factors (age, sex, race or ethnicity, degree earned, and certification method) significant in predicting teacher job satisfaction in Broward County Schools?
2. Are personality traits (openness, conscientiousness, extraversion, neuroticism, and intrinsic Motivation) significant in predicting teacher job satisfaction in Broward County Schools?
3. Are environmental variables (autonomy, school culture, climate, student issues, and leadership and support) significant in predicting teacher job satisfaction in Broward County Schools?

4. Are demographic factors (age, sex, race or ethnicity, degree earned, and certification method) significant in predicting teacher job stress in Broward County Schools?
5. Are personality traits (openness, conscientiousness, extraversion, neuroticism, and intrinsic Motivation) significant in predicting teacher job stress in Broward County Schools?
6. Are environmental variables (autonomy, school culture, climate, student issues, and leadership and support) significant in predicting teacher job stress in Broward County Schools?

Given the nature of the research focus and the specific research questions, a quantitative study was deemed appropriate. Quantitative research originates from the post-positive worldview. The quantitative research methodology allows for analysis and interpretation of data with a process that describes trends and compares or predicts outcomes (Creswell, 2014). Quantitative sampling is more rigid and is based on demonstrable and measured results. Quantitative research uses predetermined instruments to collect numerical data (Creswell, 2009).

Stiles (1993) defines quantitative studies: "Quantitative studies assume that there is an objective reality that can be expressed numerically" (p. 33). Creswell (2009) defines *quantitative research* as a means for testing objective theories by examining the relationship among variables. Blei (2014) indicated that quantitative research allows the researcher to obtain large amounts of data and thus provides ease and reliability to the researcher's attempts to explore and explain a particular phenomenon.

When conducting quantitative research, a trend or an explanation of a relationship between variables is addressed. The variables can be measured by instruments, creating data to support or nullify the hypothesis. Quantitative research is to seek explanations and predictions that will generalize to other persons and places (Stiles, 1993). Quantitative research data are typically collected in questionnaires or surveys and experiments (Creswell, 2009). This study was based on quantitative research where the participants completed a modified version of the Weighted Balance Satisfaction Survey (WeBS).

Setting

The setting of this research study was Broward County School District in South Florida, United States. The District currently serves over 200,000 students in the sixth-largest school district. The survey was sent to over 800 teachers within Broward County public schools in the County. The data source for this study included surveys completed by teachers across the County and selected for inclusion in the study. The study included various types of teachers with requirements such as full-time, minimum of 1-year teaching experience, and certified to teach in the State of F.L.

Participants

The target population for this study included full-time, general education secondary school teachers with at least one year of experience at a public school in Broward County, Florida. The samples of participants were drawn from the Broward County School database. Specifically, the sample for this study included demographics, such as sex, age, teaching experience, certification level, education level, and certification method. The general population for this study consisted of teachers who taught

exclusively in Middle (6-8) or High School (9-12) in Broward County Schools. All schools that met the following criteria were selected to participate in this study: (a) teachers participating in the study must have completed at least one year of full-time teaching (b) Certified to teach in Florida.

The sample was delimited to include general education teachers at a secondary level because this study focused primarily on the core curriculum teacher influenced by job satisfaction and stress. The sample of participants included those students who responded to the survey across the 20-day time span in which it was provided. According to Creswell (2009), a target population is a group of individuals with some common defining characteristic that the researcher can identify and study. The target population for this quantitative study consisted of middle and high school teachers, in one school district, in Broward County, Florida.

Sample

This study utilized sampling to construct a representative sample for this study. The sample for this quantitative study will be drawn from middle and high school teachers willing to be studied. In order to attain permission to survey these employees, an IRB was presented to FAU and Broward County Schools. All parties needed to approve this survey and accept the findings as valid. An email blast was sent within the school system, and participation will be voluntary.

Voluntary sampling was the most appropriate method to obtain a representative sample for this study because it allowed the investigator to solicit voluntary participation from a smaller subset of the overall targeted population, cut costs, and minimize the time

needed to collect data (Creswell, 2014). The target sample for this study was a population of certified teachers (6-12). The sample of teachers was taken from the employee directory of Broward public school teachers. Informed consent will be provided and completed by all participants. Participating teachers were currently employed in a full-time teaching position in a public school.

Variables in the Study

This study aimed to develop a methodological approach using hierarchical regression analysis. *Hierarchical regression analysis* is a useful technique that allows for investigating the incremental contribution of independent (predictor) variables to the overall variance of a dependent variable (Raudenbush & Bryk, 2002). In the first step of this study, job satisfaction and stress were regressed on the demographic variables of sex, age, and tenure (length of stay in the current organization). In the second step, job satisfaction and stress were regressed on environmental variables.

There were several independent variables and two dependent variables to answer the research questions posed for this study. This study included two dependent variables and 16 independent variables to address four research questions. These variables were chosen based on the information obtainable from the WeBS survey; these variables were also considered based on their use in prior literature. A total of 16 independent variables were used in this study. Independent variables were based on demographics (sex, years of teaching), Environmental independent variables (Leadership, Autonomy), and Personality variables (Openness, Conscientiousness).

Independent Variables

Several independent variables were used in this study that is grouped into three categories: Inputs, Individual differences, and Environment. Figure 5 shows Astin's IEO model adapted to illustrate examples of the inputs, environmental factors, and outputs for this research study, with job satisfaction and stress as the output, autonomy, leadership, support, school culture, and climate environmental factors. The Demographic Profile includes sex *Age*Marital Status*Teaching* Experience*State*Ethnicity*Highest Level of education. The individual differences category has four variables: openness vs. closeness, conscientiousness vs. lack of direction, extraversion vs. introversion, agreeableness vs. antagonism, and emotional stability vs. neuroticism. Intrinsic Motivation rounded up individual differences. Environmental factors consisted of the independent variables: Autonomy, leadership and support, and school culture and climate. For this study, there was multicollinearity among the predictor variables.

Dependent variables

This study had a total of two dependent variables. The dependent variables included stress and overall job satisfaction. Participants completed the modified WeBS survey by rating their stress levels in teaching scenarios. Questions were rated on a Likert-type scale from 1 (strongly agree) to 5 (strongly disagree). Another dependent variable was the job satisfaction scores of the participants; this score was also based on the Likert scale. The current study extends the literature and use of the modified WeBS Model from the Shockley et al. (2011) study by utilizing stress and job satisfaction as a categorical variable; however, the current study utilized a different research design and

analysis of variance tests in the statistical analyses to explore the hierarchical relationship between groups. Astin's (1993) IEO model was adapted for this study using stress and job satisfaction as the dependent variables/outcome.

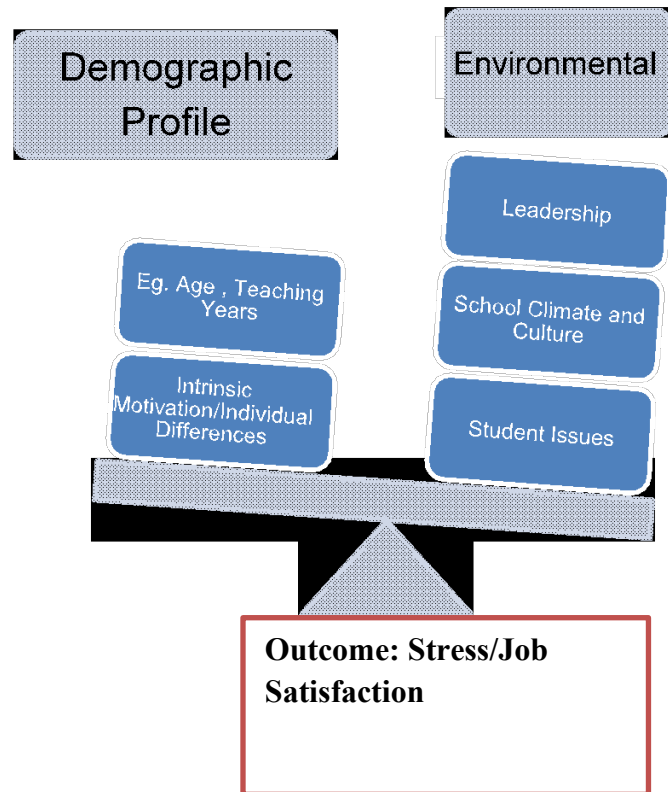


Figure 5. Astin's (1993) IEO model adapted for this study with job satisfaction and stress as dependent variables/outcomes

Data Collection

At the beginning of the 2019/2020 school year, surveys were sent via email to eligible teachers of Broward County schools. Caelli et al. (2003) defined a *survey* as "one that is used to discover and understand a phenomenon, a process, or the perspectives and worldview of the people involved" (p. 42). The survey obtained institutional review board (IRB) approval/committee on human subjects and informed teachers that their

participation is voluntary and anonymous. Teachers are invited to be considered for inclusion in the survey through the County database. Certified educators are eligible to be included in the database. Surveys were obtained through a random sample demographically representative of the Broward public schools. This email included the link to the (MOD) WeBS (survey, which included an online consent form, the background characteristics survey, and the survey for their completion).

Instrumentation

This study aimed to identify relationships between job satisfiers and job dissatisfiers that secondary teachers experience in the workplace, using the lens of the Weighted Balance Satisfier Model. Participating teachers from Broward County will be asked to complete a (MOD) WeBS (Shockley & Yan-Li, 2018) survey designed to elicit teacher demographic information and perceptions of job satisfaction.

This Weighted Balance Satisfier Model designed by Shockley and Yan-Li (2018) presents that every workplace has job satisfiers and dissatisfiers. It states that a healthy workplace is present if more satisfiers are present than dissatisfiers. If there are more dissatisfiers than satisfiers, the work environment may suffer the negative effects of being unhealthy.

The model emphasizes that everyone is different, which may be a strong satisfier for some may not be important for another. It is impossible to generalize each person's views as an ideal work environment. Therefore, the model measures how certain variables influence one's outlook on satisfiers and dissatisfiers. Because people are innately different regarding cultural backgrounds, human values and dispositions,

environmental influences, different weights are placed upon various satisfiers and dissatisfiers. The model demonstrates that one's level of satisfaction/dissatisfaction is contingent on: (1) Cultural Influences, (2) Intrinsic Motivation, (3) Environment Influences, and (4) Individual Differences. (Shockley & Yan-Li, 2018).

A major component of the data collection instrument used in this study was the modified Weighted Balance Satisfier Model (WeBS). A panel of experts was convened to create the modified version of the survey with the expressed purpose of reducing the 90 items that were used in the original Asian study to 62 items. The original WeBS survey consisted of 90 survey items developed by Shockley et al. in 2011. The current study analyzed and evaluated data compiled by a modified version of the (WeBS) questionnaire.

The revised survey instrument included 62 closed-ended questions that cover four major areas: (a) Demographic Profile, (b) Individual differences, (c) Intrinsic Motivation, (d) Autonomy, (e) Leadership and Support, (f) Student Issues, (g) School Culture and Climate, (h) Stress and (i) Satisfaction. A total of 28 questions were removed from surveys administered in 2020. The modified WeBS survey limited questions to 5 questions per independent variable. Each question was analyzed by the panel and assessed for relevance and timeliness. The modified survey needed to address the population, which differs quite a bit from the Asian population. Religion and other regional questions were also removed, resulting in 62 survey questions.

The panel sought to reduce the number of items due to face validity criteria applicable to the Broward County Sample. The scale allows for responses ranging from 1

– 5, with one indicating disagree & 5 indicating agree. The data collection instrument was the Modified Weighted Balance Survey which used a mix of demographic, personality and environmental questions.

The (MOD) WeBS survey consists of 9 variables used to identify areas of satisfaction and dissatisfaction in work. Each section consists of several questions designed to describe how the particular variable affects how the subject feels about aspects of his or her present job. The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. The (MOD) WeBS Survey begins by acquiring Demographic information from each participant. The demographic questions are as follows: sex, age, race, educational level, certification method, certification method, race/ethnicity, education level, and years of teaching experience. The purpose of administering the demographic questionnaire was to determine if there was a disparity between the perceived job satisfaction and stress based on teacher sex, age range, race/ethnicity, education level, and total years of teaching experience.

(MOD) WeBS Survey Sections

Section A explores the demographic profile of each participant. It addresses the (1) sex (2) age (3) education level (4) certification level (5) certification method (6) ethnicity (7) teaching experience. The purpose of the section is to determine the impact of the environment on a teacher's satisfaction and stress level.

Personality Traits

The study's conceptual framework was established, including the Big Five Model. The five-factor model, also known as the Big Five, addresses five distinct categories of personality traits. In Section B, the questions are categorized as follows: (1) openness, (2) conscientiousness, (3) extraversion, (4) agreeableness, and (5) neuroticism. Personality traits studies have given insight to organizations on their employees concerning job satisfaction. Each question delves into the applicant's personality, and their affinity to either follow routines or venture beyond familiarity. Both personality and situational factors predispose an individual's point of view, beliefs, and actions, and therefore, it is imperative to give weight to both factors when considering markers for identifiable organizational performance (Therasa & Vijayabanu, 2015). Extraversion is the first of the trait factors in the classification structure. Extraversion reflects variations in friendliness, courage, personal interests, attitudes toward activities, and optimism (Morizot, 2014).

Agreeableness is the second factor in the five-factor hierarchy. Those with strong agreeableness dimensions to their personalities are often engaged in social behaviors beneficial to others (Morizot, 2014). The third factor in the personality traits hierarchy was conscientiousness. Morizot (2014) suggested that the conscientiousness trait reflects variations in the tendency to be organized and prepared, the ability to control impulses, and the level of value and acceptance an individual has for societal customs and policies. The fourth dimension of this theory is emotional stability, which is also referred to by neuroticism.

Emotional stability refers to a person's ability to remain calm and well-adjusted, even in stressful situations. Persons with higher optimism and self-esteem (i.e., extreme emotional stability) are less likely to experience adverse emotional reactions to stress (Costa & McCrae, 2008). Neuroticism (i.e., low emotional stability) is, by contrast, associated with low self-esteem. Intellect, often also referred to as openness to experience, was the final personality trait identified in the hierarchy. Those who exhibit high scores for intellect tend to have higher levels of creativity, imagination, curiosity, self-efficacy, a tendency to nonconformity, a tendency to high-risk health behaviors, and higher levels of creativity than those who have lower scores (Costa & McCrae, 2008). The influence that this personality measure has on assessing an individual makes it a substantial tool for recruitment purposes. Organizational psychologists use the five-factor model to research personality traits in association with work-related outcomes and behaviors, such as job satisfaction and turnover intention (Peeters et al., 2006).

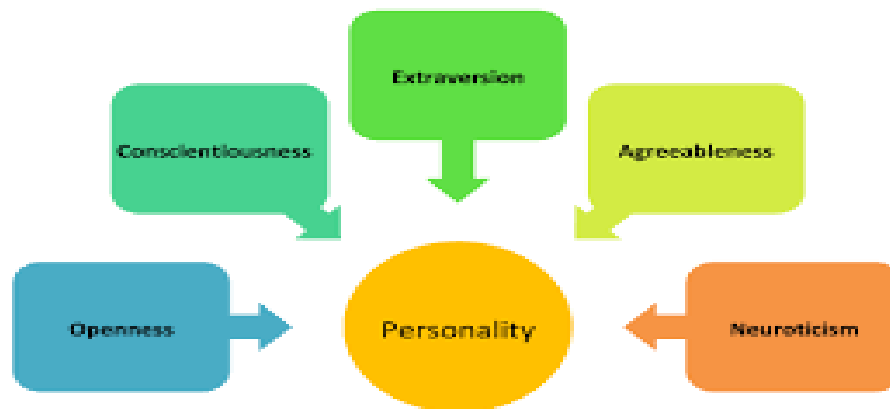


Figure 6. Five Factors of Personality

Maslow's hierarchy of needs was also utilized when designing the survey. Self-actualization involves several qualities, including: efficient perception of reality;

spontaneity and unconventionality of thought; acceptance of oneself, of others and of nature; independence from the environment; concern for basic philosophical and ethical issues; and a new appreciation for ordinary events (McNeil, 2021). The seven rating scales include: 7=strongly disagree 5 = disagree 5 = somewhat disagree; 4 = Neither agree nor disagree; 3 = Somewhat agree; and 2 = agree; 1= strongly agree . The purpose of Section B is to determine the impact of individual differences on teacher job satisfaction and job stress.

Intrinsic Motivation

In the Modified version of the WeBS survey, intrinsic motivation was classified under personality traits. There is a significant connection between personality traits and intrinsic motivation, especially in academics. Numerous researchers have highlighted personality as one of the human behavior's most important determinants. For the sake of this study, intrinsic motivation is described as an individual personality. This study aims to see if individual personality traits, demographics, and environment influence teachers' perceptions. After a meta-analysis of previous research, several elements are identified establishing the connection between personality and intrinsic motivation. They are: (1) behavioral inclinations mirrored in personality traits can have an impact on certain habits that influence academic achievement (2) cognitive ability is an indicator of an individual's ability to do a task, personality traits indicate what the individual will do, and motivation drives the individual and determines the amount of effort put into a particular task (Saleh et al., 2018).

A significant part of whom a person stems from what motivates them. Saleh et al. (2018) found that personality traits were positively related to motivations to boost self-status and strongly correlated to a person's impulses. Intrinsic motivation states that an individual is motivated by internal rewards. This section delves into the teacher/student relationship. Addressing questions such as "I feel glad when interacting with students" and "I enjoy teaching." It is important to determine the role of internal motivation in job satisfaction. *Motivation* for work has been defined as "an individual's degree of willingness to exert and maintain an effort toward organizational goals" (Salleh et al., 2016).

Intrinsically motivated teachers will engage in activities for no reward other than their concomitant interest and enjoyment. This section determines how much of their employment is internally motivated. Deci and Ryan (2000) characterized intrinsic motivation as deriving from within an individual. Intrinsic motivation is performed for its own sake or for its "inherent satisfaction" rather than to obtain material or social reinforcers. The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. Section C aims to determine the impact of intrinsic/extrinsic motivation on teacher job satisfaction.

Autonomy

Section D: delves into the importance of autonomy in the participant's employment. This section has been incorporated because literature has shown that as accountability increased for teachers, so did their need for classroom control. The questions in this section address the teacher's control over standards, curriculum,

instructional activities, and strategies within his/her classroom. A high level of job autonomy provides the teacher with discretion over teaching his/her content based on the needs of their students.

Control is a major theme in both personal and professional endeavors. Individuals desire control over their work environment and work to have the illusion of control (Jex, 2002). The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. Section B aims to determine the impact of job autonomy on teacher job satisfaction.

Leadership and Support

Section E: examines the role of Leadership and Support in Job Satisfaction. Questions focus on the current role of Leadership in the participants' school and how Leadership attributes to the current work environment. Questions address leadership support, recognition, professional development, and communication. Leadership has been identified as one of the most impactful factors that influence the work environment, the climate of an organization, and employee experiences (Thibodeaux et al., 2015). The role of a leader is crucial to the success of a school, especially the ability to affect the teachers. Varlas (2013) stated, "Leadership satisfies a basic function for the group or organization. It mobilized members to think, believe, and behave in a manner that satisfied emerging organizational needs, not simply their individual needs or wants" (p. 2). The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. Section B aims to determine the impact of the individual variable Leadership on teacher job satisfaction.

Student Issues

Section F: examines the variable student issues. For many teachers, a major challenge in the classroom centers around student discipline. Questions address the students' absences, behavior, attentiveness, and the administration's Support high for student behavior and learning. For many teachers, the interactions with their students are a crucial aspect of the school environment. Many teachers, particularly those who are new, are concerned with classroom management and discipline (Perrachione et al., 2008). When a teacher struggles to maintain order in his/her classroom, job satisfaction, and student success will be little to non-existent. The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. Section B aims to determine the impact of student issues on teacher job satisfaction.

School Culture and Climate

Section G of the survey inquiries about the school's culture and climate. Any study will state that a school's overall environment is crucial to its success. Questions address cooperation and collaboration with co-workers and stakeholders' expectations, visions, and beliefs. A school's organization encompasses many people that play various roles. This section determines the role of all stakeholders and their role in the level of the participant's satisfaction. The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. Section B aims to determine the impact of a school's culture and climate on teacher job satisfaction.

Stress

Section H: The dependent variables of stress that address the potential stressors of teaching are examined, and the participant's stress tolerance is examined in this section. Questions address the stress level caused by job duties and stressors that go beyond the classroom. Stressors included juggling the various demands inherent to the profession in conjunction with a lack of respect from members of the community, low wages, demanding tasks, and high child-to-teacher ratios (Whitebook & Sakai, 2003). Stress is an important part of this study because studies have found a direct connection between job dissatisfaction and a stressful work environment. There are reports that educators meet conditions of high-stress levels during their career, which may influence their physical and mental health (Pettegrew & Wolf, 1982). The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. Section B aims to determine the impact of stressors on teacher job satisfaction.

