

12-2009

An Analysis of Working Conditions of South Carolina Teachers and Expected Working Conditions of Clemson University Student Teachers

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AN ANALYSIS OF WORKING CONDITIONS OF SOUTH CAROLINA
TEACHERS AND EXPECTED WORKING CONDITIONS
OF CLEMSON UNIVERSITY STUDENT TEACHERS

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Educational Leadership

by
Tammy Tillotson Bobo
December 2009

Accepted by:
Dr. Jackson L. Flanigan, Committee Chair
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ABSTRACT

Results of the 2007-2008 South Carolina inservice teachers' survey were analyzed for levels of reported competence, autonomy, and relatedness in existing working conditions. These results were compared to the expected level of competence, autonomy, and relatedness indicated by preservice teachers in January of 2009 at Clemson University. Levels of existing competence, autonomy, and relatedness reported by inservice teachers in their working conditions were consistently higher than the levels expected by preservice teachers and these differences were found to be significantly different using an analysis of variance.

Themes revealed by principal component analysis showed similarities to the basic needs of competence, autonomy, and relatedness as defined within self-determination theory. Competence issues related to teachers' abilities to plan lessons and work effectively with students of various abilities and appeared as a factor in both inservice and preservice teacher results. Autonomy appeared as empowerment and class control in factors for both teacher groups. Relatedness appeared linked to all of the factors appearing in the factor analyses through relationships with administrators, other teachers, parents, and students. Averages for the inservice and preservice teachers' on the common questions appearing in comparable factors, as well as factor scores on comparable factors identified through the factor analysis were compared using an analysis of variance and revealed significant differences between the two teacher groups with lower averages and factor scores for preservice teachers.

The results of this research indicated that the 2007-2008 inservice teachers in South Carolina perceived their existing working conditions as meeting their basic needs for competence, autonomy, and relatedness, but the preservice teachers in the Clemson University cohort have lower expectations about these need fulfillments. Further study of teacher working conditions and educational opportunities for preservice and new teachers to learn more about teacher working conditions is recommended to help alleviate the problematic issues facing teacher retention.

DEDICATION

This research is dedicated to my parents, David and Rita Tillotson, who instilled in me the value of hard work while providing support and unconditional love.

ACKNOWLEDGMENTS

There are many people to whom I owe a debt of gratitude for their assistance in my doctoral endeavor. I would like to thank my committee chair, Dr. Jackson Flanigan, for his faith in me during the many years it took me to complete this program. He listened to me when I doubted my abilities and kept encouraging me to forge ahead. He provided valuable insight and direction. The other members of my committee have also shared so much of their expertise with me. I appreciate the encouragement and support of Dr. Larry Grimes, Dr. Bob Horton, and Dr. Russ Marion.

Many thanks go to my friend and colleague, Dr. Ginger Hicks, for reviewing my manuscript. A special word of thanks is due Mrs. Carol Wade for her expertise in statistics and mostly for her understanding friendship throughout this process. Ms. Jan Fritz and Mrs. Teresa Ford have earned my enthusiastic kudos for their endurance of my many bad days while writing this dissertation; I am truly blessed to have their friendship.

Lastly, I am forever grateful to my family for allowing me the opportunity to complete this program. My husband, Robert, and my two precious children have loved me throughout this process. My mother has been cook, laundress, chauffeur, seamstress, and the list goes on and on while providing her unfailing belief in me and her constant support.

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CHAPTER ONE

INTRODUCTION

While schools across the nation strive to provide the best education for all students, they are additionally challenged with providing quality teachers to lead the learning in individual classrooms. Over two decades after *A Nation at Risk* warned of the “rising tide of mediocrity” in education and the need for academically competent teachers, classrooms are still in need of highly qualified teachers (National Commission on Excellence in Education, 1983, p. 64; U.S. Department of Education, 2008). Educated individuals have a plethora of career options to explore. If talented people enter the teaching field and find schools have working conditions that are not in sync with their expectations, then they may be more likely to leave. Additionally, positive work-related outcomes are predicted from individuals who are satisfied with certain aspects of their working conditions (Baard, Deci, & Ryan, 2004). The task, then, for school communities is to attract competent teachers and offer supportive working conditions that make it more likely that their students will achieve success and less likely that their teachers will abandon their teaching positions.

Schools are bound by the federally mandated 2001 “No Child Left Behind Act” (NCLB) to increase student achievement. An important part of this legislation requires teachers to attain a *highly qualified* status recognizing the importance of academically competent educators. The highly qualified description stipulates a teacher’s educational degree, certification, and demonstrated knowledge in the subject area in which that educator teaches (Yell & Drasgow, 2005). In the 2008, *Quality Counts* issue of *Education*

Week, South Carolina earned an A-, the highest grade awarded to any state, in teacher accountability and quality. Still, with the NCLB legislation in place, South Carolina schools, like those in other states, are left with the task of filling any empty positions with teachers that meet strict requirements.

Concurrently with increased government standards on teacher quality, there are increasing demands on the quantity of teachers as well. From 2006-2016, a 12% growth in the number of teaching positions will result in 479,000 new teaching positions, which is more positions than are individually produced by all but a few other occupations (Bureau of Labor Statistics, 2009). This growth is in addition to the number of teachers who are expected to retire. Wynn, Carboni, and Patall (2007) indicate “the total number of teachers who hold teaching credentials is sufficient to cover the anticipated openings in schools for years to come. The problem, Wynn et al. point out, is that not all of the individuals credentialed to teach are seeking jobs in teaching. Johnson and Donaldson (2004) call this problem an undertow in a leaking pool of teacher candidates. “The teaching pool keeps losing water because no one is paying attention to the leak. That is, we’re misdiagnosing the problem as ‘recruitment’ when it’s really retention” (Morrow, 1999, p. 64).