Job Satisfaction

Section I: The final section examines the overall job satisfaction of the participant. Job satisfaction is undoubtedly related to various aspects of working practices, but in this section, the questions focus on the professional choices that the participants have made. Questions address the teachers' desire to remain in this profession and are whether they are satisfied with their salary/benefits. Most studies have shown that low staff absents were more satisfied with their work. The decision to become an educator is assessed, and the profession's different facets are questioned to pinpoint areas of potential contention. The purpose of Section I is a general scale to determine overall

teacher job satisfaction. The five rating scales include: 5 = Agree 4 = Somewhat Agree; 3 = Neutral; 2 = Somewhat Disagree; and 1 = Disagree. Section B aims to determine the impact of overall teacher job satisfaction.

Validity and Reliability

Instrument Testing of Validity. The items and the hypothesized dimensions of the Weighted Balance Satisfier Model underwent statistical analyses. There are four constructs with ten dimensions: individual differences (five dimensions), intrinsic motivation, environmental influence (five dimensions), and culture influences.

The original version of the WeBS had a total of 90 items (without the demographic section). Thirty (30) items addressed individual differences; seven items for intrinsic motivation; 34 items for environmental influence; six items for stress; and eight items for satisfaction. The version of the instrument for construct validation had a five-point Likert scale: 1 point for disagreeing, 2 points for somewhat disagree, 3 points for neutral, 4 points for somewhat agree, 5 points for agree.

Face validity. Face validity refers to how a measure appears to be related to a specific construct from the perspective of people who are not experts (Taherdoost, 2016). A measure demonstrates face validity simply if its content is deemed relevant by participants who are providing their responses. While face validity is arguably the weakest form of validity (Taherdoost, 2016), the subjective aspects of a measure (e.g., readability, consistency of formatting, clarity of language) are particularly important to consider. This study utilized a group of educators who reviewed the original WeBS

survey to edit it for this study. Items that were deemed unnecessary by the panel were removed, thus reducing the number of question items from 90 to 62.

Reliability. Reliability is the degree to which a test consistently measures whatever it measures. Errors of measurement that affect reliability are random errors, and errors of measurement that affect validity are systematic or constant errors (Carmines & Zeller, 1979.) The Weighted Balance Satisfier Model and (WeBS) Survey (Shockley & Yan-Li, 2018) were chosen for this study because of the validity and credibility presented in previous studies.

In 2018, Prof. Shockley and colleagues conducted a study in Asia, which surveyed over one thousand teachers regarding job satisfaction. The (WeBS) survey was used in this study, which researched the level of job satisfaction conducted in Indonesia, China, and Malaysia (Shockley & Yan-Li, 2018). The study was translated into native languages surveyed hundreds of educators from each country.

The Cronbach's Alpha is the most popular estimate for reliability (Brace et al., 2012). Internal consistency reliability considers a coefficient of 0.70 or higher as satisfactory and reliable. Cronbach's Alpha ranged from a low of .675 to a high of .942. One study scale (Non-Instructional Duties) scored consistently low across all three studies with a peak score of .555. Shockley and his colleagues omitted non-instructional duties from their instrument. A Cronbach alpha analysis was conducted for the modified WeBS survey, which provided reliability scores ranging from .2-.9. The results of the Cronbach analysis showed small to moderate scores which are detailed in chapter 4.

Data Analysis Procedures

The Pearson correlation analysis was used to test the relationship between leadership and support, autonomy, student issues, school culture and climate, stress, and overall satisfaction. Correlational studies are more generalizable to the population as a whole and real-world (Grimes & Schulz, 2002). Conclusively, applying statistical methods to the data-informed what we know about the phenomenon. A correlational design does not imply that one variable is the cause of the other; it determines to what degree and whether a relationship exists between two or more variables (Grimes & Schulz, 2002). There are five basic assumptions required in Pearson's correlation: a) the two variables will be measured on a continuous scale; b) the two continuous variables should be paired; c) there is a linear relationship between the two variables; d) there are no significant outliers; and e) the assumption of bivariate normality will be met (Laerd Statistics, 2019).

Multiple regression analysis

Research questions one through six utilized sequential, hierarchical, multiple regression analysis. This method provided a relative prediction of the relationship between the independent variables and the participants' stress and job satisfaction scores. Sequential, hierarchical multiple regression was used to answer all research questions. Using multiple regression, predictor variables were entered into the regression model in a specified order: background characteristics (e.g., sex, ethnic origin, age), institutional characteristics (e.g., Leadership, culture), individual behavior (e.g., Conscientiousness /Extraversion), and perception factors (e.g., intrinsic motivation). Using a block entry

method, block 1:) individual background characteristics, 2) individual differences, 3) institutional/environmental, 4) stress, and 5) job satisfaction. This analytical approach allowed for an accurate comparison of the effects of each block and predictor variable. Hierarchical models have become more common in social and psychological research, particularly within education, where data were more clearly nested into data sets (Blei, 2014).

Hierarchical regression determines the correlation of each predictor set and determines each predictor variable's unique contribution and predictive ability. "The benefit of hierarchical multiple regression was the opportunity to record the impact that each block of variables had on the criterion variable while it retained the ability to compare the impact of combined blocks as variables were added to the model equation" (Field, 2013). Regression analysis was again selected for this research design to examine the relationships and potential impact of these variables teacher stress and job satisfaction.

Summary

Using a modified version of the WeBS survey, 16 independent variables were used in this study. Research questions one through three addressed independent variables demographics (e.g., sex, ethnic origin), personality traits (e.g., openness, extraversion), and individual differences (e.g., openness, agreeableness) and included one independent variable (job satisfaction). Research question four through six addressed independent variables demographics (e.g., sex, ethnic origin), personality traits (e.g., openness,

extraversion), and individual differences (e.g., openness, agreeableness) and included one independent variable (job stress).

Research questions variables were organized into six blocks: individual background characteristics (block one), individual characteristics (block two), institutional characteristics (block three), and perceptions of job satisfaction. Individual background characteristics (block four), individual characteristics (block five), institutional characteristics (six), and job stress. Multiple variables were recoded as dichotomous variables for regression analyses. For example, sex origin was recorded as a dichotomous variable on a two-point coding scale with 1 = Male and 2=Female. Other categorical variables were recoded into multiple dichotomous variables.

This analysis determined whether or not there will be a relationship between teacher sex, age range, race/ethnicity, education level, and years of teaching experience. The study will then explore personality traits and environmental variables in determining job satisfaction and stress. Tests conducted to determine if a correlation coefficient is statistically significant, and a one-way analysis of variance (ANOVA) was applied for multiple comparisons to determine which variables affect job satisfaction and stress.

A multiple regression analysis computed to determine how the variation in teacher job satisfaction and stress was accounted for by the independent variables operating jointly. A multiple regression analysis allows the researcher to assess whether or not there is a relationship between variables that is statistically significant. The goal was to determine whether or not there are trends present among a teacher's working environment and individual differences that influence job satisfaction and stress.

This chapter consisted of details of the research methodology and the methods used to conduct the study. A description of how the research design was connected to the purpose of the study and how the data was used to answer the research questions presented. Last, the chapter contained the research framework, description of the participants, data collection procedures, data analysis, and limitations.

IV. RESULTS

This chapter aims to describe data collection, statistical analyses, and the study results to determine the relationship, if any, existed between teachers' background, behavioral and environmental differences, and teacher job satisfaction and stress at secondary schools in Broward County, FL. In Chapter 3, the research methodology and design for the research study were described. A quantitative methodology and correlational design were used. Results of the modified WeBS survey instrument are included. A correlation analysis was conducted to explore the relationships between the predictors and the two criterion domains.

The predictors included the variables of demographics, individual/behavioral differences, and environmental factors of the job. The criterion domain included the variables of overall job satisfaction and job stress. This chapter consists of a depiction of all the predictor variables by first describing the demographic data of the sample, the means and standard deviations of all the predictor variables used in the study, and then an analysis of the findings by each of the research questions.

After the descriptive analyses of the sample and the analysis of the predictor variables (i.e., background characteristics and environmental influences). The analyses was based on six separate sequential, hierarchical regression analyses tested the predictor variables against the two criterion variables of job satisfaction and job stress. The research design for the multivariate analyses used the Input-Environmental-Outcome (I-

E-O) Model developed by Astin (1993), and focused on predicting the two affective outcomes of job satisfaction and job stress.

This chapter presents the results for all six research questions. The first part of this chapter will focus on the demographic characteristics, descriptive statistics, and Pearson correlation coefficients to compare demographics, personality traits, and environmental variables. The next section addresses the research questions to identify which predictors were significant in predicting job satisfaction and stress.

Research Questions. The research question addressed the demographic, personality traits, and institutional factors of job satisfaction and stress. By addressing the research questions and quantifying the level of satisfaction currently being experienced, the researcher was able to identify which factors most contributed to teacher job satisfaction and job stress. All of the data included Broward County secondary school teachers.

The analysis of this project focused on answering the following questions:

1. What demographic factors (age, sex, race or ethnicity, degree earned, and certification method) predict teacher job satisfaction in Broward County Schools?
2. What personality traits (Openness, conscientiousness, extraversion, neuroticism, and intrinsic motivation) predict teacher job satisfaction in Broward County Schools?

3. What environmental variables (autonomy, school culture, climate, student issues, and Leadership and Support) predict teacher job satisfaction in Broward County Schools?
4. What demographic factors (age, sex, race or ethnicity, degree earned, and certification method) predict teacher job stress in Broward County Schools?
5. What personality traits (Openness, conscientiousness, extraversion, neuroticism, and intrinsic motivation) predict teacher job stress in Broward County Schools?
6. What environmental variables (autonomy, school culture, climate, student issues, and Leadership and Support) predict teacher job stress in Broward County Schools?

Section One: Descriptive Analyses of Samples

This section used descriptive statistics to describe the demographic and background characteristics of teachers included in this study. Descriptive data, including frequency count and percent of value, were reported for each variable of interest.

Demographics

Descriptive analyses (see Table 2) of the demographic and background characteristics of the teachers were calculated from items on the modified WeBS survey. Table 4 summarizes the descriptive statistics of the sample. The population of Broward School educators consists of early career to experienced teachers. Of the 292 participants,

289 provided their sex: 60 males (21%) and 229 females (79%). Participants included the following race/ethnicities: 3 Asian (1%), 84 Black or African American (30% of the sample), 42 Hispanic or Latino (15%), and 158 White (53%). The ages of the participants ranged from 20-50 and the results showed: $n=39$ (13%) were between 20-30 years, $n=57$ (20%) were between 31-40 years, $n=81$ (28%) participants were between 41-50, $n=112$ (39%) were over 50 years old.

Education. Education level asked about post-secondary schools, Bachelors, Masters, and Doctoral. In order to teach in the State of Florida, teachers must have a Bachelor's degree from an accredited University. Teachers in the sample met or exceeded this expectation as education levels varied, with 144 (50%) having a Bachelor's degree; 131 (45%) having a Master's degree; 14 (5%) teachers having a Doctorate.

Certification. Teacher certification pathways, including traditional college/university teacher preparation programs and the alternative pathways of Florida teacher program, such as Conditional Certification Subject Area Exam. The researcher used a traditional versus nontraditional certification pathway for data analysis purposes. The participants' certification methods also varied as 153 (53%) obtained a teaching degree. In addition, states and school districts have addressed school staffing problems through recruitment strategies in several ways. Many states, including Florida, have offered alternative certification programs to allow college graduates to begin teaching without formal education training. 127 (44%) of the teachers attained a teacher certificate through alternate means.

Experience. The sample consisted of mostly experienced teachers. The survey showed that 24 teachers had worked 0-2 years in Broward County, 44 teachers have been full-time for 3-5 years, 35 teachers began their careers in the era of annual contracts, having taught 6-8 years. 24 teachers have been employed for 9-11 years, and 229 teachers have been full-time Broward County teachers for over 11 years.

Table 2

Input Demographics: Collected from WeBs (US version)

Gender	<i>n</i>	%
Female	229	79%
Male	60	21%
Total	289	

Age	<i>n</i>	%
<i>Variable</i>		
20-30	39	13%
31-40	57	20%
41-50	81	28%
Over 50	112	39%
Total	289	

Teaching Experience	<i>n</i>	%
<i>Variable</i>		
0-2 years	20	7%
3-5 years	34	12%
6-8 years	29	10%
9-11 years	17	6%
Over 11 years	189	65%
Total	289	

Race

<i>Variable</i>	<i>n</i>	<i>%</i>
Asian	3	1%
Black or African American	84	30%
Hispanic	42	15%
White	148	53%
Total	277	

Highest Level of Education

	<i>n</i>	<i>%</i>
Bachelor Degree	144	50%
Doctorate	14	5%
Master Degree	131	45%
Total	289	

Teacher Certification Method

<i>Variable</i>	<i>n</i>	<i>%</i>
Alternative Certification	127	44%
Degree in Education/School Credits	153	53%
Other	10	3%
Total	290	

Cronbach Alpha

The Cronbach's Alpha provided the mean correlation between each pair of items and the number of items in a scale, also known as the coefficient Alpha (Brace et al., 2012). Cronbach's Alpha analyses were conducted to determine if teachers' perceived teacher job satisfaction and job stress were sufficiently reliable based on the participants' scoring. Cronbach's Alpha coefficients using the guidelines suggested by George and Mallery (2019) held that where $> .9$ Excellent, $> .8$ Good, $> .7$ Acceptable, $> .6$ Questionable, $> .5$ Poor, and $< .4$ Unacceptable. Reliability for both job satisfaction ($\alpha = .82$) and job stress ($\alpha = .82$) was good. Reliability for autonomy was good ($\alpha = .89$).

Table 3 presents Cronbach's Alpha scores for the composite scores. In previous Asian studies that used the WeBS instrument, coefficient Alpha reliabilities, or Cronbach's Alpha, ranged from .64 to .89. The Cronbach's Alpha reflects how well items, as a group, reliably measure an underlying construct. The higher the Cronbach's Alpha, the greater the association between items and their ability to accurately measure the underlying construct (Brace et al., 2012).

Table 3: Descriptive Statistics for Individual and Environmental Variables

Survey Item Means (n=289), SD, and Cronbach Alpha

Survey Items	<i>M</i>	<i>SD</i>	Cronbach Alpha
Input Variables			
Openness (5 items)			
9. Creative Idea	2.16	0.99	
10. Routine Tasks	2.61	1.36	
11. Customs and Culture	1.9	0.86	
12. Attempt new Activities	2.17	0.95	
13. Stick to familiar things	3.13	1.35	0.265
Conscientiousness (6 items)			
14. Careless	6.36	0.88	
15. Put things in Order	2.4	1.38	
16. Finish Tasks Successfully	1.75	0.74	
17. Plans/Get job done	1.67	0.72	
18. High Expectation	1.47	0.7	
19. Plan before action	2.19	1.02	0.455
Extraversion (6 items)			
20. Energy and Enthusiasm	2.21	1.07	
21. Confident	1.89	0.81	
22. New Friends	2.41	1.27	
23. Social gatherings	2.72	1.41	
24. Rather be alone	4.07	1.55	
25. Adventurous Person	2.61	1.4	0.441
Agreeableness (6 items)			
26. Selfish People	2.6	1.45	
27. Nice to anyone	2.27	1	
28. Easily trust people	3.89	1.58	

29. Enjoy cooperating	2.28	1.16	
30. Hate disagreement	2.15	1.28	
31. Prove my point of view	4.43	1.6	0.218

Neuroticism (6 items)

32. Struggle with emotions	4.81	1.62	
33. Easily get angry	5.31	1.41	
34. Sad about small things	5.28	1.58	
35. Easily get nervous	4.64	1.69	
36. Not capable in dealings	5.83	1.38	
37. Easily stressed	4.72	1.7	0.828

Intrinsic Motivation (4 items)

38. Enjoy teaching and learning	1.61	0.89	
39. Sharing knowledge	1.33	0.56	
40. Interacting with students	1.52	0.74	
41. Ready to help students	1.56	0.76	0.829

Personality Traits

Five personality factor traits were measured with 29 items using the modified WeBS Survey . The five factors included: Openness (5 items), conscientiousness (6 items), extraversion (6 items), agreeableness (6 items), and neuroticism (6 items).

Openness. Openness to experience reflects how one is likely to be open-minded, curious, and unconventional. The means varied from 1.9 to 3.13, and the standard deviations varied from .86 to 1.36. These values showed that the majority of respondents viewed themselves as being open-minded. The one item outlier, Q13 ("I choose to stick with things that I am familiar with"), had

50 respondents who disagreed; all other questions had less than ten respondents who disagreed with the openness question. Openness to experience included survey questions that addressed active imagination, aesthetic sensitivity, attentiveness to inner feelings, a preference for variety, intellectual curiosity, and independence of judgment. People scoring low on openness tend to be conventional in behavior and conservative in outlook. These items in combination show very low reliability.²⁶⁵, do not meet the standard of .70, and would only increase to .366 with one item deletion. The item "I can adapt to unknown customs and cultures" (#11) 's standard deviation (.864) is smaller than that of the other items and suggests a little variation of responses. In addition, negative inter-item correlations of "I prefer routine tasks" (#10) and "I choose to stick with things I am familiar with" (#13) indicate opposing construct meaning. However, if these two were then reverse-scored before conducting another analysis, the Cronbach Alpha would improve to .512, a significant improvement, although still below .7.

Conscientiousness. Conscientiousness refers to self-control and the active planning, organizing, and carrying out of tasks. The conscientious person is purposeful, strong-willed, and determined (Judge et al., 2002).

Conscientiousness is manifested in achievement orientation (hardworking and persistent), dependability (responsible and careful), and (Judge et al., 2002).

The survey consisted of six conscientiousness questions. The means varied from 1.47 to 6.36, and standard deviations varied from .7 to 1.38.

Respondents believed that they plan, order, and carry out the necessary tasks of the job. Most disagreed with item #14, "being a careless person." Otherwise, low standard deviations across items showed little variation. The reliability score for conscientiousness was .455. However, this increased to .690 with the deletion of item #14, "I am often referred to as a careless person." If the scores were to be reversed in this section, meaning strongly agree would score a seven on the Likert scale and strongly disagree score a 1, the Cronbach Alpha score would be .718.

Extraversion. Extraversion includes traits such as sociability, assertiveness, activity, and talkativeness. Extraverts are energetic and optimistic. Introverts are reserved rather than unfriendly, independent rather than followers, even-paced rather than sluggish. Extraversion is characterized by positive feelings and experiences and is seen as a positive effect (Clark & Watson, 2006). Extraversion addressed the participants' interest in interactions, confidence, and socializing ability. The means varied from 1.89 to 4.07, and the standard deviations varied between .81 to 1.55. With most means remaining under 3, it was clear that most respondents agreed that they embody the characteristics of an extravert. However, with a mean score of 4.07, respondents disagreed with item #24, "I would rather be alone." Extraversion scored low reliability of .441. This one question negatively correlated with the sum of the other items (-.425). The reliability score increases to .759 with the deletion of item #24.

Agreeableness. Agreeableness suggests the participants' ability to trust, communicate, and handle conflict with other co-workers. While the majority agreed that they are always nice, cooperative, and trusting, there were varying opinions regarding conflict resolution. The highest standard deviations came from questions (Q.28) "I easily trust people" and (Q.31) "I like arguing until I prove my point." While teachers believe in their ability to be agreeable, they certainly have opinions firmly stand by. Agreeableness presented higher means, ranging from 2.15 to 4.43, than the other personality traits. Overall, the Agreeableness items showed low reliability (.218). Removing (Q.31) "I like arguing until I prove my point" increased the Cronbach from .218 to .409. The reliability of the subscale would benefit from deleting this item though it would still fall below the .70 reliability standard.

Neuroticism. The fifth and last individual personality trait is neuroticism. This addresses an individual's ability to deal with life's issues. It measures how someone controls their emotions and their overall mood. Results for this variable ranged from 4.64 to 5.83, and standard deviations ranged from 1.3 to 1.7. Questions "I get angry easily" (Q.33) and (Q.36) "I feel like I am not capable of dealing with things" generated the highest means. The neuroticism scale showed good reliability of .828.

Independent Variables relating to Intrinsic Motivation. Individuals driven by intrinsic motivation at work do not seek outside rewards but rather attain job satisfaction. The Intrinsic Motivation Variable of the survey is what drives the individual to be a teacher. Results showed that teachers were

motivated by helping, interacting, and sharing knowledge with their students. The four questions resulted in means ranging from 1.3 to 1.6 and standard deviations of .56 to .89, showing evidence to be the most cohesive variable of the survey. The mean reflects the participants' overall level of agreement, and the standard deviation suggests that the answers to the survey question were close to the calculated mean. Reliability analysis of the four Intrinsic Motivation items showed high reliability (.829).

Table 4
Environmental Variables

Survey Items	<i>M</i>	<i>SD</i>	Cronbach Alpha
Autonomy (5 Items)			
42. Establish standards	2.91	1.79	
43. Modify Curriculum	2.65	1.67	
44. Instructional Strategies	2.1	1.27	
45. Contributions valued	2.85	1.71	
46. Classroom Management	1.64	0.82	0.794
Leadership and Support (5 items)			
47. Administrative Support	2.49	1.53	
48.. Positive learning environment	2.72	1.65	
49. Professional development opportunities	2.49	1.45	
50. Receive recognition	3.08	1.74	
51. Effective Communication	3.08	1.72	0.909
Student Issues (4 items)			
52. Student attentiveness	3.1	1.65	
53. Student behavior	2.96	1.73	
54. Student learning	2.35	1.36	
55. Performance expectations	2.47	1.44	0.805

School Culture and Climate (5 items)			
Survey Items	M	SD	Cronbach Alpha
56. Shared values and beliefs	2.84	1.46	
57. Cooperation and Collaboration	2.88	1.5	
58. Expectations understood	2.99	1.55	
59. School vision and beliefs	3.18	1.57	
60. Effectiveness of school	2.39	1.29	0.861
Stress (4 items)			
61. High level of stress	2.42	1.46	
62. Outside hours	2.77	1.81	
63. Home time	3	1.95	
64. Energy for this job	4.71	1.84	0.823
Job Satisfaction (5 items)			
65. Teaching Assignment	2.46	1.5	
67. Fulfillment	2.2	1.31	
68. I Make a Difference	1.87	1.04	
68. Look forward to work	2.59	1.45	
69. Would choose teaching, again.	3.78	2.18	0.821

Independent Variables relating to Environmental Factors.

The environmental characteristics (those that the participants were exposed to/developed while teaching in Broward County) that were examined included (a) autonomy, (b) leadership and support, (c) student issues, and (d) school climate and culture. In this study, the questions were used to identify teachers' perceptions of environmental factors that measure their level of satisfaction and stress. Each

environmental question addressed scenarios, which allowed respondents to choose from the Likert scale 1-disagree to 5 agree.

Table 5

***Reliability Coefficient Scale
WeBS (US version) Sub-scale Reliability***

Coefficient

<u>Personality Traits</u>	
Openness	0.265
Conscientiousness	0.455
Extraversion	0.441
Agreeableness	0.218
Conscientiousness	0.455
Neuroticism	0.828
Intrinsic Motivation	0.829

WeBS(US version) Sub-scale Reliability

Coefficient

<u>Environmental Variables</u>	
Autonomy	0.794
Leadership and Support	0.909
Student Issues	0.805
School Culture and Climate	0.861
<u>Output</u>	
Job Stress	0.823
Job Satisfaction	0.821

Autonomy. What is clear is that the administrator and school environment played a significant part in the teacher's feelings regarding autonomy. The autonomy items showed high reliability of .794. With the deletion of item #46, "I establish classroom management systems for teaching my classes," the Cronbach Alpha increases to .827.

Leadership and Support. Leadership and support were five items with means ranging from 2.5 to 3.1 and standard deviations of 1.4 to 1.7. 183. Participants in the study agreed that they have strong support from their administrators. The only item of contention came from the question "leaders effectively communicate" (Q. 51), where 67 teachers disagreed with this statement. Reliability of Leadership and Support showed a high score of .909.

Student Issues. Student Issues showed an overall favorable outcome with the four questions resulting in means ranging from 2.3 to 3.1 and standard deviations of 1.3 to 1.7. Results showed that most teachers agreed that their administration had high student learning and behavior expectations. Analysis of 4 items relating to Student Issues showed good reliability (.805). Removal of "The attentiveness of students in my classroom is satisfactory" (Q#52) increased the Alpha to .843.

School Culture and Climate. School Culture and Climate report the cooperation and understanding of all stakeholders in the school system. Results showed means ranging from 2.3 to 3.1 and standard deviations of 1.3 to 1.6. Responses to School Culture and Climate showed good reliability (.861).

Dependent Variables

Job Satisfaction. Participants concluded the survey with questions addressing job satisfaction. Job satisfaction questions' addressed teacher assignments, job fulfillment, and impact. The five items ranged from 1.8 to 3.7 and standard deviations of 1.0 to 2.1. The highest level of agreement came from the question, "I believe that I make a difference in the lives of my students" (Q#68), which scored a mean of 1.87. "Teaching

assignment" (Q#65), "looking forward to work" (Q#68), and "self of fulfillment from teaching" (Q# 67) also showed a high level of agreement among the teachers, scoring means below 3. However, the scores became skewed when teachers were asked: "if they would choose to teach if they had to do it all over." Only 51% of respondents agreed that they would become teachers again; 39% disagreed, and 10% neither agreed nor disagreed. This question produced a standard deviation of 2.18, showing a high division among respondents. Overall, analysis of Job Satisfaction showed good reliability (.821).

Stress. Teachers were asked four questions about job stress. The 231 participants agreed that "there is a very high-stress level in my teaching job." With means ranging from 2.4 to 4.7 and standard deviations ranging from 1.4 to 1.9, most respondents agreed that the work they are required to do takes too much of their home time. However, when asked, the responses were divided, "I feel I do not have the energy required to do this job" (Q.64). 44 respondents neither agreed nor disagreed, while 161 participants disagreed. Reliability analysis of Job Stress showed Cronbach's Alpha of .823.

Current perceptions of teacher job satisfaction and stress

When asked to rate their overall job satisfaction and stress, most teachers were satisfied at some level ($M = 2.46$, $SD = .1.50$). Of the 287 respondents, 80% were satisfied with their teaching assignments, and 86% reported that they get a sense of fulfillment from their job ($M = 2.20$, $SD = 1.31$). However, only 51% of teachers said they would choose to teach if they had to do it repeatedly ($M = 3.78$, $SD = 2.18$). Similarly, teachers were also asked if they believed they have high-stress levels, and 80% agreed that their stress level is high ($M=2.42$, $SD=1.48$). Additionally, 69% attributed

stress levels to work consuming too much home time. ($M=3.00$, $SD=1.94$). Interestingly, only 30% reported they get easily stressed out ($M=4.71$, $SD=1.69$). Table 3 presents the descriptive data for teacher job satisfaction and stress.

Correlations: Demographics and Job Satisfaction

Pearson's correlations were run to determine the relationships between job satisfaction and demographics. According to Field (2013), categorical variables are point-biserial correlations but, once coded, are run the same way as a normal Pearson correlation. All data samples were paired. Paired data means that each participant has values for each variable of the correlations (see Appendix C).

Sex and Job Satisfaction. The relationship between teachers' sex and job satisfaction, $r(282) = -0.065$, $p < .145$, was not significant, $p = .145$. The correlation was minimal, and it did not show a statistically significant correlation between sex and job satisfaction. Although not significant, the results showed a weak, negative correlation between sex and job satisfaction. Sex was coded and measured as 0 = female, 1 = male.

Race and Job satisfaction. The relationship between teachers' race and job satisfaction, $r(282) = .034$, $p = .288$. The correlation was minimal, and it did not show a statistically significant correlation between race and job satisfaction. Although not significant, the results showed a weak, positive correlation between sex and job satisfaction.

Age and Job Satisfaction. The relationship between teachers' age and job satisfaction, $r(282) = .052$, $p = .2$. The correlation was minimal, and it did not show a

statistically significant correlation between race and job satisfaction. Although not significant, the results showed a weak, positive correlation between age and job satisfaction.

Years Teaching Experience and Job Satisfaction. Pearson's correlation was calculated to determine the correlation between years of teaching experience and job satisfaction. The relationship between teachers' years of teaching experience and job satisfaction was significant, $r(292) = .034, p < .05$. The correlation was minimal, showing a statistically significant correlation between years of teaching experience and job satisfaction.

Education Level and Job Satisfaction. The relationship between teachers' education level and job satisfaction, $r(282) = .027, p = .33$, was not significant, $p = .33$. The correlation was minimal, and it did not show a statistically significant correlation between education level and job satisfaction. Although not significant, the results showed a weak, positive correlation between education level and job satisfaction.

Certification and Job Satisfaction. Path to Certification and Job Satisfaction Pearson's correlation was calculated to determine the correlation between the path to certification and job satisfaction. The relationship between Broward County teachers' path to certification and job satisfaction was not significant $r(282) = .084, p < .086, p = .084$. The correlation was minimal, and it did not show a statistically significant correlation between the path to certification and job satisfaction (see Appendix C). Although not significant, the results showed a weak, positive correlation. Path to certification was coded and measured as 0 = alternative, 1 = traditional.

Correlations: Personality Traits and Job Satisfaction

Pearson's correlations (see Appendix D) were run to determine the relationships between job satisfaction and individual variables:

Openness and job satisfaction. Pearson's correlation was calculated to determine the correlation between years of teaching experience and job satisfaction. The relationship between teachers' openness and job satisfaction was significant, $r(262) = .014, p < .011$. The correlation was minimal, showing a statistically significant correlation between openness and job satisfaction.

Conscientiousness and job satisfaction. The relationship between teachers' openness and job satisfaction, $r(262) = .274, p < .2$. The correlation was minimal, and it did not show a statistically significant correlation between openness and job satisfaction. Although not significant, the results showed a weak, positive correlation.

Extraversion and satisfaction. The relationship between teachers' extraversion and job satisfaction, $r(262) = .292, p < .000$. The correlation was minimal, showing a statistically significant correlation between openness and job satisfaction. Significant results showed a weak, positive correlation between extraversion and job satisfaction.

Agreeableness and job satisfaction. Agreeableness and Job Satisfaction Pearson's correlation was calculated to determine the correlation. The relationship between Broward County teachers' level of agreeableness and job satisfaction was significant. There was also a small positive correlation between agreeableness and job satisfaction,

$r(262) = .15, p < .007, p = .001$. Another significant personality trait result showed a weak, positive correlation.

Neuroticism and job satisfaction. The relationship between teachers' level of neuroticism and job satisfaction, $r(282) = -0.238, p < .001$. The correlation was minimal, showing a statistically significant correlation between neuroticism and job satisfaction. Results showed a weak, negative correlation between neuroticism and job satisfaction (see Appendix D).

Intrinsic motivation and job satisfaction. Pearson's correlation was calculated to determine the correlation between intrinsic motivation and job satisfaction. The relationship between teachers' intrinsic motivation and job satisfaction was significant, $r(262) = .014, p < .011$. The correlation was high, and it did show a statistically significant correlation between intrinsic motivation and job satisfaction. Intrinsic motivation was the highest correlated variable for job satisfaction in the study.

Correlations: Environmental Variables and Job Satisfaction

Pearson's correlations were run to determine the relationships between job satisfaction and environmental variables. Appendix L shows the table of correlations.

Autonomy and job satisfaction. Pearson's correlation was calculated to determine the correlation between autonomy and job satisfaction. The relationship between teachers' autonomy and job satisfaction was significant, $r(282) = .41, p < .001$. The correlation was moderate, showing a statistically significant correlation between years of autonomy and job satisfaction.

Leadership and support and job satisfaction. The relationship between leadership and support and job satisfaction, $r(282) = .48, p < .000$, was significant, $p = .001$. The correlation was moderate, showing a statistically significant correlation between leadership and job satisfaction (see Appendix E).

Student issues and job satisfaction. The relationship between student issues and job satisfaction, $r(282) = .050, p < .001$, was significant, $p = .001$. Results showed a moderate, positive correlation between student issues and job satisfaction (see Appendix E). Student issues showed the highest correlation of all environmental variables.

School culture and climate and job satisfaction. The relationship between school culture and climate and job satisfaction, $r(282) = .48, p = <.001$, was significant, $p = .001$. Significant results showed a moderate, positive correlation between school culture and climate and job satisfaction (Appendix E).

Correlations: Demographics and Job Stress

Pearson's correlations were run to determine the relationships between job stress and demographics.

Sex and job stress. Pearson's correlation was calculated to determine the correlation between a teacher's sex and job stress. The relationship between teachers' sex and job satisfaction was significant, $r(274) = -.153, p = .006$. $p = .006$. The correlation was negative; however, it did show a statistically significant correlation between sex and job stress.

Age and job stress. The relationship between a teacher's age and job stress, $r(267) = -.103$, $p = .047$, was significant, $p = .047$. The correlation results showed a small, negative correlation between age and job stress (see Appendix E).

Teaching experience and job stress. Pearson's correlation was calculated to determine the correlation between a teacher's experience and job stress. The relationship between teachers' experience and job stress was not significant, $r(267) = -.035$, $p = .286$. $p = .286$. The correlation was negative and did not show a statistically significant correlation between teacher experience and job stress.

Race and job stress. Pearson's correlation was calculated to determine the correlation between race and job stress. The relationship between teachers' experience and job satisfaction was not significant, $r(274) = .021$, $p = .365$. The correlation was positive and did not show a statistically significant correlation between race and job stress. Race was the only environmental variable that produced a positive correlation though insignificant.

Education level and stress. Pearson's correlation was calculated to determine the correlation between a teacher's education and job stress. The relationship between teachers' education level and job stress was not significant $r(274) = -.03$, $p = .315$. The correlation was negative and did not show a statistically significant correlation between education level and job stress.

Certification method and job stress. Pearson's correlation was calculated to determine the correlation between a teacher's certification method and job stress. The relationship between teachers' certification method and job stress was not significant

$r(274) = -.077, p = .106$. The correlation was negative and did not show a statistically significant correlation between certification method and job stress.

Correlations: Personality traits and Job Stress

Pearson's correlations were run to determine the relationships between job stress and individual variables.

Conscientiousness and Job Stress. The relationship between a teachers' level of conscientiousness and job stress, $r(274) = .274, p = .003$, was significant, $p = .003$. The correlation was minimal and did show statistical significance. Significant results showed a weak, positive correlation between conscientiousness and job stress (see Appendix G).

Openness and job stress. The relationship between a teachers' level of openness and job stress, $r(267) = -.14, p = .046$. The correlation was minimal and did show a statistically significant result. Results showed a weak, negative correlation between openness and job stress (see Appendix G).

Extraversion and job stress. The relationship between a teachers' level of extraversion and job stress, $r(267) = .0292, p = .001$, was significant. The correlation was minimal and did not show a statistically significant result. Results showed a weak, positive correlation between extraversion and job stress (see Appendix G).

Agreeableness and job stress. The relationship between a teachers' level of agreeableness and job stress, $r(274) = .169, p = .279$. The correlation was minimal and did not show a statistically significant result. Results showed a weak, positive correlation between agreeableness and job stress (see Appendix G).

Neuroticism and job stress. The relationship between a teachers' level of openness and job stress, $r(274) = -.0238, p = .001$. The correlation was minimal and did show a statistically significant result. Results showed a weak, negative correlation between neuroticism and job stress (see Appendix G).

Intrinsic motivation and job stress. The relationship between a teachers' level of openness and job stress, $r(274) = .017, p = .001$. The correlation was minimal and did show a statistically significant result. Results showed a weak, positive correlation between intrinsic motivation and job stress (see Appendix G). Results of this study show that all personality traits show relation to job stress.

Correlations: Environmental Differences and Job Stress

Pearson's correlations were run to determine the relationships between job stress and environmental variables. Appendix E shows the table of correlations. This study contains 17 independent variables. These variables were considered based on their use in prior studies found in the literature and then empirically tested (See Shockley et al., 2011). To answer the research questions, sequential, hierarchical regression analyses were conducted. Correlations, R, R square, and Adjusted R square calculations determined the variance attributed to predicting job satisfaction and job stress. The first three research questions addressed variables that attribute to teacher job satisfaction. Research question 4 through 6 presented results of variables that predict teacher job stress.

Autonomy and job stress. The relationship between autonomy and job stress, $r(267) = -.249, p = .001$, was not significant, $p = .001$. The correlation was minimal and did

show a statistically significant result. Results showed a weak, negative correlation between autonomy and job stress (see Appendix H).

Leadership and support and job stress. Pearson's correlation was calculated to determine the correlation between leadership and support and job stress. The relationship between leadership and job stress was significant, $r(274) = -.221, p = .001$. The correlation was negative and did show a statistically significant correlation between leadership and job stress.

Student issues and job stress. Pearson's correlation was calculated to determine the correlation between student issues and job stress. The relationship between leadership and job stress was significant $r(274) = -.151, p = .007$. $p = .007$. The correlation was negative and did show a statistically significant correlation between student issues and job stress.

School climate and culture. The relationship between school climate and culture and job stress, $r(274) = -.134, p = .014$, was significant, $p = .014$. The correlation was minimal and did show a statistically significant result. Results showed a weak, negative correlation between School climate and culture and job stress (see Appendix H).

Multivariate Analyses: Answers to Six Research Questions

Astin Model: Conceptual Framework for Model Testing. As described in Chapter 3, Astin's (1993) hypothesized I-E-O causal model was used to answer the six research questions. The IEO design allowed examining the impacts of diverse input factors, such as background characteristics, environment factors,

leadership, and support on two outcomes variables, job satisfaction and job stress in Broward County Secondary Schools. Regression models were used in block formats. Block 1 was demographics; Block two added personality traits; Block 3 added environmental variables.

Analyzing the role of both individual and environmental factors in predicting outcomes and the relationships between individuals, environments, and outcomes would hopefully yield a greater understanding of the multivariate factors affecting job stress and job satisfaction among teachers. Utilizing hierarchical linear regression allows the researcher to determine each variable's unique effect on the criterion variable and the effect of combinations of variables on the criterion variable (Creswell & Creswell, 2017).

The environmental characteristics included autonomy, leadership and support, student issues, and school culture and climate. Several survey items were deliberately omitted from the previous [Asian] studies conducted mainly due to obvious cultural differences. In addition, variables such as religion and marital status were not asked in modifying the instrument. Table 3 shows the category variables entered into SPSS as inputs which served as predictor variables. To interpret the numerical values, a 5- point Likert scale was developed from 1 strongly agree to 5 strongly disagree.

The means and standard deviations were calculated for each item, along with reliabilities and correlations across variables. These descriptive statistics on the survey items were used for inferential analyses predicting satisfaction

and stress. A total of 62 items measured variables to predict job satisfaction (5 items) and stress (4 items) in the modified version of the WeBS. Pearson's correlation coefficient revealed the relationships among job stress and teacher job satisfaction variables. To determine the strength of the inter-item correlations, Cohen's (1988) values were used as follows: small correlation ($0.1 < |r| < .3$), medium/moderate correlation ($0.3 < |r| < .5$), and large/strong correlation ($|r| > .5$). Additionally, inter-item reliability analysis using Cronbach's Alpha assessed the reliability of the variables.

Multiple linear regression analysis was used to analyze the data to predict job satisfaction and job stress among Broward County teachers at the secondary level based on the independent variables used in this study (i.e., sex, years of teaching experience, openness, agreeableness, and environmental factors). The multiple regression results include a model summary of the coefficients table for each independent variable. Results were considered statistically significant if the Alpha value was $<.05$. The research questions in this conceptual framework contained input variables from Astin's (1993) I-E-O model. Input variables included demographics of sex, race/ethnicity, age, certification method, certification level, and behavioral characteristics.

Descriptive statistics for the variables included in the hierarchical regression analysis were computed on the final sample that included 268-272 participants from the original 362 respondents. The Figure demonstrated the variables that influenced teacher satisfaction with individual characteristics within three blocks. The R^2 and adjusted R^2 values are shown at each step of

the regression analysis. The adjusted R^2 is a correction for the different measurement scales of the different instruments; it shows how much total variance is accounted for, considering the differences between the measurement scales (Laerd Statistics, 2019). The R^2 change statistic shows the incremental variance contributed by each added predictor, and the corresponding F change results show the statistical significance of the change (i.e., of the incremental variance accounted for by each added predictor).

RQ1 Demographics and teacher job satisfaction In the first research question, the demographic characteristics of the sample were described. Demographics (age, sex, race, education level, certification level, and certification method).

Block one of the multiple regression analyzed the impact of demographic factors on job satisfaction. Results indicate that all variables play little to no role in predicting job satisfaction. Regarding the variability in the outcome, all individual variables scored very low. There were no demographic variables that significantly predicted job satisfaction by themselves. (Model 1) results revealed a non-significant score ($p < .05$) $R^2 = .046$, $F(8, 323297) = 1942$, $p = .104$. All demographic variables together were non-significant in predicting job satisfaction, $p = .104$. Asian ethnicity ($n=3$) yielded a statistical result on job satisfaction (2-tailed test ($p < .05$), but given the small n , it was not practically significant. In total, the background demographic characteristics accounted for only 4.6% (rounded up to 5%) of the variance of the model. Model one, therefore, explained a very small proportion of job satisfaction among Broward County teachers.