To add to the concern of NCLB requirements and the increasing demands on teacher quantity, of those teachers who enter the profession, nearly 30 percent will leave within five years (Darling-Hammond, 2000). Losing experienced teachers not only means a loss in the quality of education, such losses also increase school spending on recruitment and training. For South Carolina, teacher turnover cost the state over \$74.5

million in the 2002-2003 school year (Alliance for Excellent Education, 2005). In sum, the estimated cost to the nation is \$7 billion annually (Flynt & Morton, 2009).

Schools' priority is their end-product, student learning. Important to this end is maintaining a faculty of highly qualified teachers. Examination of teachers' desired working conditions in comparison to existing working conditions is important in South Carolina's efforts to recruit and keep highly qualified teachers in the classroom. Endeavors to assess perceived working conditions for inservice teachers and expectations among preservice teachers for future working conditions could help teacher training programs and school communities recognize teachers' needs regarding their working conditions and perhaps improve retention of quality teachers.

While it is true that many resources cite lower salaries for teachers than for other college graduates, many researchers state other reasons for teachers leaving the field (Allegretto, Corcoran, & Mishel, 2004; Swanson, 2008; Viadero, 2008). "When people enter teaching, they typically know what the salaries are, but many people are surprised by the poor working conditions in our public schools, particularly mid-career entrants to teaching who have been working in other settings" (Makkonen, 2004, p. 1). In a follow-up study of the 2004-2005 *Schools and Staffing Survey* on teacher attrition and mobility, educators who had left teaching were asked whether or not 20 aspects of their current job ranked better, worse, or the same as in teaching. Of those 20 aspects, only two (employee benefits and opportunity to make a difference in the lives of others) were indicated to be better in teaching than in their current position (National Center for Education Statistics, 2007b). Yee (1990) found that teachers who decide to stay in the field cited workplace

conditions as more important than pay in their decisions. In South Carolina even though teachers earn an average of only 88.9 cents for every dollar earned in comparable occupations, working conditions, not the low salaries are more likely to drive teachers away from their jobs (Swanson, 2008).

Several studies (Barnabe & Burns, 1994; Bogler, 2001; Conley, Bacharach, & Bauer, 1989; Hoy & Feldman, 1987; Kottkamp, Mulhern, & Hoy, 1987; Weiss, 1999) have pointed out that teachers who do not experience working conditions that align with their expectations are less committed to their profession. Weiss (1999) states, “Adverse workplace conditions may affect new teachers’ commitment and intentions to stay and may leave an indelible imprint on the structure and quality of teaching itself” (p. 862). Some of these desired conditions include a manageable workload, collegial interactions, professional learning opportunities, participatory decision making, and supportive student behavior interventions (Yee, 1990). These desired conditions are consistent with the innate needs for competence, autonomy, and relatedness as promoted by self-determination theory (Deci & Ryan, 2000).

In the 2007-2008 school year, South Carolina public school teachers were surveyed about various aspects of their working conditions. This survey delved into teachers’ perceptions of their existing working conditions associated with the basic psychological needs of competence, autonomy, and relatedness as posited by self-determination theory. Although studies have documented working conditions of teachers, there is a lack of information about the consistency between the working conditions

preservice teachers expect and the working conditions perceived by inservice teachers. This study seeks to fill that void.

This research project examined the perceived existing working conditions of South Carolina public school teachers and compared those conditions to the working conditions preservice teachers believe exist. “Although perceptions, per se, are not reality, the perceptions that teachers hold about their work environment can clearly be harbingers of job persistence. The more we understand about those perceptions, their origin and impact, the better equipped we will be in preparing teachers for a long and successful commitment to their chosen profession” (Hall, Pearson, & Carroll, 1992, p. 223). Hatch (1999) said that research on teachers’ working conditions should be included more systematically in teacher training programs. Further, Hatch states, “While it is impossible to predict the actual experience of these attributes in each and every workplace, it is useful for workers to understand the general characteristics associated with their work” (p. 230). An understanding of actual working conditions will help guide individuals to positions that are consistent with their expected working conditions.

Problem Statement

This study compares reported perceived existing working conditions of South Carolina inservice public school teachers to the expected working conditions of preservice teachers. Since many states are experiencing shortages of teachers, it is important to consider all influences on this shortage. One possible explanation of this shortage is that teachers do not find the working conditions to be what they expected.

Teachers, like all individuals, have basic psychological needs in regard to their working conditions. These needs include competence, autonomy, and relatedness (Baard et al., 2004). If teachers expect these basic needs to be fulfilled in their working conditions and find these needs are not met, the work itself may become undesirable, causing absenteeism, poor work attitudes, and intentions to leave (Baard et al.). In the teaching profession, this results in loss of time and money and a decrease in student achievement. This study examines the relationships of teachers' competence, autonomy, and relatedness to their working conditions.

Significance of the Problem

The number of teachers who leave the profession each year appears to be growing. A follow-up on the 2004-05 *Schools and Staffing Survey* revealed that 19.6 percent of public school teachers without any full-time teaching experience in the 2004-2005 school year were no longer in the teaching profession one year later. With the help of school officials and the Census Bureau, after establishing the teaching status for those who had been teaching and responded to the 2004-05 *Schools and Staffing Survey*, a determination was made that 8.4 percent of all public school teachers left the teaching profession for any reason, including retirement, by the time the follow-up study was done one year later. This was an increase over the 5.6 percent in the 1988-89 survey and the 7.4 percent in the 2000-01 survey (National Center for Education Statistics, 2007a, 2007b).