RQ2 Personality traits and Job satisfaction. How do personality traits (openness, agreeableness, neuroticism, extraversion and intrinsic motivation) predict teacher satisfaction?

Personality traits (model two). Model two (Table 6) included both demographics (block one) and personality traits (block two) as predictor variables for job satisfaction. Personality traits utilized personality traits based on five categories: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. The analysis showed that the greatest individual correlation to job satisfaction among personality and individual profiles existed in the intrinsic motivation category ($r=.66, p<.001$). The Likert scale ranged from 1-Strongly agrees to 6-Strongly disagree for this study. These results measured all variables predicting job satisfaction. (Table 6) shows the Model summary of the hierarchical regression analysis. Two of the variables (Neuroticism and intrinsic motivation) added statistical significance to the full model prediction at $p = .001$. See table for details on each regression model. Neuroticism yielded negative predictive power ($B=-.109, p=.021$). Intrinsic motivation resulted in $B=1.442, p=.001$. The full model of openness, conscientiousness, extraversion, agreeableness, emotional stability and intrinsic motivation to predict job satisfaction was statistically significant, $R^2 = .447, F(6, 323291) = 39096, p = .001$.

Table 6

Model Summary for Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.214a	0.046	0.046	5.78874	0.046	1942.49	8	323297	0.104	
2	.669b	0.447	0.447	4.40676	0.401	39096.4	6	323291	0	
3	.744c	0.554	0.554	3.9566	0.107	19437.9	4	323287	0	1.813

As will be shown, this category also makes the greatest contribution to the overall model (Model 1, 2, and 3 combined) for job satisfaction. Regarding the variability in the outcome, all individual variables scored fairly low; however, the combination of all variables continued to show improvement in predictability. Adding intrinsic motivation to extraversion, agreeableness, and neuroticism increased the variability from 5% to (.447) or 45% of the variance in job satisfaction.

RQ3 Environment and Job Satisfaction. How do environmental characteristics (autonomy, student behavior, leadership, and school climate and culture), predict teacher job satisfaction in Broward County?

Hierarchical multiple regression was conducted to determine if the addition of inputs and environmental variables predicted job satisfaction. For job satisfaction, autonomy, culture and climate, student involvement, and leadership were analyzed. Model three included variables from blocks one and two and added the following variables that teachers encounter on the job: The background variables of sex, age, teaching experience, ethnicity, level of education, certification method, and age remained significant at $p \leq .001$ in model three.

Model three (Table 6) included: demographics (block one), personality traits (block two), and institutional factors as predictor variables for job satisfaction. Neuroticism and intrinsic motivation remained significant in Model 3. Two variables (autonomy and student issues) added statistical significance to the full model prediction at $p = .001$. See Table 6 for details on each regression model.

Autonomy yielded positive predictive power ($B = .185, p = .004$). Student Issues resulted in $B = .194, p = .017$. The full model of autonomy, leadership and support, student issues and school culture and climate to predict job satisfaction was statistically significant, $R^2 = .554, F(4, 323291) = .19437, p = .001$, adjusted $R^2 = .55$.

Table 7. Demonstrates the results of Model 1, 2, and 3: Model three included variables from blocks one and two and added the following variables that teachers encounter on the job: The background variables and personality trait remained significant at $p \leq .001$ in model three.

Table 7: ANOVA Results for Predictor Variables for Job Satisfaction
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	641.361	12	53.447	1.559	.104 ^b
	Residual	8739.67	255	34.273		
	Total	9381.03	267			
2	Regression	4370.77	18	242.82	12.068	.000 ^c
	Residual	5010.26	249	20.122		
	Total	9381.03	267			
3	Regression	5332.25	22	242.375	14.667	.000 ^d
	Residual	4048.78	245	16.526		
	Total	9381.03	267			

a. Dependent Variable: Job Satisfaction Total

B =un-standardized beta coefficient, $SE B$ = standard error, β = standardized beta coefficient, t = t-test statistic, p = significance value * $p < .05$, ** $p < .001$

Autonomy, leadership and support, student issues, and school climate and culture were significant at $p \leq .001$. All institutional variables scored a positive beta result, which indicates that these variables were more likely to contribute to job satisfaction. The background, individual characteristics, and institutional variables accounted for 55% of the variance in participant responses regarding job satisfaction. Model three explained a greater proportion of variance in job satisfaction, $R^2 = .554$ $F(4, 323287) = 19437$, $p = .000$.

The positive beta remained for all individual differences except neuroticism, which remained negative. The individual variables openness, conscientiousness, agreeableness, neuroticism, and intrinsic motivation remained significant at $p \leq .001$. In addition to the background and personality traits, institutional characteristics variables were added to the equation.

Simple correlations between the dependent variable (job satisfaction) and predictors (school culture and climate, student involvement, leadership support, autonomy, intrinsic motivation, neuroticism, agreeableness, extraversion, conscientiousness, openness, and Asian ethnicity) are each significant ($p < .05$) on a 2-tailed test. A Bonferroni adjustment that considers 22 predictor variables sets a p -value of .002 and would indicate non-significance of agreeableness, openness, and ethnicity Asian. The adjusted R^2 (.55) showed little shrinkage upon generalization to the population.

Of the 17 predictors included, four variables contribute significantly to the model's predictive power for job satisfaction. Model three indicated that intrinsic motivation, autonomy, student issues, and neuroticism predicted their job satisfaction. Table 8 summarizes the regression statistics for the variables that predicted job satisfaction.

According to the F change results (Table 7), the variance accounted for by demographics (adj. $R^2 = .046$) was not statistically significant, $F(8, 32397) = 1942, p = .104$, and the incremental variance accounted for by personality traits (adj. $R^2 = .447$) was statistically significant, $F(6, 323291) = 39096, p < .001$. Institutional/environmental variables did contribute statistically significant incremental variance (adj. $R^2 = .554$), $F(4, 323291) = .19437, p = .001$.

The ANOVA table shows the results of the F-tests' performed to assess the statistical significance of the total variance accounted for at each step (Laerd Statistics, 2019). The best fit, with the maximum variance, accounted for occurred at step 2 when the addition of personality traits raised the adjusted R^2 to .447 (accounting for almost 45% of the total variance in the criterion variable), $F(6, 323291) = 39096, p = .001$. After the addition of environmental variables to the model, the adjusted R^2 further increased to .554, the amount of variance accounted for at model 3 was still statistically significant $F(4, 323291) = .19437, p = .001, p < .001$.

Table 8
Teacher Job Satisfaction
Multiple Regression

Variable	Model 1		Model 2		Model 3	
	<i>B</i>	β	<i>B</i>	β	<i>B</i>	β
Sex	-0.682	-0.047	-0.482	0.707	-0.577	0.645
Age	0.687	0.055	0.679	0.802	0.501	0.732
Race	-3.169	-0.267	-1.826	1.486	0.183	1.38
Education	-0.067	-0.006	0.018	0.504	0.2	0.458
Certification	2.675	0.138	0.615	1.209	1.344	1.107
Years Teaching	-0.246	-0.056	-0.095	0.332	0.022	0.303
Openness			-0.171	0.098	1.108	0.09
Conscientiousness			-0.026	0.091	-0.118	0.084
Extraversion			0.102	0.083	0.028	0.078
Agreeableness			0.083	0.08	0.044	0.074
Neuroticism			-0.109*	0.047	0.119*	0.043
Intrinsic Motivation			1.442*	0.134	1.145*	0.129
Autonomy					0.185*	0.063
Leadership					0.083	0.064
Student Issues					0.194*	0.08
Culture					0.019	0.079
<i>R</i> ²	0.068		0.466		0.568	
<i>F</i>	1.559		12.068*		14.667*	
ΔR^2	0.068		0.427		0.53	

Note. $n = 292$. * $p < 0.050$. *B* = unstandardized regression coefficient. β = standardized coefficient.

Model fit. (Table 8). The first model of demographic factors, demographics, was statistically significant, personal traits and, in addition to the independent focal variable for completion of a continuing education course to predict job satisfaction (full model), was not statistically significant, $R = .214$, $R^2 = .0461$ $F(8, 323297) = 1942.493$, $p = .104$. The addition of personality traits factors to predict job satisfaction (model 2) led to a

statistically significant increase in R^2 of 447, $F(6, 323291) = 39096, p = .000$, adjusted $R^2 = .427$. Finally, the addition of institutional factors to predict job satisfaction (model 3) led to a statistically significant increase in R^2 of .554, $F(4, 323291) = .19437, p = .001$, adjusted $R^2 = .530$. The multiple correlation coefficient R (0.530) shows weak to moderate strength for the whole model in predicting job satisfaction.

Table 9
Model Summary
for Job Stress

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	$df1$	$df2$	Sig. F Change	
49a	.23	0.057	0.026	5.67514	0.057	1.862	8	247	0.067	
50b	.43	0.185	0.137	5.34181	0.128	6.298	6	241	0	
61c	.48	0.231	0.173	5.23178	0.046	3.561	4	237	0.008	1.936

Demographics and Stress (RQ4). How do demographics (age, sex, race, education level, certification level, and certification method) predict teacher stress? In research question four, regression was used to estimate the coefficient for the predictor variables used to best predict the value of the criterion variable of the teacher. Using a block entry method, block 4 included demographic variables. For the dependent variable of Job Stress, a hierarchical regression on input variables was conducted. Once all independently significant covariates were entered, blocks four, five, and six in the regression were initiated. The indicators were considered for entry into the regression equation in a stepwise fashion using an Alpha of .05 as the criterion for entry. Results of this analysis are presented in Table 9.

Stress scores for the independent variables were analyzed through descriptive statistics using SPSS software to address this research question. Pearson's correlations were run to determine the relationships between job stress and various independent variables. Research question four addressed the potential impact of individual profiles on Job stress. As in question one, background information consisted of age, sex, race, education level, certification level, certification method, and whether the participant has a relative in education. Simple correlations between the dependent variable (job stress) and predictors (age and sex) are each significant ($p < .05$) on a 2-tailed test.

Individual demographics (model four).

Hierarchical multiple regression was conducted with job stress as a dependent variable with input characteristics as independent variables (Table 10). Results of the multiple regression analysis for the total sample indicated that block four (background characteristics), sex, and certification method were significant predictors of job stress $p \leq .001$ (Table 9). Except for sex and certification, all these demographic factors showed non-significant relationships with job stress. Sex provided evidence of a negative prediction of -2.194 , $p = .011$. Certification provided evidence to be a significant predictor, $B = 5.371$, $p = .026$. 53% of participants attained certification with a teaching degree, while 44% attained an alternative certification. Sex results showed a negative weak ($r = -.15$) correlation between sex and job stress that was significant on a 2-tailed test ($p < .05$); Certification method presented a moderate negative correlation with ($r = -.077$) only sex and certification method were significant predictors of job stress $p \leq .001$. The sex provided evidence of a negative prediction of -2.194 , $p = .011$. (Model 4) Combined Demographic variables explained a very small proportion of job stress, $R = .239$, $R^2 = .057$ $F(8, 247) = 821.715$, $p = .067$. Demographic factors (Model 4) did not provide a significant result, $p = .067$. The demographic characteristics accounted for 6% of the variance in participant responses regarding job stress.

Personality Traits and Stress (RQ5). How personality traits (neuroticism, agreeableness, openness, extraversion and intrinsic motivation), predict teacher stress?

In research question two, regression was used to estimate the coefficient for the predictor variables used to best predict the value of the criterion variable of the teacher. Using a block entry method, block 5 included background demographic variables. In addition to demographics, this section addressed the respondents' personality traits. (B)

Model five (Table 15) personality traits: openness, conscientiousness, extraversion, agreeableness, neuroticism, and intrinsic motivation. The modified WeBS survey is scored on a 7-point scale. The response scales ranged from 1 = strongly agree to 6 = strongly disagree.

Table 10

ANOVA Results for Predictor Variables for Job Stress

ANOVA						
Model	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	
4	Regression	753.201	10	75.32	2.445	.008b
	Residual	7885.21	256	30.802		
	Total	8638.41	266			
5	Regression	1656.52	16	103.532	3.707	.000c
	Residual	6981.89	250	27.928		
	Total	8638.41	266			
6	Regression	2037.36	20	101.868	3.796	.000d
	Residual	6601.05	246	26.834		
	Total	8638.41	266			

a. Dependent Variable: Stress Total

The correlation of the personality categories shows statistically significant ($p < .05$) poor to small correlations between neuroticism ($r = -.23$), Extraversion ($r = .29$), Conscientiousness ($r = .27$), and the output variable Job Stress.

Appendix F demonstrates the full model of openness, conscientiousness,

extraversion, agreeableness, emotional stability, and intrinsic motivation to predict job stress. The individual variable of extravert and emotional stability was significant at $p \leq .05$. Conscientiousness and extraverts received a negative beta indicating job stress would most likely be present. In addition to the background and individual variables, institutional variables were added to the equation. Personality traits factors found to increase job stress scores for the entire sample included; neuroticism*, agreeableness, openness, extraversion*, and intrinsic motivation. The two variables indicated with an asterisk were statistically significant at $p < 0.050$.

Neuroticism and extraversion were the only statistically significant variables between personality traits variables and job stress in this block. Neuroticism resulted in $\beta = .187, t = 3.441, p = .001$. Extraversion scored $\beta = -.202, t = -2.027, p = .044$. The full model of openness, conscientiousness, extraversion, agreeableness, emotional stability and intrinsic motivation to predict job stress showed, $R^2 = .185, F(6, 241) = 186.674, p = .001$. Personality traits contributed significantly ($p < .05$) to the model having all other variables present. Two variables contribute significantly to the model's predictive power for job stress of the five predictors included.

These results indicate that all predictors show a very low variability in the outcome of job stress. Models, extraversion, and neuroticism were the only statistically significant outcomes. The highest value of R^2 was present with all individual variables, measured at (.185) 19% of the variance in job stress. Model five included both background demographic characteristics (block four) added to personality traits (block five) as predictor variables of job stress: sex remained significant at $p \leq .001$. For the individual

variables added to the equation, neuroticism and extraversion were significant at $p \leq .05$. Blocks one and two entered into the regression equation explained 0.19% of the variance in the model.

Environmental and job stress (RQ6). How do environmental variables (autonomy, student behavior, leadership, and school climate and culture) predict teacher job stress in Broward County?

In response to research question six, sequential, hierarchical regression was used to test the model and predict teacher job stress. Hierarchical multiple regressions were conducted to determine if the addition of inputs and environmental variables predicted academic job stress. Model six included variables from blocks one and two and added the following: (a) autonomy, (b) leadership and support, (c) student issues, and (d) school climate and culture.

Table 18 shows the results of the analysis. The final model result explained the proportion of variance in job stress. Table 14 reports the variables entered into blocks in the regression equation and the standardized regression coefficients (betas) for each variable on the criterion variable of job stress. The model summary is described in Table 18, and Appendix F. The ANOVA table can be found in Table 16. Leadership and support are statistically significant predictors of job stress. The only statistically significant institutional factor in the sixth model, $\beta = -.160$, $t = -1.957$, $p = .051$. Once entered into the regression equation at step 6, the environmental/institutional (Model 6) remained a statistically significant predictor in teacher job stress.

After adding environmental factors to the model, the adjusted R² slightly increased to .231, but that amount of variance accounted for in the model was still

statistically significant, $F(4, 237) = 3.561, p = .008$ (Table 9). R^2 of .231. Table 13 presents the Beta (B) and standardized Beta (β) coefficients with the corresponding t -tests for significance. A standardized Beta coefficient shows the change in the criterion associated with leadership and support showed an increase in the context of the other predictors present in the model. Results showed independence of residuals, as assessed by a Durbin-Watson statistic of 1.93. Job stress was measured through teachers' responses to several questions that gauge their current stress level as an educator. The background variable of sex remained significant at $p \leq .05$ in model six. The individual variable of extravert and neuroticism was significant at $p \leq .05$.

The model summary of the block-wise regression analysis indicates that this model accounts for nearly 24% of the variance in participant responses regarding job stress. Leadership and support were the only statistically significant variables in this block between environmental variables and job stress $B = -.160, p = .05$. Leadership and support, student issues, school climate, culture, and autonomy were statistically significant as a whole model. All environmental variables provided evidence of significance in the Pearson correlational study.

Simple correlations between the dependent variable (job stress) and predictors (school culture and climate, student involvement, leadership support, autonomy, intrinsic motivation, neuroticism, extraversion, conscientiousness, and sex) are each significant ($p < .05$) on a 2-tailed test. There was a statistically significant relationship between (Model 6) and job stress. Appendix F summarizes the regression statistics for the predicted teacher job stress variables.

These results indicate students' sex and certification predicted their job stress; extraversion and neuroticism also predicted job stress. Model five indicated neuroticism predicted a negative beta in relation to job stress. There was a statistically significant relationship between (Model 6) and job stress. Table 13 summarizes the regression statistics for the predicted teacher job stress variables.

According to the F change results, the variance accounted for by demographics (adj. $R^2 = .026$) was not statistically significant, $F(8, 247) = 1.862, p = .067$, and the incremental variance accounted for by personality traits (adj. $R^2 = .137$) was statistically significant, $F(6, 241) = 6.298, p < .001$. (Table 11). Institutional/environmental variables did contribute statistically significant incremental variance (adj. $R^2 = .173$), $F(4, 237) = 3.561, p = .008$.

Table 10 (the ANOVA table) shows the F -tests' results to assess the statistical significance of the total variance accounted for at each step (Laerd Statistics, 2019). The best fit, with the maximum variance, accounted for occurred at step 2 when the addition of personality traits raised the adjusted R^2 to .137 (accounting for almost 14% of the total variance in the criterion variable), $F(6, 241) = 39096, p = .001$. After adding environmental variables to the model, the adjusted R^2 further increased to .173; the variance accounted for at model 3 was still statistically significant $F(4, 237) = 3.561, p = .008$.

Summary of the coefficients. Demographic, personality traits, and environmental factors were found to increase stress for the entire sample, included; sex, age, race, certification level, certification method, teaching experience, openness, extraversion, neuroticism*, conscientiousness, intrinsic motivation*, autonomy*, student issues*,

leadership and support*, and school climate and culture together predicted their job stress. The five variables indicated with an asterisk were statistically significant at $p < .050$.

Model fit. The fourth model of demographic factors, demographics, was statistically significant, personal traits and , in addition to the focal independent variable for completion of a continuing education course to predict job stress (full model), was not statistically significant, R^2 of .057, $F(8, 247) = 821, p = .067$. The additional personality traits factors to predict job satisfaction (model 5) led to a statistically significant increase in R^2 of .185, $F(6, 241) = 821.715, p = .001$. Finally, the addition of institutional factors to predict job satisfaction (model 6) led to a statistically significant increase in R^2 of $R^2 = .231, F(4, 237) = 3.561, p = .008$, adjusted $R^2 = .173$. The multiple correlation coefficients R (0.530) shows weak to moderate strength for the model as a whole in predicting job satisfaction.

Table 11

Teacher Job Stress Multiple Regression

Variable	<i>Teacher Job Stress</i>					
	Model 1		Model 2		Model 3	
	<i>B</i>	β	<i>B</i>	β	<i>B</i>	β
sex	2.194*	0.157	1.985*	0.142	1.742*	-0.125
Age	-1.58	0.131	-1.659	0.137	-1.608	-0.133
Race	2.413	0.212	1.263	0.212	1.871	0.164
Education	-1.142	0.062	-0.583	0.411	-0.583	-0.411
Certification	5.321	0.465	5.234*	0.458	5.517*	0.483
Years Teaching	0.351	0.083	0.287	0.068	0.248	0.059
Openness			0.067	0.037	0.07	0.039
Conscientiousness			-0.092	0.057	-0.033	-0.02
Extraversion			-0.177	0.124	0.202*	-0.141
Agreeableness			0.055	0.035	0.065	0.041
Neuroticism			0.19*	0.23	0.187*	0.226
Intrinsic Motivation			-0.076	0.033	0.056	0.024
Autonomy					-0.149	-0.145
Leadership					-0.16*	-0.195
Student Issues					-0.053	-0.046
Culture					0.187	0.194
<i>R</i> ²	0.057		0.185		0.231	
<i>F</i>	2.445		3.707*		3.796*	
ΔR^2	0.026		0.137		0.173	
ΔF	1.862		6.298		3.561	

Note. $n = 292$. * $p < 0.050$. *B* = unstandardized regression coefficient. β = standardized coefficient.

Chapter Summary

This chapter began with a restatement of the research purpose and a description of the data. This study investigated the relationship between demographics, personality traits, environmental characteristics, job satisfaction, and teachers' stress levels in Broward County Schools. This chapter reviewed the research questions and hypotheses that guided this research study. A total of 292 participants responded to the survey. A summary of the results was presented, followed by the details of the data analysis and findings.

The results were discussed by analyzing each research question and breaking down the results of data analysis. Descriptive statistics were analyzed to determine the demographic and background characteristics of the participants by collecting sex, race/ethnicity, certification methods, and other characteristics of the teachers of Broward County Schools. Inferential statistics examined job satisfaction and stress by examining the relationships between demographics, individual differences, and institutional characteristics.

The multivariate statistics were also discussed as to what characteristics influence job stress and job satisfaction. Chapter five discusses findings by summarizing implications for policy and practice, recommendations for future studies, and final thoughts.

V. DISCUSSION

This chapter discusses the results related to the six research questions guiding the study. This chapter is organized into six sections as follows; (1) summary of study, (2) discussion of results by the research question, (3) conclusions of the study, (4) implications for policy, (5) practice, and future research, and (6) final thoughts.

Section One: Summary of Study

The first chapter introduced the importance of job satisfaction and stress among teachers and the implications of turnover in the education system. This chapter provides an overview of the context and nature of this study as a quantitative study using secondary data from previous research. The framework that guided this research study was also discussed in Chapter 1 by explaining the problem, the purpose of the study, methodological approaches, defining important terms, and discussing the significance of the study. Chapter 2 discussed previous studies that explored personality traits, job satisfaction, and educational stressors. These variables were also discussed in terms of how they relate to each other and how these constructs have been previously studied. The conceptual framework was defined and situated variables in analyses based on the model and design for each research question.

Chapter 3 provided details on the methods employed to conduct this study. This chapter discussed information about the data source, including the sample and survey instrument. The statistical analyses and procedures were also discussed in chapter three. Six research questions were identified and listed. Appropriate statistical tests were explained concerning each research question.

The results, Chapter 4, were sectioned into the six research questions that guided the study and provided the statistical analyses used to answer the questions. Additional descriptions of the survey instrument were shared, along with information about the validity and reliability of the modified WeBS instrument.. For all other research questions, inferential statistics using hierarchical, multiple regression were provided to address the research questions about the impact of variables on job satisfaction.

This study aimed to add more evidence to the literature regarding the correlation between employee-related factors and job satisfaction and stress. This study used a quantitative methodology that administered an online questionnaire containing items to approximately 300 secondary teachers in Broward County, Fl. The teachers responded to Likert items, and the responses were used to quantify: the individual differences that the teacher brought to the job and the perception of the environmental factors of the job. Relationships between these variables were measured using Pearson correlation coefficients. This chapter provides the results of the six research questions that guided this study.

Inferential statistics using hierarchical, multiple regression were provided. The variables included in the regression model were supported by the conceptual framework,

Astin's (1993) IEO Model (see Figure 3). The regression results furnished data that were utilized to understand how to input and environmental variables influence teachers. The hierarchical multiple regression was utilized to predict teacher job satisfaction and stress using input factors that address teachers' backgrounds, behavioral differences, and environmental factors that teachers experience during the school year. Both input factors and environment variables potentially play a role in teacher job satisfaction and stress.

Finally, Chapter 5 not only summarizes the results and examines how the results relate to current literature; it discusses them in terms of practical and theoretical implications. The results are also considered in the context of the conceptual and theoretical frameworks underpinning the overall study. Chapter 5 will also provide implications to help shape future policy, practice, and research. This study concludes with final thoughts.

The next section below will discuss the results of each of the six research questions for this study.

Background characteristics

The Florida Department of Education (2018) requires that instructional faculty teaching K-12 have a bachelor's degree in the subject they are teaching or 12 graduate hours in the subject they are teaching along with a subject area test. The survey included a question about the highest degree obtained. Of the Broward faculty, 5% had a doctoral degree. Almost half of the faculty (45%) had a master's degree, but not surprisingly, because attaining a master's degree only increases a teacher's salary by \$3,600 a year. The remaining 50% of the participants held the required Bachelor's degree.

Many teachers attain certification at the elementary, secondary level, or both; however, the certification process is the same. Of the faculty in this study, 53% of them responded that they attained certification to teach with a teaching degree, and 44% of the faculty responded that they had certification by fulfilling the alternative certification method. When comparing the mean years of experience teaching, of the 292 respondents to the question, 65% of them reported that they have taught over 11 years, followed by 16% who range from 6-11 years of teaching experience; 12% who had 3-5 years of experience; and 2% who were new to the classroom. The certification level of the faculty presented results showed 79% held professional certificates; 10% of teachers held a temporary certificate.

Of the 292 faculty who responded to the survey, 79% 229 were female; the remaining 60 participants were male, 21% of the study. Comparing demographics for the current study with the Broward County Schools report (2019), both reported a majority of teachers who were female and White. Although the percentage of female teachers and the percentage of White teachers were slightly greater in the sample, this study provided evidence to support generalizable results based on the overall sample of teachers as representative of the respective population of the County.

Another demographic characteristic of interest was the age of faculty. The mean age of faculty has been increasing and, due to the baby boomers in the United States, a large number of faculty are approaching retirement age; As of June 30, 2019, 32.9 percent of the District's school facilities were on Teacher Retirement System (TRS), and some estimates indicate that up to three-fourths of full-time faculty at community colleges will retire in the next few years (BCPS, 2019). This concern is validated in the

data collected from the survey. The mean age of all faculty who responded to the survey was 47.95 years, and 67% were 40 years or older. Of the Broward faculty, the percentages were slightly lower, as 13% of the faculty identified as 40 years or younger.

39% of participants were over 50 years old. There has been no mandatory retirement age for faculty, so age does not necessarily mean that faculty will be retiring. However, the average retirement age for Broward County has stayed consistently between 60-65 years of age. It must be noted that with the continuing issue of the pandemic (e.g., masks, mandates, and vaccines), schools are already reporting a shortage of teachers.

According to the U.S. Census Bureau, 2010, the five largest ethnic groups in Broward County, FL are White (Non-Hispanic) (35.3%), Black or African American (Non-Hispanic) (27.7%), White (Hispanic) (24.2%), Asian (Non-Hispanic) (3.65%), and Other (Hispanic) (3.46%). 42% of the people in Broward County, FL, speak a non-English language, and 86.7% are U.S. citizens.

Descriptive Statistics. The (MOD) WeBS Survey measured teacher-perceived job satisfaction and stress levels. The (MOD) WeBS Survey was formatted according to a 5-point Likert scale (1= disagree, 2= somewhat disagree, 3=neutral, 4= somewhat agree, 5= agree). As was alluded to in Chapter 4, most Broward County school teachers were satisfied with their job at some level ($M = 2.46$, $SD = .1.50$). Similarly, teachers were also asked if they believed they have high-stress levels, and 80% agreed that their stress level is high ($M=2.42$, $SD=1.48$). 96% of teachers expressed that they enjoy teaching and learning ($M=1.62$, $SD=.89$).

Intrinsic motivation and autonomy scored 82% and 90%, respectively. Not surprising, as both variables provided evidence to be strong predictor variables in this study. 51% of teachers said that if they had to do it over again, they would choose to teach ($M = 3.78$, $SD = 2.18$), proving that there is a moderate level of satisfaction. This statistic can tilt in either direction going forward, with a negative result being that fewer people will enter and remain in the teaching profession. Researchers need to explore the nuances of teachers who report a high level of job satisfaction and motivation coupled with high stress to determine whether either is affected by environmental variables.

Section Two: Discussion of Results

Demographics and Job Satisfaction. The first research question described the sample's demographic characteristics by age, sex, race, education level, certification level, and certification. Examining these demographic factors and how they relate to overall job satisfaction is key to informing school boards and administrators regarding specific recruitment and retention efforts.

Impact

The input /demographics examined included sex, race/ethnicity, age, years of teaching, certification method, education, and certification level as predictors of job satisfaction. Model 1 examined if and to what extent demographics predict the overall job satisfaction of Broward County teachers. Demographics variables were statistically significantly correlated with job satisfaction as measured by Pearson correlations but were not statistically significant as a predictor of teacher job satisfaction. The first demographic results determined that there was not a significant difference between the

sex of the teacher and job satisfaction. In this study, males reported an overall higher mean for satisfaction, but the sample of males was much lower (32 males versus 260 females).

Results provided evidence similar to Suleman and Hussain (2018), who found no support that sex contributed to a difference in job satisfaction for secondary teachers. Other studies presented mixed results for sex as a predictor of job satisfaction. According to Latifoglu (2014), women experience less job satisfaction than their male counterparts. However, Ghavifekr and Pillai (2016) revealed significant differences between men and women and job satisfaction. Other studies have found that women tend to gravitate to the classroom and experience higher job satisfaction because of their nurturing nature. Whether or not that is enough to create job satisfaction has still been undetermined (Coley, 2009). With the research analysis uncovering several contrasting findings, showing the significance of sex in some cases and none in other cases, further research on these variables as mediators to job satisfaction remains compelling especially given the preponderance of the association of teaching with females.

Race/ethnicity was found not to have a statistically significant prediction factor related to job satisfaction in this study. Between race and job satisfaction there was a small positive correlation, $r(282) = .034, p = .288$. The results of the multivariate tests were not statistically significant. Even though the sample of this study was very diverse, the race was not a statistically significant predictor of job satisfaction in the present model.

Several studies have shown that the racial makeup of educators was not significant to job satisfaction (Dias-Lacy & Guirguis, 2017). An interesting fact that became evident from prior research was the level of job satisfaction among different races of teachers depending on the race of the students. Even with this result on race, it does not necessarily mean that 'racial matching' is practical. What has to be considered is that diverse teachers must be able to adjust to the race of their students. That is the challenge Broward County faces.

Age was not statistically significant. The literature is clear; however, job satisfaction is correlated with an increase in teachers' age. When used to address satisfaction, Cheung and Lucas (2014) found that the variable age has frequently demonstrated that with age comes greater overall satisfaction. Aydogdu and Asikgil's, (2011) results depict that in older employees (age facet), their skills and diversity positively contribute to better satisfaction.

Regarding this study, while not significant, the older age of the participants could have been an influencing factor of the results, as seen in the reported levels of correlations with satisfaction. Boyle (2014) reported that older teachers are affected by teaching challenges as much as younger adults due to the current teaching environment. No significance was shown for overall job satisfaction and age for this study. Accordingly, age played no significant part in teacher job satisfaction. The model did not look to test age in isolation but rather with other demographic variables.

The relationship between teaching experience and job satisfaction was also addressed in the first research question. There was a moderate positive correlation

between teaching experience and job satisfaction, $r(292) = .034, p < .05$. And yet, teaching experience showed no predictive power for job satisfaction. Prior research shows mixed findings regarding teaching experience and its ability to predict job satisfaction. Goddard and Goddard (2001) revealed that experienced teachers experience higher levels of job satisfaction because they generally have higher-level classes with fewer behavior issues, whereas new teachers with less classroom management experience are assigned, lower-level classes. Teaching experience equips teachers to tackle job duties, which, in turn, positively impacts teachers' job satisfaction. According to this study, Kardam and Rangnekar (2012) found no significant relationships between education level and experience to job satisfaction because additional factors such as compensation, communication, organization culture, and work assignments must also consider job satisfaction.

The variable of formal education level was defined as having obtained a Bachelor's degree, Master's degree, or Doctoral degree (Cooke et al., 2017). Between educational level and job satisfaction, there was no significance found, $r(282) = .027, p = .33$. In addition, the educational level did not significantly predict job satisfaction. The data demonstrated that the Ph.D./Ed.D showed the highest job satisfaction with the Master's degree following second and the Bachelor's degree third. The outcome of these demographic constructs aligns with some reviewed literature findings of Baker et al. (2006), who found no significant relationships to job satisfaction based on education level, even though the study did report overall job satisfaction when other factors were considered.

Contrastingly, a study conducted by Walden et al., (2015) demonstrated a significant positive relationship between the degree obtained and overall job satisfaction. Overall, previous research has demonstrated that both positive and negative relationships exist between an individual's degree level and job satisfaction. This study could not add more to the literature.

Certification Method

The Pearson correlation coefficient calculated for the relationship between teachers' certification method and job satisfaction also proved statistically insignificant. Burks et al. (2015) studied alternative and traditional certification programs to investigate the difference between teacher preparedness and job satisfaction. Their study found no difference in the overall satisfaction of alternative and traditional certified teachers. However, the findings of this study contradict research by Mueller (2012), whose study found that teachers' method of certification did impact job satisfaction, stating that traditional teaching preparation generated higher job satisfaction. Further, studies show that teachers who have acquired a teaching degree lack experience, and teachers from another career path lack pedagogy. However, no one path has demonstrated an increase/decrease in teacher satisfaction. More research is needed in this area as there are contradictory results.

Demographics and Overall Job Satisfaction (RQ1)

Demographics were entered to predict job satisfaction (Model 1). The full model of demographics comprising age, sex, race, education level, certification level, certification method was statistically significant and had an $R^2 = .047 = 5\%$ in

predicting teacher job satisfaction. However, Model 1 concluded that demographic factors (i.e., sex, race, educational level, certification method, and age) have little influence on overall job satisfaction in public schools. Earlier studies about the relationship between demographic factors (e.g., sex, race, age, education) and teacher satisfaction have also yielded mixed results.

This study concluded that teacher experience was the only significant correlate to job satisfaction. The analysis showed that the greatest individual correlation to demographics and job satisfaction was in the teacher experience ($r=.151, p<.007$). Sex, age, education, and certification methods scored very low on the correlation scale. All five traits combined were positively correlated ($r = .283, p<.05$) with job satisfaction. The data from the logistic and correlational analysis in the current study suggest demographic factors, when applied separately, have virtually no influence on overall job satisfaction. As stated earlier, the overall variance of Model 1 was a little over 5%. The demographic factors in all sample models predicted overall faculty satisfaction no better than chance. Logistic regression factors between variables were not consistent in significant job factors across the three models.

RQ2 Individual Differences and Job Satisfaction.

What is the influence on teacher job satisfaction? Individual Differences include personality traits (neuroticism, extraversion, agreeableness, openness, conscientiousness) and intrinsic motivation. Research question two asked the participants questions regarding their personality traits to determine whether they influenced their job satisfaction. Throughout this study, the term 'The Big Five' traits

are used several times to refer to neuroticism, openness, extraversion, conscientiousness, and agreeableness. Big Five questions from the modified WeBS surveys were used for data collection.

Neuroticism

Those who score high in neuroticism are likely to worry, be easily frustrated, or be stressed, whereas those scoring low in neuroticism (emotional stability) are likely to be calm, self-controlled, and even-tempered (Barondes, 2012). Pearson correlation coefficients were calculated for the relationship between neuroticism and job satisfaction. The correlation for neuroticism was -0.238 , indicating a negative statistically insignificant relationship between the perceived satisfaction and neuroticism. This still indicates that the more neurotic the teacher is, the less satisfied he/she will be in their job. From the hierarchical multiple regression analysis, neuroticism provided evidence to have a statistically significant relationship with job satisfaction. Neuroticism resulted, $B = -0.103$, $p = .017$. Neuroticism was the only negative predictive variable in this study. While many teachers do not perceive themselves as neurotic, neuroticism is associated with their job satisfaction; it is one of the personality traits that directly impacts working as a teacher. These results are consistent with the meta-analysis of Judge et al. that demonstrates neuroticism is negatively correlated with job satisfaction across various professions (Judge et al., 2002). A negative neuroticism score equates to a high score of emotional stability. This study demonstrated that most of the sample scored high for emotional stability. Maggiori et al. (2016) found that emotional stability and extraversion correlated with job satisfaction. Emotional stability and agreeableness were also moderately correlated, and extraversion and conscientiousness were weakly correlated

with job satisfaction. Connolly and Viswesvaran's (2000) meta-analysis showed that neuroticism was negatively correlated to job satisfaction. This negative perception can influence, and therefore lower, the perception of satisfaction in the workplace.

Openness

Openness describes curiosity, broad-mindedness, and imagination, while non-openness describes practicality, pragmatism, and conformity (Barondes, 2012). The relationships between openness and job satisfaction were addressed in this research question. There was a small positive correlation between openness and job satisfaction, $r(262) = .014, p < .011$. Openness showed no predictive power for job satisfaction.

Research indicates a positive correlation between the personality trait of openness and job satisfaction. However, the meta-analytical work of Furnham (2008) concluded that there was a much stronger correlation between extraversion and conscientiousness and job satisfaction. Very few studies negate the correlation of openness and job satisfaction; however, its importance is often minimal; that is, the outcome of the regression analysis indicated that openness was not statistically significant.

Extraversion

Extraverts are usually bold, outgoing, and energetic, whereas introverts are more withdrawn, reserved, or timid (Barondes, 2012). Results showed a small correlation between job satisfaction and extraversion, $r(262) = .292, p < .000$. Extraversion showed no predictive power for job satisfaction. Extraversion is positively related to job performance and has been used to predict how well employees can perform their jobs. Individuals who score high in extraversion perceive their work environments positively

and recall positive information related to work (Salleh et al., 2016). Contrastingly Costa and McCrae (2008) found that people who possess the extraversion personality trait are spontaneous, impulsive, and showed no correlation or predictive power for job satisfaction.

Agreeableness

Agreeableness describes cooperative, considerate, and helpful individuals, whereas low agreeableness describes those who are uncooperative, inconsiderate, and non-helpful (Klassen et al., 2011). Agreeableness produced a small significant correlation result with $r(262) = .15, p < .007$. Mroz and Kaleta (2016) found agreeableness to be significantly related to job satisfaction in the service professions. This result was consistent with other studies, including Klassen et al. (2011), which found that four of the Big Five domains (not agreeableness) can shape teachers' educational experiences and outcomes. Agreeableness has failed to be a major predictor of satisfaction in most works of literature. This is not to say that agreeableness does not have a relationship with job satisfaction. Salleh et al. (2016) found that agreeableness reflects a person's tendency to strive for cooperation and belonging; an agreeable person's satisfaction depends on a reciprocal relationship with their place of employment.

Conscientiousness

Individuals scoring high in conscientiousness are reliable, pay attention to detail, and are perfectionists, and those scoring low in non-conscientiousness are disorganized, unreliable, and negligent (Barondes, 2012). Conscientiousness focuses on descriptors that describe conformity, impulse control, and orientation towards achievement (Costa &

McCrae, 2008). The relationship between conscientiousness and job satisfaction evidence provided significantly. There was a moderate positive correlation, $r(262) = .274, p < .2$.

Conscientiousness, while correlational, showed no significant predictive power for job satisfaction. Existing literature on personality has conscientiousness as a major predictor of job satisfaction. Individuals who score high in conscientiousness and extraversion show high job satisfaction (Seddigh et al., 2016). A major meta-analysis by Lounsbury and Crumley (2007) found that more than one trait was related to job satisfaction. Most of the traits were major predictors, with some being stronger than others. Conscientiousness and emotional stability were found to be strongly correlated across most occupations. Although studies and meta-analyses have shown it to be a major predictor, the present study did not.

Intrinsic Motivation.

Huysman (2007) studied the beliefs and attitudes of teachers that affected their perceptions of job satisfaction. Findings showed that intrinsic satisfaction factors (security, activity, social service, variety, and ability utilization) were the best predictor of overall job satisfaction. The relationships between intrinsic motivation and job satisfaction were addressed in this research question. The intrinsic motivation proved to be both a correlational and predictive variable of job satisfaction.

There was a large positive correlation between intrinsic motivation and job satisfaction, $r(282) = .655, p < .000$. Intrinsic motivation provided evidence to be a predictor of job satisfaction. $B = 1.145, p = .001$.

Lunenberg and Samaras (2011) stated that people bring their experiences, what motivates them, and their expectations for what they need to the organizations they join. Thoughts about what will and should happen in the workplace are formed prior to an individual coming to an organization and role in job satisfaction. Alternatively, McNeil (2021) conducted a study investigating the job satisfaction of 567 Middle School teachers, recognizing the relationship between job satisfaction and intrinsic and extrinsic motivation. McNeil (2021) found that extrinsic factors accounted for greater differences in job satisfaction scores than did intrinsic factors. However, the fundamentally social nature of the teaching profession may explain why intrinsic motivation was significant: due to the lack of upward mobility, a teacher's level of independence and performance recognition is just as important as or even more important than one's level of achievement-focus and organization.

Essentially, there is a reciprocal relationship between motivation and job satisfaction: motivation triggers job satisfaction. In contrast, job satisfaction can be seen as the engine of motivation. In addition to considering these relations conceptually, it is possible to express them theoretically. Research has addressed a link between intrinsic and extrinsic motivation regarding teacher satisfaction. Intrinsic motivation for teachers staying in the profession includes a love of learning, children, resilience, collegiality, and reflectivity (Pearson & Moomaw, 2005).