With a need for a larger pool of highly qualified candidates and an increase in the percentage of teachers who leave the profession, filling teaching positions with certified teachers who can contribute to maximum student learning is an enormous challenge to school communities. This problem is heightened when the existing working conditions fail to meet the expectations of the teachers qualified to fill those positions. Responding to efforts to improve teacher quality, Conley and Cooper (1991) argued, “If we prepare and recruit the best and the brightest but do not provide them with a work environment where they can be successful, it will not matter how many degrees they hold or how many tests they pass” (p. 9). This statement reveals that, in order to be successful, teachers have needs regarding their working conditions. Satisfaction with working conditions, according to Baughman (1996), “has been positively linked with teacher performance, student achievement, work motivation, organizational commitment, teacher efficacy and reduced teacher absenteeism” (p. 19). The follow-up on the 2004-05 *Schools and Staffing Survey* revealed that 60.9 % of those who had left the teaching profession and gained employment in another field thought that their new position provided better working conditions (National Center for Education Statistics, 2007b). Teachers’ lack of job satisfaction in their working conditions has an impact on educational reform efforts. The intent of NCLB was to provide children with a quality education, but, without teachers, children cannot achieve that goal (Yell & Drasgow, 2005). Any problems existing in teachers’ working conditions may result in an increase in teacher attrition, may affect student achievement, and therefore must be acknowledged.

Purpose of the Study

The purpose of this study is to analyze teachers' perceived working conditions in South Carolina in comparison to the working conditions that preservice teachers believe exist in South Carolina public schools. These perceived working conditions are examined in terms of basic psychological needs for competence, autonomy, and relatedness. Information concerning working conditions that are believed to exist for South Carolina public school teachers is important in this study because those beliefs can help identify working conditions expected by incoming teachers. Alignment of expected working conditions to existing working conditions may provide school communities an opportunity to retain teachers in their individual schools. Individual school administrators may not be able to directly affect the requirements for teacher quality or their salaries, but there are some conditions of the teaching work environment over which they can exert some control. Working conditions that meet teachers' basic psychological needs for competence, autonomy, and relatedness should be considered. It is these working conditions that this study aims to explore.

Research Questions

Since this research involves an exploration of the results of two non-experimental surveys, per the recommendation of Creswell (1994) research questions are stated in lieu of hypotheses. These research questions are "specific restatements of the purpose of the study" (p. 72). Creswell suggests a model for writing research questions that are

descriptive followed by multivariate questions. This research project uses Creswell's divided model for writing research questions.

- Question #1: What are South Carolina inservice teachers' self-reported levels of competence, autonomy, and relatedness in their working conditions?
- Question #2: What are preservice teachers expected levels of competence, autonomy, and relatedness in the working conditions for South Carolina teachers?
- Question #3: Do the working conditions believed to exist by preservice teachers differ in the areas of competence, autonomy, and relatedness from the existing working conditions reported by South Carolina inservice teachers?
- Question #4: Do the results of the surveys of reported or expected working conditions of inservice teachers and preservice teachers produce the same factors of competence, autonomy, and relatedness as predicted by self-determination theory?

Theoretical Framework

This research examines existing working conditions of South Carolina public school teachers under the lens of self-determination theory, which refers to an individual's basic psychological need for autonomy, competence, and relatedness. Baard, Deci, and Ryan (2004) state that "opportunities to satisfy the three intrinsic needs will facilitate self-motivation and effective functioning because they facilitate internalization of extant values and regulatory processes, and they facilitate adjustment because need

satisfaction provides the necessary nutrients for human growth and development” (p. 2045). Self-determination theory posits that, if these three basic needs are met, satisfaction can occur and, if any of the three basic needs is thwarted, satisfaction cannot occur. The need for competence “concerns succeeding at optimally challenging tasks and being able to attain desired outcomes,” autonomy “concerns experiencing choice and feeling like the initiator of one’s own actions,” and relatedness “concerns establishing a sense of mutual respect and reliance with others” (Baard et al., 2004, p. 2046). Research documenting the presence or absence of basic needs satisfaction in the working conditions of South Carolina teachers through the lens of self-determination theory will assist school communities in focusing on factors of those working conditions within their control. Figure 1 displays how working conditions satisfying the basic needs for competence, autonomy, and relatedness function in teachers’ work environments.