Impact of Model 2

Adding intrinsic motivation to individual differences: agreeableness, extraversion, conscientiousness, and neuroticism increased the variability from 5% to

(.447) or 45% of the variance in job satisfaction. The variables intrinsic motivation and neuroticism contributed significantly ($p < .05$) to the model having all other variables present. Two variables contributed significantly to the model's predictive power for the job satisfaction of the predictors included. This study concluded that neuroticism and intrinsic motivation were the strongest correlates to job satisfaction.

According to a survey by Perrachione et al. (2008), the top reasons for teachers' satisfaction with their profession came from intrinsic factors, such as working with students, personal teaching efficacy, and job satisfaction. "Intrinsic rewards are much more powerful for motivating teachers than extrinsic rewards, such as merit pay and incentives" (p. 260). These results can lead to future studies that explore the reasoning behind job dissatisfaction in Broward County Schools. Some researchers found that intrinsic motivation is important to do things well and for ownership; it enables one to take action without the help of an external stimulus. Studies have reported that job satisfaction and intrinsic motivation are a two-way relationship.

It is understood that, to a degree, job satisfaction is influenced by personality traits. Judge et al. (2002) meta-analysis found that several of the Five-Factor Model (FFM) traits – extraversion, emotional stability, agreeableness, conscientiousness, and openness – were related to job satisfaction. The current study found that teachers who scored low on the neuroticism scale and high on the intrinsic motivation scales experienced higher levels of job satisfaction. Alternatively, personality psychologists have concluded that the Big Five model of personality, a broad trait framework, describes the most pertinent aspects of personality yet has seldom been studied

concerning job satisfaction (Templer, 2012). In a study by Mroz and Kaleta (2016), agreeableness and neuroticism were the strongest predictors of job satisfaction, followed by conscientiousness and extraversion. This research makes several contributions to the literature.

No other significant differences were found between demographic areas; however, several relationships were found when exploring the driving factors of job satisfaction within a personality. Neuroticism was shown to negatively correlate with overall job satisfaction, while intrinsic motivation was found to be positively correlated with overall job satisfaction. These results also indicated that teachers' intrinsic motivation predicted their job satisfaction more than any other behavioral trait.

Environment and Job Satisfaction (RQ3). How do environmental characteristics (autonomy, student behavior, leadership, and school climate and culture), predict teacher job satisfaction in Broward County?

The third model explored the influence of environmental factors on job satisfaction. The environment characteristics (Model 3) included autonomy, culture and climate, student involvement, and leadership. Prior research has suggested that various factors can lead to teacher job satisfaction, including the influence of the school environment, which has been suggested to contribute to teacher job satisfaction. This research question aimed to examine the relationship between autonomy, culture and climate, student involvement, and leadership on teachers' job satisfaction. Its objective was also to assess the interaction among the significant constructs that may predict

teachers' job satisfaction. Pearson correlation coefficient between job satisfaction and each independent variable has been run. The results suggested that job satisfaction was significantly associated with all four environmental variables.

Leadership and Support

Herzberg et al. (1959) determined that supervision is an extrinsic factor critical in the work environment and leads to exceptional feelings of job satisfaction in employees. The relationships between leadership and support and job satisfaction were addressed in this research question. Leadership and support provided evidence to be a correlational variable of job satisfaction. There was a moderate positive correlation result, $r(267) = .48, p < .000$. Leadership and support were not statistically significant ($p > .05$). While leadership provided evidence to have a relationship with job satisfaction, it was not shown to be a causal relationship.

Several studies, however, negate this result. Cogaltay et al., 2016 provided evidence that the leadership of teachers is an important contributing factor in the workplace and an indicator of their job satisfaction. What has been evident throughout prior research is that strong leadership plays an important role in the satisfaction or dissatisfaction of teachers. A study conducted by Templer (2012) reported that the leadership approach negatively or positively contributes to the teacher's experience because teachers' interactions with leaders are an important part of their work at the school. This study shows that a correlation between leadership and job satisfaction aligns with several similar previous studies. According to Colgaltay et.al. (2016), job satisfaction is one of the most important issues in leadership studies. And "administrators

are an important part of the work done at school; and they contribute to teachers' experiences positively or negatively" (Cogaltay et al., 2016).

According to Walden et al. (2015), school leaders need to maintain a high level of satisfaction among their teachers. No matter what phase a teacher is in within his or her career, leadership support contributes significantly to the individual's job satisfaction (Bulkley, 2005). While literature supports that leadership can contribute to job satisfaction/dissatisfaction, it remains inconclusive whether it can predict job satisfaction. The results of this study show that leadership did not predict job satisfaction.

School Culture and Climate

Previous literature acknowledges four domains that collectively establish the overall climate in schools. These include school functioning in the academic, social, safety, and environmental realms (Walden et al., 2015). Participants were asked several questions about the importance of school culture and climate in Model 3. The third model included school culture and climate from the hierarchical multiple regression analysis, and job satisfaction was not statistically significant ($p > .05$). School culture and climate was found to have a significant moderate correlation with teacher job satisfaction $r(282) = .48, p = <.001$. Ghavifekr and Pillai (2016), teacher job satisfaction is a significant part of maintaining school culture and is among the cornerstones of a healthier school environment. Sharif and Nazir (2016) determined that different components and factors affect an employee's job satisfaction and found that one of those factors includes the working environment. Working in a pleasant environment positively affects job satisfaction (Almy & Tooley, 2012). While school culture and climate do not predict job

satisfaction, this and other studies do show an influence on job satisfaction. The working environment is one of the most important factors influencing job satisfaction.

Autonomy

The data for the environmental variable autonomy was run through a Pearson correlation coefficient to determine the relationship between autonomy and job satisfaction. The correlation between autonomy and job satisfaction was .41. A moderate positive correlation was found ($r(282) = .41, p < .001$), indicating a statistically significant relationship between the perceived satisfaction and autonomy. Next, multiple linear regressions were conducted; autonomy and job satisfaction also provided evidence to have a significant positive predictive value of ($B = .185, p = .004$). Previous studies have demonstrated that teacher autonomy is strongly associated with improved job satisfaction and a greater intention to stay in teaching. In this study, teachers wanted autonomy to create a working environment that is conducive to the learning styles of their students.

The concept of autonomy for teachers refers to the independence that teachers want in the school. Studies directly related to teacher autonomy and teacher job satisfaction are few in numbers. This study profoundly considers teacher job satisfaction as an outcome variable. Many studies underscore the importance of teacher autonomy, referring to having control over their school environment and leeway in decision making on most parts of their (Skaalvik & Skaalvik, 2014). Research into teacher job satisfaction does indicate that teachers who believe they have greater autonomy in the classroom

report a greater degree of satisfaction with their jobs than do teachers with less autonomy (Varlas, 2013).

Teachers who perceived their school environment as positive and had more classroom control exhibited more satisfaction (Moore, 2012). Teachers were less satisfied with their position when there was: (a) less classroom control over teaching practices, grading, or discipline; (b) more student problems such as tardiness, frequent absences, and student apathy; and (c) community issues such as low parent involvement, student preparation, or high poverty (Moore, 2012). Skaalvik and Skaalvik (2014) measured work-related autonomy among teachers and found a positive association between perceived autonomy and job satisfaction and a negative association between autonomy and burnout. When employees lack a clear definition of their role in the workplace, their levels of job satisfaction are likely to be affected negatively (Gardner, 2006).

Hancock (2016) assert autonomy is associated with a greater sense of purpose and investment in one's work, which could be why teachers' sense of autonomy predicted their job satisfaction. Based on the findings of this study, school administrators should provide teachers the autonomy that they need to teach their students in a way that provides them the freedom and flexibility they need to provide lessons based on the diverse needs of their students. Finding a strong association between teacher autonomy and job satisfaction and retention suggests increasing autonomy may increase satisfaction and retention.

Student Issues

The student is the foundation of education. Student achievement drives instruction; however, student behavior is one of the biggest obstacles that impede achievement. Pearson correlation coefficient was calculated for the relationship between student issues to determine whether or not there is a relation to job satisfaction. The correlation of student issues and job satisfaction was .50. A moderate positive correlation was found ($r(282) = .50, p < .001$). Classroom management has often been an area of contention for teachers and, as research shows, has consistently shown relation to job satisfaction. Banerjee et al., 2017 showed that teachers' job satisfaction had been associated with student achievement. Although difficult to prove direct causation, some research has identified a correlation. Banerjee et al. (2016) found a "modest but significant association between teacher job satisfaction and student behavior and achievement in elementary schools" (p. 231).

This study suggested that student issues had a significant joint predictive influence on job satisfaction. Results show a predictive value, $B = .194, p = .017$. Student issues are a significant positive independent predictor of job satisfaction. This study shows that student issues independently predicted job satisfaction among Broward County teachers. Job satisfaction indirectly impacts student achievement in several ways. Dickie and Soldan (2008) identified "the disciplinary climate ratings of students were related to the job satisfaction of teachers" (p. 9).

Additionally, the disciplinary climate was positively related to student achievement in the school (Dickie & Soldan, 2008). Results in this question indicate that

student issues are a strong predictor of job satisfaction. The three main behaviors that contribute to teacher satisfaction and burnout are lack of student motivation, negative attitudes towards work, and disruptive behavior (Skaalvik & Skaalvik, 2011).

While many researchers have identified a relationship between student issues and job satisfaction, the role of the teacher has continued to evolve in its complexity. The classroom environment is becoming more difficult, and the pressure of working with students continues to create the greatest influence on school outcomes. The most recent study of Hirsch et al. (2006) found a strong relationship between student misbehaviors and teacher well-being. Similarly, another study found that student misbehavior causes teachers' stress and job dissatisfaction (Lunenberg & Samaras, 2011). Teachers' perception of student behavior that has intolerably departed from usual behavior such as aggression towards the teacher, fighting, and use of mobile phones, may have detrimental effects on student engagement and teachers' positive feelings towards their school (e.g., Hirsch et al., 2006).

Hence, despite multiple regression results describing significance, the linear outcomes vary. The findings refute some studies that show that student issues do not significantly predict job satisfaction. Therefore, despite student issues as a critical construct, its prediction of job satisfaction alone is not possible. What is evident throughout all studies is that job satisfaction is of critical importance. A teacher's perceptions of satisfaction through feelings of participating in worthwhile work include the joy of working with children and seeing academic growth in their students (Klassen et al., 2010). This connection is evident, and research highlights the direct and indirect ways in which teacher job satisfaction influences student achievement.

Implications of Model 3

All environmental variables were statistically correlated to job satisfaction and showed a moderate relationship to job satisfaction. Environmental characteristics were also entered to predict job satisfaction. Results suggested that the covariates autonomy and student issues were significantly associated with job satisfaction. This study aligns with extant studies showing a strong connection between teacher autonomy and teacher job satisfaction. The full model of autonomy, leadership and support, student issues and school climate and culture to predict job satisfaction was statistically significant, $R^2 = .554$, $F(4, 323291) = .19437$, $p = .001$, adjusted $R^2 = .55$.

Model three explained a greater proportion of variance in job satisfaction. Scores demonstrate that environmental variables play a significant role in teacher job satisfaction. While these findings did not negate the relevance and influence of school climate and leadership, their influence in this study was not supported. In addition, participants' age, sex, and years of experience did not significantly predict teacher job satisfaction. Table 8 shows a conceptual model of the variables that predicted job satisfaction. Based on the model used in this study, the statistical significance and practical significance found moderate to strong support for factors in the model that predict teacher job satisfaction. One level largely contributed to explaining the variance in job satisfaction. When adding the second block of variables to the model, the amount of variance explained by the model changed dramatically. The percentage of job satisfaction increased from about 5% to about 55%. Specifically, the addition of personality traits led to greater variance predicted in the model.

The following regression equation can be used to predict values of teacher satisfaction in Broward County schools: $\text{teacher satisfaction} = 3.289 + (-.557 \times \text{sex}) + (.501 \times \text{age}) + (.022 \times \text{teaching experience}) + (.183 \times \text{race}) + (.200 \times \text{education level}) + (-2.117 \times \text{education degree}) + (-2.267 \times \text{certification method}) + (-.108 \times \text{openness}) + (-.118 \times \text{conscientiousness}) + (.028 \times \text{extraversion}) + (.044 \times \text{agreeableness}) + (-.103 \times \text{neuroticism}) + (-1.145 \times \text{intrinsic motivation}) + (.185 \times \text{autonomy}) + (.083 \times \text{leadership and support}) + (.194 \times \text{student issues}) + (.0019 \times \text{school culture})$. These results conclude that student issues and school culture and climate were the strongest correlates to job satisfaction. The analysis showed that the greatest individual correlation to job satisfaction among environmental variables and job satisfaction existed in the student issues category ($r=.50, p<.001$). Autonomy, and leadership and support scored moderate on the correlation scale. All five traits combined were positively correlated ($r = 1.941$) with job satisfaction.

Institutional variables were stronger predictors of job satisfaction than demographics and behavioral characteristics variables. The R^2 change results showed that blocks one and two explained not as much variance. The greatest increase in variance was explained by adding the variables in block three (autonomy, leadership, student issues, and school culture). While correlation does not necessarily imply a causal relationship, these associations strongly suggest that institution is an important influence on job satisfaction.

Discussion of Job Satisfaction

Introducing specific variables in blocks through the regression analysis controlled for covariates and causal effects of those independent variables to predict job satisfaction, ultimately building on the participant's demographics, personality trait factors, and environmental factors to determine how much variance is accounted for job satisfaction. The full model was statistically significant, $R^2 = .554$, $F(4, 323291) = .19437$, $p = .001$, adjusted $R^2 = .55$. Factors that significantly increased job satisfaction for the entire sample included neuroticism, intrinsic motivation, autonomy, and student issues. The individual block analyses indicated that the largest variance occurred when adding intrinsic motivation to the personality trait factors (openness, agreeableness, neuroticism, extraversion, and conscientiousness). After those two blocks of independent variables were accounted for, block three was only a 10% increase in the variance explained by the full model (see Figure 7).

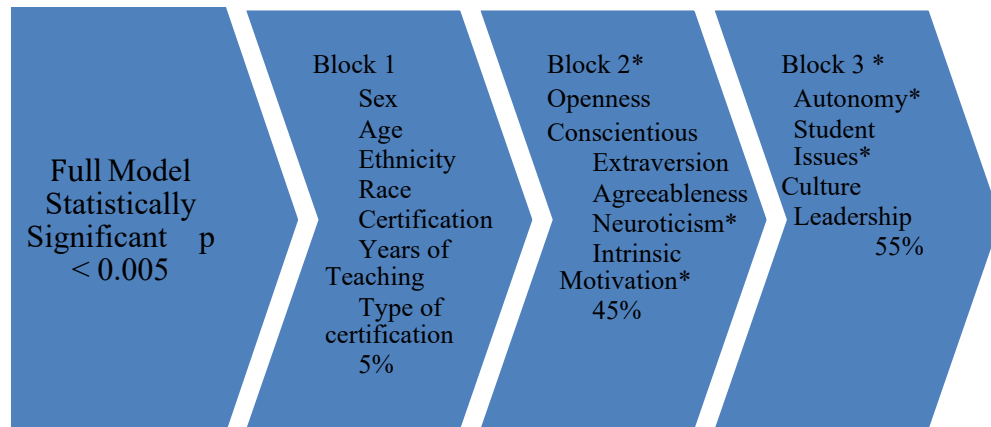


Figure 7. Amount of variance explained for the entire sample. *Statistically significant at $p < 0.05$.

Background characteristics (model one). The multiple regression analysis results for the total sample indicated that block one (background characteristics) showed no significant predictors of job satisfaction. The background characteristics block accounted for 5% of the variance of the model. Model one explained a small proportion of variance in job satisfaction, R^2 of .046, $F(8, 323297) = 1942, p = .104$.

Personality traits (model two). Model two included both background characteristics (block one) and personality traits (block two) as predictor variables. The equation added openness, conscientiousness, extraversion, neuroticism, and intrinsic motivation for the personality variables. Variables neuroticism and intrinsic motivation were significant at $p \leq .05$. The negative beta on neuroticism indicated that teachers who exhibited neurotic behavior were more likely to experience job dissatisfaction. The positive beta for intrinsic motivation indicated that intrinsically motivated teachers were more likely to experience job satisfaction. The background and personality variables accounted for 45% of the variance of the model. Model two explained a greater proportion of variance in job satisfaction, $R^2 = .447, F(6, 323291) = 39096, p = .001$.

Environmental factors (model three). Model three included variables from blocks one and two and added the environmental factors: autonomy, school culture and climate, student issues, and leadership and support.

The personality traits variables of neuroticism and intrinsic motivation remained significant at $p \leq .001$ in model three. The institutional variables of autonomy, school culture and climate, student issues, and leadership and support were added. Variables

autonomy and student issues remained significant at $p \leq .05$. The positive betas on autonomy showed that teachers who essentially had control of their classrooms were more likely to exhibit job satisfaction. In addition, student issues also exhibited a positive beta indicating that schools who exhibited high expectations academically and behaviorally were more likely to exhibit job satisfaction. The background, personality, and environmental variables accounted for 55% of the variance of the model. Model three explained a larger proportion of variance in job satisfaction, $R^2 = .554$, $F(4, 323291) = .19437$, $p = .001$, adjusted $R^2 = .55$.

It is quite possible that targeting/recruiting a particular demographic (Model 1) is not a very effective way to improve job satisfaction for Broward County teachers. The second model added personality traits, such as neuroticism, extraversion, openness, conscientiousness, and intrinsic motivation. The prediction of teacher satisfaction led to a statistically significant increase in R^2 of .447, a moderate effect according to Cohen (1988). The third model included institutional variables, such as autonomy, leadership, school culture, climate, and student issues

Reviewing the variance explained for each of the three models in the hierarchical multiple regressions shows a 40% increase from demographic to personality trait variables and a 10% increase in explained variance when moving to environmental factors. Environmental characteristics demonstrate that two out of the four perceived independent variables (autonomy, student issues) were significant as they predicted teacher job satisfaction. Overall, the model accounts for 55% of the variance in job satisfaction on the independent variables researched in this study for job satisfaction (see Figure 4). Based on our findings, autonomy, student issues, intrinsic motivation, and

neuroticism were the four independent variables influencing job satisfaction. This data could be particularly beneficial for school leaders to recruit and retain teachers in Broward County.

Job Stress Analysis

Summary of RQ4, RQ5 and RQ6: Motivational Factors and Teacher Job

Stress. Based on the full model used in this study, the statistical significance and practical significance found small to moderate support for the individual and combined factors and teacher job stress. As with job satisfaction, to predict job stress, the same input / background characteristics were entered as block variables into the full model, likewise, following Pearson correlational analyses, a hierarchical multiple regression.

Discussion of Job Stress

A hierarchical multiple regression, stepwise method was conducted on the same sample from Broward County schools. The predictor variable for the fourth model mirrored the first model, which included demographics; the fifth model of predictor variables included personality traits, and model six included institutional variables. The criterion variable was teacher stress.

Hierarchical multiple regressions were conducted to determine if job stress could be predicted based on multiple independent variables. Introducing specific variables in blocks through the regression analysis controlled for covariates and causal effects of those independent variables to predict job stress, ultimately building on the participant's demographics, personality trait factors, and environmental factors to determine how much variance is accounted for in job satisfaction. The full model of demographic

factors, personality traits, and environmental factors, was statistically significant, R^2 of $.R^2 = .231, F(4, 237) = .3.561, p = .008$, adjusted $R^2 = .173$. Figure 5 presents the explained variance of the full model predicting job stress.

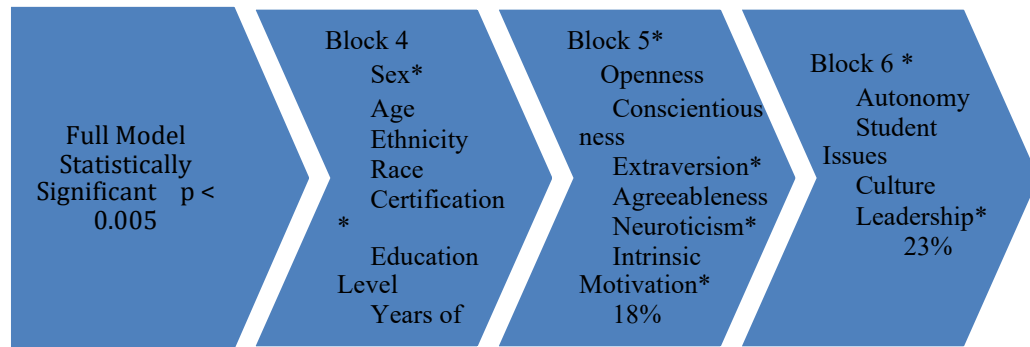


Figure 8. Amount of variance explained for the entire sample. *Statistically significant at $p < 0.05$.