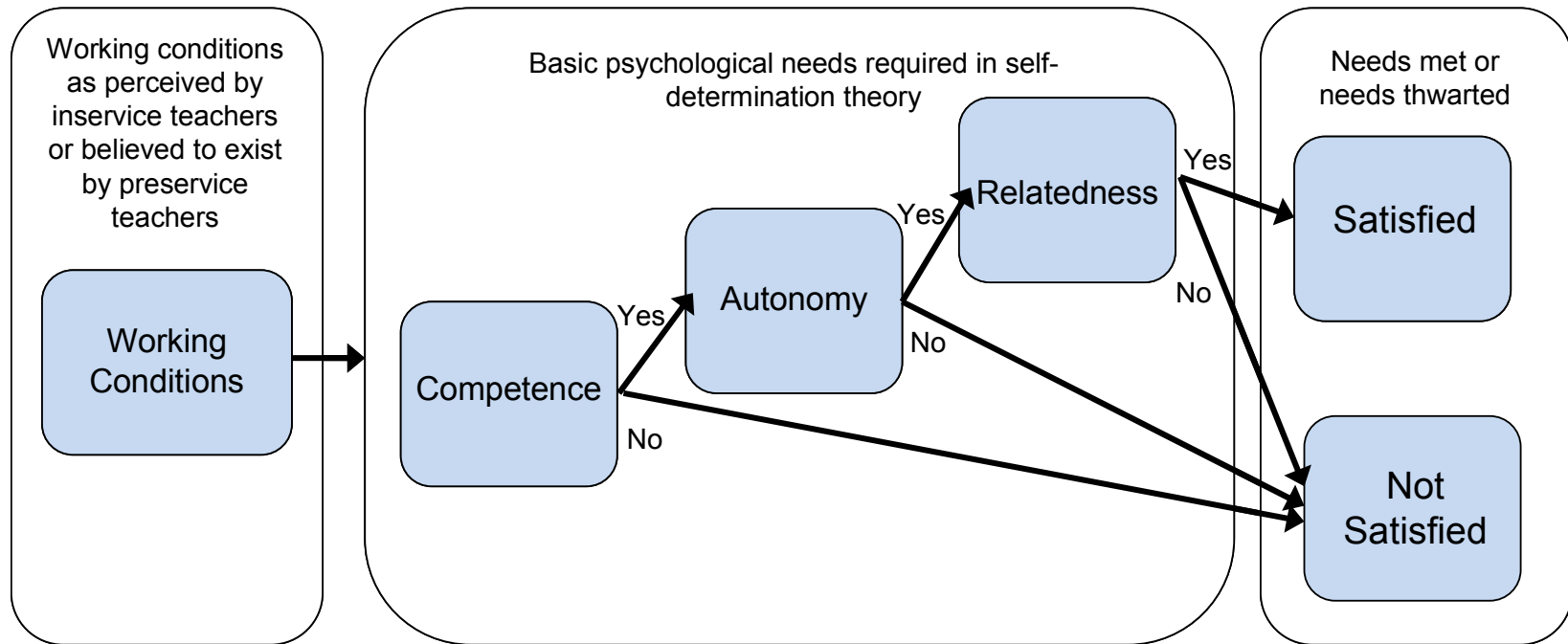


Figure 1

Schematic to Illustrate the Relationship between Working Conditions and Satisfaction of Basic Needs

Definition of Terms

Several terms need to be defined as they are specifically related to this study.

- *Inservice teacher*: An inservice teacher is any teacher who is currently employed as a teacher. For this study inservice teachers are those who were teaching in a South Carolina public school during the 2007-2008 school year. These inservice teachers were represented in the current study by the sample of these teachers who completed the working conditions survey during the 2007-2008 school year.
- *Needs*: This research utilizes the definition of needs adopted by Deci and Ryan in their work on self-determination theory (2000). They define needs as “innate psychological nutrients that are essential for ongoing psychological growth, integrity, and well-being” (p. 229).
- *Preservice teacher*: A preservice teacher is anyone who is working on a program to obtain certification to become a teacher. For this study a preservice teacher is one who was about to begin a student teaching program in January 2009 at Clemson University in Clemson, South Carolina, and had never been employed as a South Carolina public school teacher as of January 2009. This research will involve a survey conducted during the first week of the semester that these student teachers entered student teaching. These preservice teachers had at least 100 hours of classroom observation in a South Carolina public school prior to the start of their student teaching experience.

- *Working conditions:* This research utilizes the description of working conditions as stated by the National Center for Education Statistics (1997), which described variables of working conditions as those involving “administrative support, student behavior, decision making roles, parental support, amount of paperwork and routine duties, availability of resources, communication with principal, cooperation among the staff, staff recognition, control in classroom, influence over school policy, student absenteeism, student apathy, and violence” (pp. 7-8).

Limitations

This research uses self-reported data of existing inservice teachers’ working conditions from the 2007-2008 South Carolina Teacher Survey. The research uses only data from those teachers that completed the survey. This survey is limited in that it does not differentiate the survey respondents by grade level and subject area taught. This research also uses data from a survey developed by the researcher and an expert in the field of educational leadership and based on the inservice teacher survey for use with preservice teachers from Clemson University. Though this preservice teacher survey may contain potentially confusing wording, the survey was generated to obtain information about the preservice teachers’ expected working conditions in South Carolina public schools. These preservice teachers were those who were enrolled in a seminar one week prior to the start of their student teaching experience during January of 2009 at Clemson University in Clemson, South Carolina. One limitation of the study was that the

preservice teachers were not matched with the school in which they would teach; in fact, the researcher had no control over the variability of the school environments that these teachers entered. Though conditions for these preservice teachers could potentially change once they enter the field of education, the survey was intended to offer a window of understanding of their expectations. Generalizations and conclusions may not be applicable beyond the groups of teachers used for this research.

Organization of the Study

This study is organized into five chapters. Chapter 1 established a foundation for this research by discussing the issues that make an examination of teachers' working conditions an important consideration for school communities. National and state data showing the attrition rates for teachers, reasons for these departures, and their resulting costs lead to the problem statement for this research. Chapter 1 included the significance of the problem, the purpose of this study, its theoretical framework, research questions, definitions of terms, and limitations. Chapter 2 is a discussion of significant literature relevant to this research. This literature focuses on self-determination theory, its use in studies involving working conditions, and its application to teachers' working conditions. Chapter 3 details the research design for this study. Results are presented in Chapter 4, and Chapter 5 presents conclusions and implications for future research.

CHAPTER TWO

REVIEW OF THE LITERATURE

The purpose of this study was to examine the working conditions perceived by teachers in South Carolina public schools and compare them to the working conditions preservice teachers believe exist. Since this study was conducted under the lens of self-determination theory, this chapter reviewed the contents of self-determination theory and the basic needs requirements posited in this theory. Studies relating self-determination theory to job satisfaction are reviewed and specific limitations of these studies are presented to enlighten the potential contribution of the current research pertaining to teacher working conditions in South Carolina. A discussion follows of teacher working conditions and how these are related to the three basic needs of competence, relatedness, and autonomy as defined within self-determination theory. Finally, the chapter closes with an examination of this study's contribution to the body of knowledge concerning self-determination theory and teachers' working conditions in South Carolina.

Self-Determination Theory

Self-determination, state Deci and Ryan (1985), is the “quality of human functioning that involves the experience of choice” (p. 38). Self-determination theory is an “investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster positive processes” (Ryan & Deci, 2000, p. 68). Inherent growth tendencies have been observed and identified by other theorists and researchers as well.

Maslow referred to growth tendencies as an “attempt to grow to perfection and to develop more and more fully” and termed this “self-actualization” (Lowry, 1973, p. 186). Petri and Govern refer to Maslow as they liken self-actualization to the persistence of a child who is trying to learn a new skill (2004). Once the skill is mastered, the child does not reach a state of contentment; instead, new challenges are attempted, which is evidence for the pursuit of continuous growth (Petri & Govern). Growth tendencies are seen in the human desire to have an effect on one’s environment. White called this desire a “joy in being a cause” (1959, p. 316).

Self-determination theory “posits that there are clear and specifiable social-contextual factors that support this innate tendency, and that there are other specifiable factors that thwart or hinder this fundamental process of human nature” (Deci & Ryan, 2002a, p. 5). If environmental factors are not conducive to growth, positive processes will not occur. As part of self-determination theory, environmental factors must support the basic psychological needs for competence, relatedness, and autonomy. When these needs are met, environmental conditions are optimal for healthy functioning, satisfaction, and motivation for further growth. If goal pursuits are not directly connected to meeting the requirements of all three of these basic needs, then attainment of these goals thwarts growth and well-being (Deci & Ryan, 2000). If the needs are hindered, individuals display self-protective or even antisocial tactics and such behaviors result in non-optimal substitute goals. According to self-determination theory, growth tendency “must be viewed as a dynamic potential that requires proximal and distal conditions of nurturance” (Deci & Ryan, 2002a, p. 6).

Self-determination theory began as a counter to behavior theory. In behavior theory, humans are thought to be under the control of the environment, thus placing an emphasis on stimulus-response bonds. In behavior theory, human response is “because of these bonds rather than because of thoughts or feelings about what they [humans] want to do or what rewards they want to obtain” (Deci, 1975, p. 13). Early versions of self-determination theory focused primarily on intrinsic and extrinsic motivation and indicated that in order for an individual to feel self-determined, behavior must be intrinsically motivated. However, newer versions of the theory indicate that extrinsically motivated behavior has a role in self-determination as well (Blustein, 2006; Vallerand & Ratelle, 2002). In this newer version, extrinsic motivation can be self-determining if the behavior is integrated into the individual’s value system. Blustein stated,

The internalization process does not transform an extrinsically motivating experience into an intrinsically motivating experience; rather, assuming that certain conditions are fulfilled, extrinsically motivating experiences may become less onerous and, indeed, may become more meaningful as they are internalized into one’s psychological and cognitive structure. (p. 128)

With such internalization, the experience can contribute to an individual’s growth by melding with one’s sense of self through his values and beliefs. In self-determination theory, this internalization allows for positive experiences through external motivation; however, not all extrinsic motivation is internalized positively. In an earlier version of self-determination theory, it was forwarded that extrinsic rewards can have an undermining effect on internal motivation (Deci, 1975). If behaviors are a result of

coercion, guilt, or force, then the external motivation is not internalized and negative results can ensue.

Self-determination theory is considered a step toward positive psychology because of its focus on growth (Petri & Govern, 2004). “Rather than adopting a disease model focused on the healing of weaknesses and illness, positive psychology researchers work to identify personality and social factors that nurture individuals’ strengths, virtues, and development” (Deci & Vansteenkiste, 2004, p. 23). The nurturing personality and social factors that increase strengths, virtues, and development are those that meet the needs for competence, relatedness, and autonomy. Translating this to a work environment, knowledge of these needs allows for the design of working conditions such that employees have a better chance of getting their needs met.

Basic Needs

According to self-determination theory, basic needs fulfillment provides the support for one’s performance and well-being (Ryan & Deci, 2000). In self-determination theory there are three basic needs: competence, relatedness, and autonomy. There is no hierarchy in these, resulting in the needs being intertwined. In order to be self-determined, all of these needs must be met simultaneously. The fulfillment of one need enables better fulfillment of another, and the thwarting of one inhibits the fulfillment of another. These needs are met only through intrinsic motivation and internalized extrinsic motivation. If a behavior is completely extrinsically motivated, then, according to self-determination theory, the completion of the task will not meet the basic needs for

competence, relatedness, and autonomy. The theory indicates that everyone has all three of these needs at all times.

Competence

In self-determination theory the basic need for competence is based on the work of Robert White who referred to this as “an organism’s capacity to interact effectively with its environment” (1959, p. 297). Competence implies one’s capabilities to successfully complete an optimally challenging task. Competence fulfillment leads to self-determination through success at tasks, which enables learning that can be adapted to other situations. When competence is integrated into people’s beliefs about themselves, “these beliefs affect how much effort people expend, how long they will persist in the face of difficulties, their resilience in dealing with failures, and the stress they experience in coping with demanding situations” (Goddard, Hoy, & Hoy, 2000, p. 481).

In the workplace, usually one must possess a certain amount of competence in order to obtain and maintain a job. Often one enters a job with at least a basic level of competence in a skill and is expected to, over time, gain more competence in that skill. An employee’s competence is the actual ability to be successful in a skill and the actual ability to learn related skills. An employee’s perception of his competence can vary from his actual competence, and his perception can be altered through an examination of his quality of production and feedback from peers, customers, students, supervisors, or others.

Extrinsic and intrinsic motivations have a role in one's competence in the workplace. Extrinsic motivations include salaries and advancement. If standards of competence are set only by the employer, the standards are extrinsic motivation even if the employee internalizes the standards out of belief in the worth of the standards. However, if the standards are internalized, then performance that meets the standards can fulfill the need for competence. Intrinsic motivation is the joy one may obtain from self-expression in a job well-done and may lead to pursuit of a lifelong career in the field of interest. "Although it would be ideal if the world could provide opportunities for self-expression and interesting tasks for all contemporary workers, this vision is far from reality" (Blustein, 2006, p. 127). Economic necessities of employees often have employers observant of the extrinsic motivators that will attract workers, but employers who observe and enhance employees' sense of competence may have workers who are willing to work harder, longer, and more productively (Ashton & Webb, 1986; Blustein, 2006; Smylie, 1990; Vroom, 1964).

In order to satisfy the need for competence, consideration should be given to tasks that appeal to one's interests, provide variety, allow creative expression, encourage exploration and experimentation (White, 1959). This does not mean that boring mundane tasks cannot contribute to one's perception of competence, only that successful completion of those tasks with personal appeal are more inclined to fulfill the need for competence. If completion of a task, even an unpleasant task, is seen to be valuable and an important part to a greater whole, then the task is integrated in to one's value system,

and its completion contributes to one's sense of competency. This integration can provide a challenge for employers who are attempting to keep their employees.