Background characteristics (model FOUR). The multiple regression analysis results for the total sample indicated that block one (background characteristics) showed sex was a significant predictor of job stress $p \leq .05$. The negative beta for sex indicated that men were more likely to experience job stress. The multiple regression analysis results for the total sample indicated that for block one (background characteristics). The background characteristics block accounted for 6% of the variance of the model. Model four explained a very small proportion of variance in job stress, R^2 of $.057, F(8, 247) = .821, p = .067$. This model was not significant, $p = .067$.

Personality traits (model five). Model two included both background characteristics (block one) and personality traits (block two) as predictor variables.

The equation added openness, conscientiousness, extraversion, neuroticism, and intrinsic motivation for the personality variables. Sex remained significantly significant. Variable neuroticism was significant at $p \leq .05$. The positive beta on neuroticism indicated that teachers who exhibited neurotic behavior were more likely to experience job stress. The background and personality variables accounted for 18% of the variance of the model. Model five explained a greater proportion of variance in job satisfaction, $R^2 = .185$, $F(6, 241) = 186.674$, $p = .001$.

Environmental factors (model six). Model six included variables from blocks one and two and added the environmental factors: autonomy, school culture and climate, student issues, and leadership and support.

The personality traits variables of neuroticism and intrinsic motivation remained significant at $p \leq .001$ in model three. The institutional variables were autonomy, school culture and climate, student issues, and leadership. The variable sex remained significant at $p \leq .05$. The negative beta on leadership and support showed that teachers who essentially had less support from leadership were more likely to exhibit job stress. In addition, Extraversion exhibited a negative beta indicating that teachers who exhibited confidence and were outgoing were more likely to exhibit lower levels of job stress. The background, personality, and environmental variables accounted for 23% of the variance of the model.

From the hierarchical multiple regression analysis, the first stress model included demographics which failed to yield any individual variable that was statistically significant. Demographics predicted 6 percent of teacher job stress, $R^2 = .057$ $F(8, 247) =$

821.715, $p = .067$. It is quite possible that targeting/recruiting a particular demographic is not a very effective way to improve job satisfaction for Broward County teachers. The second block model added personality traits, such as neuroticism, extraversion, openness, conscientiousness, and intrinsic motivation.

Intrinsic motivation and neuroticism statistically significantly predicted teacher stress, $F(6, 241) = 821.715, p < .001$. The addition of the factors from the modified WeBS led to a statistically significant increase in $R^2 = .185$, a moderate effect according to Cohen (1988). The third block included institutional variables, such as autonomy, leadership, school culture, climate, and student issues. Overall, the model only accounted for 23% of the variance in job stress on the independent variables researched in this study for job stress (see Figure 5). The following regression equation can be used to predict values of teacher stress in Broward County schools: $\text{teacher satisfaction} = 9.228 + (-1.742 \times \text{sex}) + (-1.608 \times \text{age}) + (.248 \times \text{teaching experience}) + (1.871 \times \text{race}) + (5.505 \times \text{education level}) + (-1.024 \times \text{certification method}) + (.070 \times \text{openness}) + (-.033 \times \text{conscientiousness}) + (-.202 \times \text{extraversion}) + (.065 \times \text{agreeableness}) + (.0657 \times \text{neuroticism}) + (.187 \times \text{intrinsic motivation}) + (-.149 \times \text{autonomy}) + (-.160 \times \text{leadership and support}) + (-.053 \times \text{student issues}) + (.187 \times \text{school culture})$.

High-stress levels are one of the primary reasons that 25 to 50% of teachers leave the teaching profession within their first five years of teaching (Boyd et al., 2011). The results of this study support the idea that understanding stress and how it affects teachers is a phenomenon researchers in the education field should investigate more thoroughly. If employees better understand how they are being affected by stress, they can formulate

strategies to mitigate those stressors. This could help individuals return to a less stressful state in which they could operate effectively and efficiently.

Job Stress Findings

There were no significant relationships to predicting job stress based on the model. Grissom et al. (2016) found that job stress was statistically significant and highly predictive of first-year teacher's turnover with this set of educators leaving at twice the rate of other teachers even after controlling for other variables such as alternate certification pathway, sex, race, mentorship, and school setting. It is estimated that the United States will have more than two million teaching jobs open by 2024 (Borysenko, 2015). With this understanding, it may be important to note that in the presence of overwhelming job stress. Research may identify predictive measures that will mitigate teacher turnover. According to Carver-Thomas and Darling-Hammond (2017), increased stress levels have impacted 46% of teachers in the United States. The findings in this study reveal that the nature of job satisfaction for individual employees is fickle. The perception of one employee's job context can differ from that of other employees. This study demonstrated a stronger predictive value for teacher satisfaction, which may or may not help us understand teacher stress. For emphasis, however, we repeat that the level of autonomy depends on his/her school leadership. Management may change a variety of factors to improve the context of an employee's job, but again, as shown in the overall results, those changes may or may not result in increased job satisfaction/job stress due to differing values among employees.

Section Four: Implications

Most teachers handle stress in healthy ways; however, teacher burnout results from an unhealthy response to long-term work stress. Job stress is an organizational factor that negatively correlates with employee intent to stay and positively correlates with turnover intention (Burks et al., 2015). Various factors contribute to high educator turnover and low teacher retention rates. When reviewing the literature, job stress repeatedly appears as a significant factor in teachers' turnover intention. It is evident that stress is a factor of turnover; however, within an educational context, research is still at the initial stages in examining the causes of teacher stress. This study utilized the modified WeBS survey to gather data on job stress. Teachers have commonly reported feeling stressed and desiring more support to manage their classrooms and manage the stressors of their jobs (Sutcher et al., 2019). Banerjee et al. (2016) suggested that students' disruptive behaviors increase teacher work stress, which raises the chances of teacher burnout or turnover due to pressure. In addition, research suggests that teachers experience a high level of stress due to external pressures, such as workload, administrative pressure, or even accountability.

It was found that, for the sample studied, environmental variables were significantly correlated with job stress. However, multiple regression results revealed that environmental factors were not statistically predictive of job stress. The institutional variables were included based on the environmental aspect of the IEO conceptual framework used in this study and to describe the environmentally-based factors surrounding the teachers. The institutional variables (autonomy, student behavior, leadership, and school climate and culture) did not contribute to the prediction of job

stress according to this model. Phillips and Flashman's (2007) findings held that teachers' perceptions of resources and control might contribute to their overall feelings of stress.

Perhaps the most surprising result of this study was that student behavior was not significant in predicting teacher stress. This contrasts with the general problem that over 60% of teachers endure stress and burnout because of educational obligations and student disruptive behavior (Hanushek & Rivkin, 2006). Based on the results of their study, Ball and Anderson-Butcher (2014) argued that despite high levels of stress, many teachers had personal fulfillment in their work, and their job satisfaction was derived from daily classroom activities, and the overall climate of the school (Ball & Anderson-Butcher, 2014). On the other hand, stress caused by teachers who had been reassigned from other schools or grade levels displayed lower levels of commitment and a higher risk of quitting the profession.

Implications for Policy.

Teacher satisfaction is a large area of study in education. In line with Herzberg's motivation-hygiene theory, several factors can motivate an employee depending on the employee's perceptions of the content and context of the jobs. Creating policies that might impact job satisfaction is critical to employers and employees. With fewer teachers entering the teaching profession, especially in Florida, and high turnover rates for beginning teachers, student achievement will ultimately be affected. Broward County school administrators and policymakers must take action to increase teacher job satisfaction, decrease stress, and ultimately, increase student achievement. This study was a unique attempt to measure the employees' perception of the presence and importance of

job factors involved in the feelings of job satisfaction and job stress for Broward County teachers.

As school and state officials strive to find ways to increase the retention of teachers, it became necessary to identify factors that most significantly influence teacher satisfaction in their workplace (Cooke et al., 2017). In this study, teachers, on average, had a high level of job satisfaction and low job stress. However, more important is measuring the level of those variables. It is evident that job dissatisfaction and job stress exist in this profession; however, no one has truly been able to pinpoint and assess the crux of the issues. Knowing the variables that impact job satisfaction and stress, both negatively and positively, would permit the development of educational policies and programs to increase teacher retention while preventing variables that negatively impact teachers. Many teachers become dissatisfied and leave the classroom; policymakers, school boards, and school superintendents need to seek ways to fill classrooms with quality teachers.

Broward County may want to look into systemic changes that reduce job stress and increase job satisfaction for educators. Several systemic changes in public education have added to an educator's workload and job stress over the past year alone. Therefore, federal, state, and district need to review systemic requirements and initiatives of educators to see what can be alleviated or restructured to reduce unneeded stress and dissatisfaction. This study supports the idea that job satisfaction is not strongly correlated to how a teacher obtains their teaching certification. This is important to keep in mind when developing future teacher training programs. The outcome of additional research of factors in public schools that have the most direct impact on teacher work experience and

job satisfaction could influence hiring processes and staff development opportunities and positively impact school culture, community relations, and ultimately student achievement (Cooke et al., 2017).

The complexity of job satisfaction resides in the fact that if teachers are satisfied with their jobs, they enjoy intrinsic and extrinsic rewards (Herzberg, 2005). But, what produces job satisfaction in one teacher may not produce job satisfaction in another. The only variables that showed predictive power for job satisfaction and stress were neuroticism and intrinsic motivation. While both were characterized as personality traits for this study, external factors undoubtedly affect both. Narcissism is characterized by an inflated self-view and sense of superiority, but narcissists' grandiose behavior is motivated by their need to secure attention and validation from others to reinforce their fragile self-view (Jaja, 2003).

The results from the analyses highlight that increasing neuroticism decreases job satisfaction, and increasing neuroticism increases job stress. Providing outlets for teachers, such as therapists through the Employee Assistance Program, facilitates psychological detachment from work, reducing the risk of prolonged stress responses such as burnout. Implementing support programs at the workplace to ensure the positive well-being of employees and encouraging interpersonal relationships can positively influence both job satisfaction and lower stress.

Intrinsic motivation has been defined as the activation or energization of goal-oriented behavior within an individual due to internal factors within a person rather than due to some external factors acting on the individual (Deci & Ryan, 2000). Due to the

individual nature of intrinsic motivation, it was classified as a personality trait for this study. The impact of intrinsic motivation has been linked to several aspects of employee behavior, and current results suggest that intrinsic motivation affects job satisfaction and stress. Organizations should encourage employees to assume learning goal orientation strategies and create a learning goal orientation state among employees.

The main implication of the study is that reducing the degree of neuroticism and increasing intrinsic motivation will tend to increase job satisfaction and alleviate job stress. Both variables have a significant effect on the companies' employees' health and productivity. Additionally, promoting realistic teacher training may also positively affect satisfaction at the workplace. Both neuroticism and intrinsic motivation suggest that a combined intervention targeting lifestyle and psychological aspects may be very effective.

Findings imply that school policymakers should continue to assess teachers' working conditions that cause dissatisfaction. Student achievement will ultimately be affected by fewer teachers entering the teaching profession and high turnover rates for beginning teachers. School administrators and policymakers must take action to increase teacher job satisfaction, decrease stress, and ultimately increase student achievement. Broward County has been actively recruiting teachers for the past several years; however, it consistently fails to implement ways to retain them. Policies that address satisfaction and stress can and will change the profession. Policymakers and school officials must identify the most significant factors influencing teacher job satisfaction and fostering teacher retention (Thomas, 2014).

Practice.

The current study results indicate that the variables that predict job satisfaction and stress vary quite slightly, based on the individual. Additionally, the results of this study showed that except for neuroticism, variables that predict job satisfaction are different from those that predict stress. However, previous research has shown that stress most certainly affects job satisfaction. Students, faculty, and the institution would benefit from providing programs that support job satisfaction and stress. Creating an environment that communicates, fosters, and develops all teachers will benefit the County. This may decrease the turnover of new teachers by allowing them to learn from veterans and participate in stress alleviating activities. Teachers' perception played a role in predicting job satisfaction/stress in this study and other studies; their input is crucial.

According to the hygiene motivation theory, job satisfaction and dissatisfaction are separate dimensions of work experiences. One does not affect the other. The motivator factors producing satisfaction operate independently of the hygiene factors producing dissatisfaction (Herzberg et al., 1959). The implication is that focusing on the variables will influence greater levels of job satisfaction. This study shows that job satisfaction may be both external and intrinsically motivated. Further studies will impact teacher stress and job satisfaction by bringing it to the attention of stakeholders.

This study has shown that job satisfaction and stress cannot be isolated to one variable. There are facts to show that some individuals are innately more susceptible to stress than others. In addition, some teachers are motivated by factors in their environment, while others are driven by intrinsic motivation. The goal essentially is to

meet the individual where they are. Some recommendations include providing counselors for all teachers. Providing counseling opportunities shows that the profession is acknowledging that teacher stress is a problem, and the district is providing solutions to fix it. Research indicates that when schools have implemented wellness programs with comprehensive stress management interventions, there are reductions in teacher stress and attrition and improvements in teacher efficacy (Almy & Tooley, 2012).

Several studies mentioned the role of evaluations in teacher job satisfaction and stress. Research needs to be conducted on how teacher evaluations contribute to a teachers' job satisfaction. Administrators also need to ensure that the evaluation process includes debriefing meetings with teachers allowing them to discuss the observations, discuss their concerns, and allow the evaluator to provide recommendations for areas of concern.

This research concludes that autonomy is a predictor of job satisfaction for teachers in Broward County; therefore, administrators need to provide teachers with greater professional autonomy, giving teachers accountability and leading to improved satisfaction levels. Research affirmed the need for teachers to provide their input, contributing to their sense of accomplishment (Beasley, 2015).

Steps must be taken to curtail the contributing factors of stress. Establishing offices, departments, and programs that support teachers can increase the awareness of job stress; by allowing teachers to share methods and resources, we can establish a support system. One of the greatest resources that teachers have is each other. The support of veteran teachers can alleviate stress for novice educators. Kreishan and Al-

Dhaimat (2015) stated that being stressed and burned out prevents teachers from developing and maintaining a positive attitude toward their students and their specific needs. Eliminating the reoccurring factors of teacher stress will lighten the load of what teachers have to accomplish and contribute to their overall job satisfaction.

Limitations

There were some limitations contained in this research. One limitation of this study was that the research was conducted with only 6-12 educators who taught in one County. The study utilized a convenience sampling design to limit potential bias through anonymous advertisement. Participants were recruited via email, which limited responses. Without face-to-face contact with participants, it is difficult to get "buy-in" to complete such a long survey without any form of compensation. To successfully garner the necessary responses for the study, participants had to remain anonymous, which prohibited me from gaining additional information, such as the students' grade level and socioeconomic data. This study had several limitations that affected the results' generalizability and provided implications for further research. With such a small pool of participants, the results would need to be compared to a larger population of teachers. Another limitation was due to using a survey approach. There is no way to collect information on every experience the teachers encountered that may have impacted their job satisfaction and stress.

This study aimed to determine if a correlation exists between the independent variables and job satisfaction and stress. With Correlational research, causality between the variables cannot be determined, which is a weakness of this study. Several other

variables, such as extra duties, home life, workload, and other factors, were not used in this study. In addition, the (MOD) WeBS tool used to measure job satisfaction was never designed to measure job stress. Due to a sample that was a smaller size and not representative of the population and the survey item that did not capture the perspectives of new teachers, the results were limited. Future research is needed on perceived job satisfaction and stress among new teachers. Stress is more difficult to measure, involving many job activities and perceptions. The use of the (MOD) WeBS was important to attain a reliable measure of job stress and satisfaction; however other factors outside of the workplace leading to stress were not considered. This study did not test the interactions between predictor variables and between the predictor variables and the study's outcomes.

Recommendations for Further Research

This study attempted to find factors affecting teacher job satisfaction and stress in 6-12 Broward County school districts, but additional research is recommended. The reliability statistics derived for the survey suggested strong job satisfaction item reliability on the survey, but, in actuality, the survey sample did not allow for a valid or generalizable measure of teachers' job satisfaction. This study was conducted in Broward County, so it would be difficult to generalize the findings to other areas that do not share Broward's demographic and educational proclivities. Additional studies in other parts of school districts should be pursued to gather data on job satisfaction that is salient to each region, state, and local district.

As mentioned previously, one area of limitation of the study was convenience samples and the inherent bias related to the recruitment method. By definition, convenience samples are nonrandom (Creswell, 2014). This limits the ability to generalize the results. In addition, the demographics were not a fair representation of Broward County teachers. This further undercut sample representativeness for the U.S. population of public-school teachers. Therefore, future studies may use other sampling and recruitment techniques, such as cluster and stratified sampling, to acquire more representative samples.

Additionally, surveying more districts of different sizes and demographics could give a better idea of what teachers find satisfying/dissatisfying with their jobs. The sample surveyed in this study was mostly female, veteran educators, and over 50 years of age. Additionally, only 292 of 1000 teachers (30%) responded to the survey. The fact that teachers chose to answer some questions and not others suggests that teachers may have skewed their responses toward what causes them to maintain job satisfaction.

As future decisions are made regarding improving teacher satisfaction, it is hoped that the data provided in this study will, in some way, be useful to school policymakers and lawmakers. The researcher recommends that future studies evaluate how efforts to improve job satisfaction impact teacher recruitment and retention. While it is evident that many teachers are driven by intrinsic motivation, it is not keeping them in the profession. There is a disconnect between teachers and school districts. The increasing need for recruiting and retaining highly qualified teachers at all school levels warrants more research in these areas.

In light of this study's findings, further consideration of personality traits as a moderator of other work-related attitudes, such as perceived psychological support, organizational support, and work-life balance. In addition, further research is needed to compare the psychological climates in which employees are embedded. Further exploration of the causes of job stress and methods to alleviate these stressors is another area of future study. How teachers' experiences impact their decision to stay in the field could add to the literature by exploring factors leading to job dissatisfaction. Much of the research is conducted through surveys; however, more in-depth questionnaires need to be administered. Conducting a qualitative study on teachers' past experiences could add to the field by supplementing the quantitative studies already published. This topic is broad and can encompass several routes; therefore, it is important to collect meaningful data using control groups.

Future studies may want to use both qualitative and quantitative methodologies to examine in detail the factors of job stressors that have the strongest impact on turnover intention locally, within a particular school, district, or state. Conducting a longitudinal study to determine the impact of job stress and how this may impact new hire retention would be another future study. Future research could include focus groups and individual interviews to gather more information beyond statistical data points. Some individual stories and situations can be recorded through qualitative research that quantitative research cannot gather.

The pandemic's beginning introduced several new challenges for teachers that would potentially affect job satisfaction. Therefore, administering the data collection process after the beginning of the pandemic could lead to different results and a higher

dissatisfaction rate. This is an important issue for future researchers to consider when replicating this study. Given the recent and still current global pandemic, the individual stories collected through qualitative research have the potential to add further data to this area of research. This study could gather data from incoming teachers who enter directly from the university; these students could be tracked through the duration of their first three years. The research gathered could be tracked, and intervention programs could be implemented to test the research impact of stressors that these teachers experience. In a study that looked at workplace stress, Barrett (2009) found that twenty-five percent of respondents felt they would burn out within twelve months if the stress levels in their jobs did not subside. Early recognition of stress and how it affects employees is an opportunity that organizations need to capitalize on before losing quality workers.

This study aimed to find the strongest predictors of teacher job satisfaction. The first three years in a teacher's career are the most crucial, and due to the increasing levels of turnover, it is evident that research needs to be pinpointed here. Future research should attempt to uncover the factors related to job dissatisfaction so that teachers, administrators, and other stakeholders can develop strategies to minimize the impact that potential negative stressors may have on teacher satisfaction, retention and longevity.

Strengths of the Study

An important strength of this research study was collecting quantifiable data with the (MOD) WeBS survey instrument, which was reliable and valid. The quantitative approach was also a significant strength. It aligns with most existing education research methods and allows others to easily replicate and evaluate this

study's findings. As detailed above, the strength of this study was found in the quantitative methodology and robust (MOD) WeBS survey instrument. The data collected immediately determined the correlation between the dependent variables presented and the independent variables job satisfaction and job stress. As an educator, having this information can inform one's decision to enter into a teaching career and, if entering, what aspects of the job might be most challenging. The results of this study can initiate a dialogue among teachers and between teachers and administrators to help make decisions that affect their well-being and job satisfaction.

The results of this study contribute to the field of education in Florida by providing targeted results, recommendations, and implications specific to secondary education, as research in this particular region was previously limited. The results of this study provided evidence that four of the factors (i.e., teacher autonomy, student issues, intrinsic motivation, and neuroticism) had an impact on teachers' job satisfaction, while three of the factors (i.e., sex, educational degree, alternative certification, extraversion, and neuroticism) had an impact on teachers' job stress. To facilitate improvements, the results, discussion, interpretation, recommendations for future research, and implications for practice can be provided to the district, administrators of schools, and teachers.