Autonomy

Autonomy concerns an individual's desire to behave in accordance with his own beliefs, values, and goals. Deci and Ryan (2000) refer to autonomy as "the organismic desire to self-organize experience and behavior and to have activity be concordant with one's integrated sense of self" (p. 231). Autonomy in self-determination theory is often misinterpreted as independence or the opposite of dependence; however, one can be "autonomously dependent" (Chirkov, Ryan, Kim, & Kaplan, 2003, p. 98) when one willingly relies on another. One can autonomously fulfill requests for action from others provided this action is aligned with one's belief in the valence of the action. Such actions are internalized even if externally motivated. "Autonomy is *not* total freedom to do whatever one wants, nor is it a complete lack of structure, nor is it social isolation, reactive independence, or western individualism – rather, it is felt volition" (Sheldon, Turban, Brown, Barrick, & Judge, 2003, p. 366). Petri and Govern (2004) indicate that feelings of autonomy result from a sense of control.

According to self-determination theory, both competence and relatedness must be accompanied by a sense of autonomy. Deci and Flaste (1995) write, "To be a competent pawn, to be effective but not to feel truly volitional and self-determined at the activity you can do so well, does not promote intrinsic motivation and general well-being" (p. 70). Autonomous behavior may seem antagonistic to the basic need for relatedness, but in

self-determination theory these co-exist. Relatedness is, at times, a backdrop providing support for autonomy since being connected and perhaps dependent on others provides a basis for the formation of values and goals which may be internalized and pursued autonomously. In summary, one needs to feel competent at a behavior valued by his supportive group if he is to integrate and accept responsibility for the behavior autonomously (Deci & Ryan, 2002a).

In the workplace an “autonomy-supportive” (Baard et al., 2004, p. 2048) environment plays a special role in allowing one a means to self-expression. Employers and supervisors that try to gain insight into situations from the employees’ perspective, allow employees choices whenever possible, and provide employees with reasons for decisions when choice is not an option are more likely to circumvent employees’ loss of intrinsic motivation and increase employees’ opportunities for internalized external motivation (Deci & Ryan, 2000; Sheldon et al., 2003). Most people work in an environment that is at least somewhat regulated, but autonomy-supportive contexts allow employees a higher level of job satisfaction (Baard et al., 2004). Baard et al. found employees who perceived their employers as more autonomy-supportive “displayed greater job satisfaction, less absenteeism, and better physical and psychological well-being” (p. 2048).

Relatedness

The need for relatedness refers to one’s sense of feeling a connection with others. It is “the tendency to connect with and be integral to and accepted by others” (Deci &

Ryan, 2002b, p. 7). Baumeister and Leary (1995) suggested “much of what human beings do is in the service of belongingness” (p. 498), and their research supported the hypothesis that under most conditions people form social attachments and resist the dissolution of these bonds. As a result of the intrinsic need for relatedness, behaviors not automatically appealing to one’s interest may initially be pursued in search of approval from another person or group. This effort indicates the need for relatedness in internalizing those behaviors that are externally motivated (Deci & Ryan, 2002b). Once these behaviors are internalized, they become a contributor to one’s self-determination.

In the workplace, relatedness offers one the opportunity for positive work-related outcomes. Social support from work peers is an outlet for communicating ideas, developing skills, sharing goals, stress management, and quality of work feedback. The need for relatedness may lead to one working harder and more effectively because, as Baumeister and Leary (1995) point out, “people prefer achievements that are validated, recognized, and valued over solitary achievements” (p. 498).

Work fosters relatedness between individuals and the world around them. “Working is inherently contextualized in the social fabric of human experience” (Blustein, 2006, p. 88). Work allows one to contribute to the overall well-being of society. This broad relational contribution enhances one’s self-determination. One may feel his work provides a service or product that fosters the betterment of society.

Relatedness in work environments cannot be assumed. Most people work in order to support themselves and their families financially. For some, work is only work and may be difficult, boring, and isolating. Work may require or contribute to physical

distance from others. Work may be specialized in such a way that some cannot see the relation their work has to the contribution to the whole. Some situations of work do not automatically foster relatedness; therefore, in order to promote relatedness, Gagné and Deci (2005) argue that employers should create work environments where workers are interdependent and show respect and concern for employees.

Self-Determination Theory and Job Satisfaction

According to self-determination theory, environmental factors that allow the fulfillment of the basic needs for competence, relatedness, and autonomy are those that will contribute to satisfaction in the workplace. Self-determination theory posits the inherent need for growth through the development of skills, interests, and knowledge in such a way that it connects people to each other and society (Deci & Ryan, 2002a; Deci & Vansteenkiste, 2004). Self-determination theory concerns the degree to which one is able to satisfy his basic needs and focuses also on the consequences of various degrees of need satisfaction (Deci & Ryan, 2002a; Deci & Vansteenkiste, 2004; Gagné & Deci, 2005; Ryan & Deci, 2000; Sheldon et al., 2003). In self-determination theory basic needs are considered universal and apply across domains in one's personal life and work life (Baard et al., 2004; Chirkov et al., 2003; Deci et al., 2001). Self-determination theory “maintains that when job satisfaction results from attainment of basic need satisfaction, it would be associated with effective performance, but when job satisfaction results from attainment of desired outcomes that do not satisfy the basic needs, it would tend not to be related to effective performance” (Baard et al., 2004, p. 2047).

Baard, Deci, and Ryan (2004) hypothesized that employees who were high in autonomy orientation were more likely to rate their employers as supportive and more likely to experience satisfaction of their basic needs for competence, relatedness, and autonomy. The research team found support for this hypothesis in their research involving 698 workers from a banking firm. Further, they found that satisfaction of basic needs influences job performance and psychological adjustment. Satisfaction of the basic needs, they state, “allow[s] a priori predictions of the conditions that are likely to promote satisfaction, performance, and adjustment” (p. 2064). This statement suggests employers can exert some control over the working environment perceived by employees and, as a result, influence job satisfaction. Although Beard et al. state that the results of their study provide support for the use of self-determination theory in the workplace, their study was limited to employees of the banking industry and these employees may not be comparable in every aspect to the composition and opinions of employees in other fields such as education. For example, Beard et al. point out that the participants in their study were 38% female while the majority of teachers in South Carolina public schools are female. Also, motivation to become a teacher is likely different from the motivation to enter the banking industry.

Deci et al. (2001), in their study of 431 Bulgarian workers from various industrial and banking fields, found support for the relationship between an autonomy supportive environment and job satisfaction. The researchers in this study chose Bulgaria because of its totalitarian political system and state-owned companies. The studied showed evidence that it is possible for individuals to “autonomously embrace collectivist values and moral

obligations” (p. 940). Deci et al. concluded their study supported self-determination theory across different cultures and work organizations; however, they state their study “does not confirm the universal significance of basic psychological needs” (p. 940).

Teacher Working Conditions and Basic Needs

Because of concerns about teacher shortages and resulting costs in dollars and loss of experienced teachers, previous research studies have focused on whether teachers will leave current teaching positions based on their job satisfaction or dissatisfaction. These studies bring emphasis to the conditions that are important to teachers in their work environments. Many of these studies are consistent in showing that desired working conditions allow the fulfillment of the three basic needs for competence, relatedness, and autonomy necessary for self-determination.

Research by Quaglia, Marion, and McIntire (1991) found significant differences between satisfied and dissatisfied teachers with satisfied teachers having more positive attitudes toward students, higher self-efficacy, increased feelings of empowerment, higher ratings of their working conditions and social status. Gehrke and McCoy state that the Quaglia, et al study “seeks to link successful integration into the workplace with positive perceptions of job which, in turn, may increase the possibility of employees remaining in a position” (p. 33). The Quaglia, et al. survey of the opinions of 477 teachers in Maine revealed that satisfied teachers were more positive than dissatisfied teachers about their “students, efficacy, empowerment, working conditions, and social status” (Quaglia et al., 1991, p. 213). In this study, the biggest discrepancy between

satisfied and dissatisfied teachers concerned group efficacy. Efficacy encompasses the basic need for competence as Quaglia et al. describe it as a belief in the teachers' abilities to influence student learning. The researchers indicate that an improvement in teachers' sense of efficacy provides teachers the "feeling that they are part of a productive team" and "produce[s] higher levels of intrinsic satisfaction" (p. 214). The researchers suggest future studies involving the construct of efficacy as it relates to "school climate, school effectiveness, administrative structure, student attitudes, and student achievement" (p. 215). This study was limited to teachers in 20 communities in Maine whose opinions concerning the construct of efficacy may vary from teachers in South Carolina.

Competence was one of the important conditions forwarded in a 1996 study of 2002 New Brunswick elementary school teachers (Ma & MacMillan, 1999). Ma and MacMillan examined how teachers' job satisfaction is influenced by workplace conditions. Their research indicated that working conditions including those involving teacher competence, administrative control, and organizational culture positively affect teacher satisfaction. They describe teacher competence as having and being able to use knowledge and skills of subject content and instructional techniques. Desired administrative control is described as an administration that allows teachers to feel valued and involved in the decisions and operations of the school. This description of desired administrative control contributes to the fulfillment of the needs for relatedness and autonomy. Ma and MacMillan describe effective organizational cultures for teachers as those that allow teachers to form collegial and collaborative relationships with others in their work environment, stating, "How individual teachers view themselves as

contributors to the whole school appears to be important to their level of satisfaction” (p. 40). This study was limited to teachers from a rural area of Canada and Ma and MacMillan also point out that their survey data does not draw a complete picture of the complexity of teacher perceptions of their working conditions particularly as the perceptions relate to job satisfaction and as a result suggest further studies.

Research on the motivating environments in four rural high schools examined factors contributing to self-determination from a systemic viewpoint (Hardre, 2007). This research revealed that schools with more autonomy-supportive administrators had teachers who “felt like they were listened to, and they were more willing to suggest and initiate change, or to try new ideas for motivating students” (p. 256). Hardre’s view of the importance of teacher work climates was revealed in the statement:

The quality of teachers’ work climates can either enable or constrain faculty creativity, self-perceptions, performance and retention, beyond the effects of external resource considerations such as salary and benefits. Administrators should be conscious of the value of environments supporting teachers’ self-determination, in contrast to high pressure, controlling work environments, for both teacher performance and student outcomes. (p. 261)

Hardre states teacher autonomy is important because the teachers are the ones in the classrooms having to make immediate decisions on students’ motivational needs and teachers need the freedom to match those students’ needs in order to influence their performance positively; however, the research used data from only four schools and may not be generalizable to all schools.

In a two year study of 50 teachers in various Massachusetts public school settings, researchers Johnson and Birkeland (2003) examined reasons for teachers staying in their current schools, moving to different schools, or leaving public school teaching. Of the 50 teachers, 28 had stayed in the same school for the two-year research period, and of those 15 indicated satisfaction with their current school and a career in teaching. Central to decisions to leave, stay, or move from their current school were teachers' perceptions concerning teacher success with students. Additionally, those teachers who left their positions consistently "described principals who were arbitrary, abusive, or neglectful, and they spoke of disappointment with colleagues who failed to support them as they struggled to teach" (p. 594). Although the study uses a small sample size, it is consistent with self-determination theory in its findings that employees need to feel competent in their work and have supportive collegial relationships. Johnson and Birkeland stress the importance of creating supportive working conditions for teachers.