Those factors that provide job satisfaction to teachers need to become part of the district culture and practice, while factors decreasing satisfaction need to be mitigated. In order to improve teachers' job satisfaction and decrease teacher stress, administrators need to ensure they are providing teachers with more autonomy and freedom while fulfilling necessary curriculum and policy requirements. Autonomy provided predictive

evidence, which shows that allowing teachers to voice their concerns at work or letting them say what keeps them satisfied in their job can be an integral part of preventing teachers from leaving the profession. Intrinsic motivation is a driving force for teachers; therefore, teachers need to ensure they monitor their mental health and stay positive, as this was shown to significantly contribute to job satisfaction. Interpretation of the associations and predictive relationships between these variables could also help future researchers delve into more specific research designs. Broward County needs to provide teachers with adequate resources, training, professional development, and support.

The impact of teachers' professional development on student learning and achievement is crucial. . In this respect, professional learning and development have often been considered and examined about school effectiveness and improvement; however, professional development affects every facet of the education system. This study provides data that can be used to create professional development that encompasses the teacher's perception. Professional development is an essential element in teachers' growth and students' success. Autonomy and Student issues were significant predictors in this study and show that educational leaders need to learn how to provide an independent environment for their teachers and foster an environment of high expectations for their students. A teachers' sense of motivation can greatly benefit school success by empowering teachers and increasing workplace productivity.

Conclusion

The purpose of this study was to examine secondary school teachers' perceptions of job satisfaction and stress. This chapter offered a summary of the answers

to the six main research questions and addressed the study's key findings, implications, and limitations. It also included recommendations for future research. Underpinning teacher job satisfaction and stress, the study shows teachers' perceptions of job satisfaction are influenced by different factors such as intrinsic motivation, autonomy, and student issues. The study revealed teachers' perceptions of components that affected their job satisfaction, which added to the literature by collecting and analyzing data using a quantitative approach.

Addressing the concerns about job satisfaction and stress among Broward teachers requires attention from education leaders, policymakers, and researchers because of the central role that teachers play in our educational system. This study addressed the need to identify predictors of job satisfaction and stress among school teachers in Broward County and provide insight to facilitate necessary support. School districts must do everything reasonably feasible to diminish teacher job dissatisfaction and stress in education. Student success depends on motivated, qualified, and satisfied teachers, and student success is the goal of every school district.

This study aimed to assess the demographic, behavioral, and institutional factors as predictors of job satisfaction and stress. Its overarching research question asked: "How do background characteristics (e.g., sex, ethnic origin, and age), behavioral factors (e.g., openness, intrinsic motivation), and institutional variables (autonomy, student behavior, leadership, and school climate and culture predict teacher job stress in Broward County?"

Within its quantitative methodology using standardized survey (MOD) WeBS instruments, school teachers in Broward County provided answers to questions about

whether (independent variables) demographics (sex, age), teacher attitudes (neuroticism, openness,) and institutional (Leadership and support, teacher autonomy) and job satisfaction/stress (dependent variable). Answers were analyzed within a multiple regression model.

The results of this study contribute to the field of education in Florida by providing targeted results, recommendations, and implications specific to secondary education, as research in this particular region was previously limited. The results of this study provided evidence that four of the factors (i.e., teacher autonomy, student issues, intrinsic motivation, and neuroticism) had an impact on teachers' job satisfaction, while three of the factors (i.e., sex, educational degree, alternative certification, extraversion, and neuroticism) had an impact on teachers' job stress. To facilitate improvements, the results, discussion, interpretation, recommendations for future research, and implications for practice can be provided to the district, administrators of schools, and teachers.

Those factors that provide job satisfaction to teachers need to become part of the district culture and practice, while factors decreasing satisfaction need to be mitigated. In order to improve teachers' job satisfaction and stress, administrators need to ensure they are providing teachers with more autonomy and freedom while fulfilling necessary curriculum and policy requirements. Broward County needs to provide teachers with adequate resources, training, professional development, and support. Intrinsic motivation is a driving force for teachers; therefore, teachers need to ensure they monitor their mental health and stay positive, as this was shown to significantly contribute to job satisfaction.

Interpretation of the associations and predictive relationships between these variables could also help future researchers delve into more specific research designs. These designs could uncover ways to better understand the dynamics between stress, job satisfaction, and its effect on people who need to make a decision. Recommendations for future research were provided, including the need to further examine the factors of administrative support, teacher autonomy, and job stressors that were found to predict job satisfaction.

It is recommended that additional qualitative methods be employed so that participants can expand upon their responses and explain the reasons for their responses regarding job satisfaction/stress. Increased awareness of the effects of life stress and occupational stress on cognitive processing abilities could prove beneficial. It is also recommended that this research be replicated in additional Florida districts to see if the same results are attained, which will help the generalizability of the results.

It was important for this study to assess job satisfaction at the secondary school level due to the presented overall high level of turnover and its effects on the education program. This study is important because it considers factors associated with job satisfaction and stress and emphasizes the need for secondary education leaders to take an even more proactive approach to develop healthy environments for teachers. The collected and analyzed data in this study enabled the researcher to answer the research question, accomplishing the goal of this study. This study supplied relevant insight into the institutional and teacher predictors of job satisfaction and stress among secondary teachers in Broward County.

APPENDICES

Appendix A. Recruitment Email

TITLE: Examining Teacher Job Satisfaction and Stress in Broward County
Investigator(s): Ira Bogotch, Renee Rodney-Hillaire

Thank you for your interest in participating in our research study. Your feedback is the single most important driver of change. We would be incredibly thankful if you could take a few minutes to answer a few questions. The purpose of the study is to test the hypothesis that demographic profile and institutional factor variables influence teacher job satisfaction and stress leading to teachers leaving the school system.

It should take you no more than 10 minutes to complete this survey. Your participation in this study is your choice. You may skip any questions that make you feel uncomfortable and you are free to withdraw from the study at any time without penalty.

No personal /identifiable questions will be asked. In addition, surveys will be coded for confidentiality; no undue influence will be placed on teachers in regard to their employment. Potential benefits that you may receive from participation include an improved conception and development of strategies and programs to retain highly qualified teachers.

If you experience problems or have questions regarding your rights as a research subject, contact the Florida Atlantic University Division of Research at (561) 297-1383. For other questions about the study, you should call the principal investigator: Renee Rodney-Hillaire at rrodney4@fau.edu . By completing and returning the attached survey, you give consent to participate in this study.

Weighted Balance Satisfaction (MOD) WeBS Instrument

Section A: Demographic Profile

1. Sex:

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

2. Age

<input type="checkbox"/>	20-30
<input type="checkbox"/>	31-40
<input type="checkbox"/>	41-50
<input type="checkbox"/>	51 or > _____

3. Ethnicity origin (race), Please specify your ethnicity**:

<input type="checkbox"/>	American India or Alaska Native
<input type="checkbox"/>	ASIAN
<input type="checkbox"/>	Black or African American
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input type="checkbox"/>	White
<input type="checkbox"/>	Other: _____

4. Higher level of educational qualification:

<input type="checkbox"/>	Secondary/ Higher School
<input type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma/ Matriculation
<input type="checkbox"/>	Bachelor Degree
<input type="checkbox"/>	Master Degree
<input type="checkbox"/>	Doctorate
<input type="checkbox"/>	Other: _____

5. Teaching Experience:

- 0-2 Years
- 3-5 Years
- 6-8 Years
- 9-11 Years
- Over 11 Years

Section B : Individual Differences

No	Item	Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Agree
		1	2	3	4	5
Openness vs. closeness to experience						
1	I always have an creative idea					/
2	I prefer daily routine tasks (-)	/				
3	I love to go to museum or art gallery					/
4	I can adapt to unknown customs and cultures					/
5	I always ready to attempt new activities in my life					/
6	I choose to stick with things I am familiar with (-)	/				

Conscientiousness vs. lack of direction

- 7 I have always being
told that I am a careless /
person (-)
- 8 I like to clean or put
things in order
- 9 I finish my tasks
successfully
- 10 I carry out my plans
and get my job done
- 11 I have high expectation
of myself
- 12 I plan before taking any
action

Extraversion vs Introversion

- 13 I always have a lot of
energy and joyful
- 14 I feel confident in doing
things
- 15 I make new friends
easily
- 16 I enjoy social gatherings
or parties
- 17 I would rather be alone /
(-)
- 18 I am an adventurous
individual

Agreeableness vs. antagonism

- 19 I hate selfish people /
- 20 I always be nice to everyone /
- 21 I easily trust other people /
- 22 I enjoy cooperating with others while working /
- 23 I hate disagreement or conflict in my life /
- 24 I like argument because I want to prove my point of view (-) /

Emotional stability vs Neuroticism

- 25 I can not manage my emotion effectively (-) /
- 26 I easily get angry (-) /
- 27 I frequently feel sad about small things (-) /
- 28 I easily get nervous (-) /
- 29 I feel that I am not capable in dealing with things (-) /
- 30 I easily get stressed out (-) /

Section C: Intrinsic Motivation

No	Item	Disagree 1	Some what Disagree 2	Neutral 3	Some what Agree 4	Agree 5
1	I enjoy teaching and learning					/
2	I like sharing my knowledge with students					/
3	I feel glad when interacting with students					/
4	I am ready to help students					/

Section D: Autonomy

No	Item	Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Agree 5
1	I have freedom to establish standards for my classroom teaching					/
2	I am able to exercise my judgment to modify curriculum					/
3	I determine instructional strategies that I believe are most appropriate for my students					/
4	My contributions are valued by school Administrators					/
5	I establish classroom management systems for teaching my classes					/

Section E: Leadership and Support

No	Item	Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Agree 5
1	I have administrative support at my school to support my teaching					/
2	The leadership of my school creates a positive learning environment					/
3	I have professional development opportunities that support my professional growth					/
4	I receive recognition for my works from my leaders and supervisors					/
5	The leaders in my school effectively communicates with teachers and staff					/

Student F: Student Issues

No	Item	Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Agree 5
45	The attentiveness of students in my classroom is satisfactory					
46	The administration in the school support high expectations for student behavior					
47	The administration in the school support high expectation for student learning					
48	Student performance expectations are high at this school					

Students G: School Culture and Climate

No	Item	Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Agree 5
1	This school has shared values and beliefs among co-workers and leadership					/
2	Cooperation and collaboration with co-workers is very high in this school					/
3	Students, teachers and parents in this school understand the expectations for students					/
4	All school stakeholders understand the school's vision and beliefs					/
5	I believe that I make a significant difference in the effectiveness of this school					/

Section H: Stress

No	Item	Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Agree 5
1	There is a very high level of stress in my teaching job					/
2	The hours that I spend on this job outside of school hours is excessive					/
3	Grading papers and lesson planning consume too much of my time at home					/
4	I feel that I simply do not have the energy required to do this job					/

Section I: Satisfaction						
No	Item	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree
		1	2	3	4	5
1	I am satisfied in my teaching assignment					/
2	I get a sense of fulfillment from my teaching					/
3	I believe that I make a difference in the lives of my students					/
4	If I had it all to do over again I would select teaching as a career (-)					/
5	I look forward to coming to school					/

Appendix C. Table of Correlations: Demographics.

		Job Satisfac tion	Sex	Age	Race/Et hnicity	TE	Educatio n	Certifica tion
Job Satisfac tion	Pearson Correlation	1	-0.065	0.052	0.034	0.151	0.027	0.084
	Sig. (2- tailed)	.	0.145	0.2	0.288	0.007	0.33	0.086
	N	268	268	268	268	268	268	268
Sex	Pearson Correlation	-0.065	.	0.329	0.433	0.025	0.222	0.146
	Sig. (2- tailed)	0.145	.	0.329	0.433	0.025	0.222	0.146
	N	268	268	268	268	268	268	268
Age	Pearson Correlation	0.052	-0.027	1	0.654	-0.001	0.13	0.307
	Sig. (2- tailed)	0.2	0.329	.	0	0.493	0.017	0
	N	268	268	268	268	268	268	268
Race/Et hnicity	Pearson Correlation	0.034	-0.027	1	0.654	-0.001	0.13	0.307
	Sig. (2- tailed)	0.288	0.025	0.493	0.441	.	0.347	0.277
	N	268	268	268	268	268	268	268
Teachin g Experie nce	Pearson Correlation	0.151	-0.01	0.654	1	-0.009	0.128	0.598
	Sig. (2- tailed)	0.007	0.433	0	.	0.441	0.018	0
	N	268	268	268	268	268	268	268
Educatio nal Level	Pearson Correlation	0.027	-0.047	0.13	0.128	0.024	1	0.065
	Sig. (2- tailed)	0.33	0.222	0.017	0.018	0.347	.	0.143
	N	268	268	268	268	268	268	268
Certifica tion Method	Pearson Correlation	0.084	0.064	0.307	0.598	0.036	0.065	1
	Sig. (2- tailed)	0.086	0.146	0	0	0.277	0.143	
	N	268	268	268	268	268	268	268

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix D. Table of Correlations: Personality.

		Job Satisfaction	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism	Intrinsic Motivation
Job Satisfaction	Pearson Correlation	1	0.14	0.274	0.292	0.15	-0.238	0.655
	Sig. (2-tailed)		0.011	0	0	0.007	0	0
	N	268	268	268	268	268	268	268
Openness	Pearson Correlation	0.14	1	0.101	0.368	0.043	-0.273	0.263
	Sig. (2-tailed)	0.011		0.049	0	0.242	0	0
	N	268	268	268	268	268	268	268
Con.	Pearson Correlation	0.274	0.101	1	0.302	0.052	-0.326	0.388
	Sig. (2-tailed)	0.2	0.049		0	0.197	0	0
	N	268	268	268	268	268	268	268
Extraversion	Pearson Correlation	0.292	0.368	0.302	1	0.054	-0.345	0.361
	Sig. (2-tailed)	0	0	0		0.191	0	0
	N	268	268	268	268	268	268	268
Agreeableness	Pearson Correlation	0.15	0.043	0.052	0.054	1	0.164	0.153
	Sig. (2-tailed)	0.007	0.242	0.197	0.191		0.004	0.006
	N	268	268	268	268	268	268	268
Neuroticism	Pearson Correlation	-0.238	-0.273	-0.326	-0.345	0.164	1	-0.236
	Sig. (2-tailed)	0	0	0	0	0.004		0
	N	268	268	268	268	268	268	268
Intrinsic Motivation	Pearson Correlation	0.655	0.263	0.388	0.361	0.153	-0.236	1
	Sig. (2-tailed)	0	0	0	0	0.006	0	
	N	268	268	268	268	268	268	268

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix E. Table of Correlations: Institutional.

		Job Satisfac tion	Autonomy	Leadership and Support	Student Issues	School Culture
Job Satisfaction	Pearson Correlatio n	1	0.479	0.48	0.505	0.482
	Sig. (2- tailed)	0	0	0	0	0
	N	268	268	268	268	268
Autonomy	Pearson Correlatio n	0.479	0.657	1	0.614	0.758
	Sig. (2- tailed)	0	0	0	0	0
	N	268	268	268	268	268
Leadership and Support	Pearson Correlatio n	0.48	0.101	1	0.302	0.052
	Sig. (2- tailed)	0	0	0	0	0
	N	268	268	268	268	268
Student Issues	Pearson Correlatio n	0.505	0.45	0.614	1	0.718
	Sig. (2- tailed)	0	0	0	0	0
	N	268	268	268	268	268
School Culture	Pearson Correlatio n	0.482	0.554	0.758	0.718	1
	Sig. (2- tailed)	0	0	0	0	0
	N	268	268	268	268	268

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

Appendix F. Table of Correlations: Demographics.

		Job Stress	Gender	AAge	Teaching Exp	Race	Education	Certification
Job Stress	Pearson Correlation	1	-0.153**	-0.103*	-0.035	0.021	-0.03	-0.077
	Sig. (2-tailed)	.	0.006	0.047	0.286	0.365	0.315	0.106
	N	274	274	274	274	274	274	274
Gender	Pearson Correlation	-0.153	1	-0.033	-0.014	-0.12	0.14	0.064
	Sig. (2-tailed)	.	0.006	0.047	0.286	0.365	0.315	0.106
	N	274	274	274	274	274	274	274
Age	Pearson Correlation	-0.103	-0.033	1	0.654	0	0.175	0.303
	Sig. (2-tailed)	0.047	0.329	.	0	0.493	0.017	0
	N	274	274	274	274	274	274	274
Teaching Experience	Pearson Correlation	-0.035	-0.014	0.654	1	-0.008	0.312	0.596
	Sig. (2-tailed)	0	0	0	.	0.32	0.002	0.659
	N	274	274	274	274	274	274	274
Race/Ethnicity	Pearson Correlation	0.021	-0.12	0	-0.008	1	0.03	0.036
	Sig. (2-tailed)	0.288	0.433	0	.	0.441	0.018	0
	N	274	274	274	274	274	274	274
Education Level	Pearson Correlation	-0.03	0.14	0.175	0.312	0.03	1	0.289
	Sig. (2-tailed)	0.33	0.222	0.017	0.018	0.347	.	0.143
	N	274	274	274	274	274	274	274
Certification Method	Pearson Correlation	-0.077	0.064	0.303	0.596	0.036	0.289	1
	Sig. (2-tailed)	0.086	0.146	0	0	0.277	0.143	.
	N	274	274	274	274	274	274	274

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix G. Table of Correlations: Personality.

		Job Stress	Openness	Conscientious	Extraversion	Agree	Neurotic	Intrinsic Motivation
Job Stress	Pearson Correlation	1	0.046	0.003	0	0.169	0	0.017
	Sig. (2-tailed)		.	0.05	0	0.279	0	0
	N	274	274	274	274	274	274	274
Openness	Pearson Correlation	0.14	1	0.101	0.37	0.036	-0.278	0.261
	Sig. (2-tailed)	0.046	.	0.049	0	0.242	0	0
	N	274	274	274	274	274	274	274
Conscientiousness	Pearson Correlation	0.274	0.101	1	0.303	0.053	-0.326	0.388
	Sig. (2-tailed)	0.003	0.05	.	0	0.196	0	0
	N	274	274	274	274	274	274	274
Extraversion	Pearson Correlation	0.292	0.37	0.303	1	0.051	-0.35	0.365
	Sig. (2-tailed)	0	0	0	.	0.201	0	0
	N	274	274	274	274	274	274	274
Agreeable	Pearson Correlation	0.15	0.036	0.053	0.051	1	0.163	0.154
	Sig. (2-tailed)	0.169	0.279	0.196	0.201	.	0.004	0.006
	N	274	274	274	274	274	274	274
Neurotic	Pearson Correlation	-0.238	-0.278	-0.326	-0.35	0.163	1	-0.24
	Sig. (2-tailed)	0	0	0	0	0.004	.	0
	N	274	274	274	274	274	274	274
Intrinsic Motivation	Pearson Correlation	0.655	0.261	0.388	0.365	0.154	-0.24	1
	Sig. (2-tailed)	0.017	0	0	0	0.006	0	.
	N	274	274	274	274	274	274	274

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix H. Table of Correlations: Institution.

		Job Stress	Autonomy	Leadership and Support	Student Issues	School Culture
Job Stress	Pearson					
	Correlation	1	-0.249	-0.221	-0.151	-0.134
	Sig. (2-tailed)		0	0	0.007	0.014
	N	274	274	274	274	274
Autonomy	Pearson					
	Correlation	-0.249	1	0.658	0.454	0.557
	Sig. (2-tailed)	0	0	0 0	0	0
	N	274	274	274	274	274
Leadership and Support	Pearson					
	Correlation	-0.221	0.658	1	0.616	0.759
	Sig. (2-tailed)	0	0	0 0	0	0
	N	274	274	274	274	274
Student Issues	Pearson					
	Correlation	-0.151	0.454	0.616	1	0.72
	Sig. (2-tailed)	0.007	0	0 0	0	0
	N	274	274	274	274	274
School Culture	Pearson					
	Correlation	-0.134	0.557	0.759	0.72	1
	Sig. (2-tailed)	0.014	0	0 0	0	0
	N	274	274	274	274	274

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix I. Study Timeline

2021	Jan	Proposal hearing
2019	September 1	Submitted to FAU IRB
	September 30	Approved by FAU IRB
	October 12	Submitted to study district's Department of Research and Evaluation
	January 12	Approved by study district's Department of Research and Evaluation
	February 8	Opened Qualtrics survey for data collection
	February 8	Recruitment email sent
	February 28	Closed Qualtrics survey for data collection
	March /	Data analysis

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