Teacher shortages can be described as more of a retention issue than a recruitment issue (Wynn et al., 2007). Wynn et al. completed a study involving perceptions of 217 teachers in their first or second year of teaching in an urban district in the southeastern United States about mentoring, school climate, and principal leadership. Survey information collected from the participants indicated that 30 percent intended to leave teaching within 5 years. Also, principal leadership, which included communicating expectations, supporting beginning teachers, providing regular feedback, reducing duties that interfere with teaching, and providing information and materials related to teaching, was cited as the least satisfying issue for these first and second year teachers. As a result

of their findings, Wynn et al. indicated that more attention should be given to teacher commitment and principal leadership including supportive working conditions. Wynn et al. indicate that future research should extend beyond a single school district to further examine the working conditions of beginning teachers and their concerns with school leadership.

Weiss (1999) used first-year teacher survey data from the 1987-88 and 1993-94 National Center for Education Statistics' *Schools and Staffing Survey* to examine their perceived workplace conditions and resulting morale, career commitment, and planned retention (Weiss, 1999). The study included a nationally representative group of 2,676 first-year teachers in the 1987-88 cohort and 2,412 first-year teachers in the 1993-94 cohort. This study indicated that the sampled first-year teachers desired autonomy and discretion but that only 60% in the 1987-88 cohort and 65% in the 1993-94 cohort perceived that they or other teachers were allowed input to curriculum and discipline policies. Weiss points out that teacher input can lead to valuable interdependence and states,

The interdependence of different aspects of the social organizational structure of the school workplace implies that a systemic approach to changing the organizational patterns of decision making within schools is likely to strengthen first-year teachers' views about their work effort being worthwhile, contentment with their career choice, and their plans to remain in teaching. (p. 870).

Additionally, Weiss stresses the importance of providing "responsive environments for new teachers" (p. 871). If school systems and administrators respond to new teachers'

needs in their work environments, then as Weiss' data indicates, new teachers may become more committed in their profession and satisfied to remain in teaching.

Self-determination theory was used to examine 36 student teachers' experiences in The Netherlands (Evelein, Korthagen, & Brekelmans, 2008). In this study each student teacher taught between 10 and 20 lessons during a 14-week period. After each lesson, the student teacher completed a questionnaire based on the *Basic Psychological Needs Questionnaire* used in previous research by Sheldon, Elliot, Kim, and Kasser (2001) with 3 subscales for measuring competence, autonomy, and relatedness. The researchers also asked the student teacher to provide verbal images of the teaching experiences. The results of the questionnaire and images for each lesson were compared to reveal the level of need fulfillment during the experiences for each teacher. Comparisons of the compiled data for all 36 teachers revealed that more than 75% of the time the student teachers' experiences did not fulfill their basic needs, but it was not clear how this affected their decisions regarding their teaching career. Evelein et al. concluded that student teachers should be placed in classes without a history of problematic behavior, given opportunities for choice, and given realistic goals. Evelein et al. used a small sample of student teachers in the Netherlands which may have very different perceptions concerning basic need fulfillment than teachers in South Carolina. Also, Evelein et al. point out that little research has been done on basic need fulfillment in teachers and imply more research needs to be conducted in this area.

Perceptions of 79 future elementary teachers and 66 current elementary teachers in Cyprus were used to compare expected job satisfaction with actual job satisfaction

(Menon & Christou, 2002). Each participant responded to a 35-item questionnaire. The researchers believed that presenting this comparison could provide information regarding the future teachers' level of job satisfaction upon obtaining a permanent teaching position. Data analysis indicated that future teachers had less optimistic views of the headmaster's role, the organization of the school, and the school climate; however, the future teachers had more optimistic views of incentives and promotions. In the discussion of their findings, Menon and Christou indicate the importance of matching future teachers' expectations of working conditions to the realities they face when employed as teachers. Menon and Christou point out that inconsistencies between expectations and realities may diminish teachers' enthusiasm for their jobs and lead to teacher dissatisfaction and attrition. They also concluded that when future teachers are more optimistic about incentives and promotions, disappointments about financial and upward mobility in the future often occur. The researchers suggest remedying these potential problems by providing more contact for exchange of information between current and future teachers. This study was limited to a small sample in Cyprus but provides implications about working conditions that are important to teachers and significantly different between future and current teachers. Although this study does not establish that the same findings would occur for teachers in South Carolina, realistic information about future job expectations in South Carolina could help new teachers adjust to their working environment.

Summary

The current study used the basic needs of competence, autonomy, and relatedness as stated in self-determination theory as a way to group the perceived working conditions of inservice teachers and the expected working conditions of preservice teachers. As cited in this chapter previous research has claimed that self-determination theory applies across various domains and settings (Baard et al., 2004; Chirkov et al., 2003; Deci et al., 2001). However, the theory has not been applied to analysis of existing teacher working conditions and expected teacher working conditions. The current research seeks to explore the application of self-determination theory to teacher working conditions, specifically to compare those working conditions existing for South Carolina inservice teachers and those expected by Clemson University preservice teachers. The needs set forth in self-determination theory are similar to desired working conditions recognized by other researchers and should therefore provide a way to examine the results in familiar terms. The theory also allows for ideas that are overlapping; that is, the fulfillment of one need may help to fulfill another need.

This chapter has reviewed results from previous research on teacher working conditions. However, after a thorough examination of research involving perceived working conditions of inservice teachers and expected working conditions of preservice teachers, the researcher found there was a void in the research that compared the existing and expected working conditions. This lack of information justifies continuation of this study.

CHAPTER THREE

METHODS

According to the literature on working conditions, it is important that work environments allow the fulfillment of the basic needs for competence, autonomy, and relatedness which in turn contribute to job satisfaction, commitment, and employee retention. One purpose of this research was to compare inservice teachers' reported existing working conditions in South Carolina to preservice teachers' expected working conditions. This comparison was accomplished by an examination of survey data in terms of the basic needs for competence, autonomy, and relatedness as identified in self-determination theory. Another purpose of this research was to determine if the results of the surveys of reported or expected working conditions of inservice teachers and preservice teachers produce the same factors of competence, autonomy, and relatedness as predicted by self-determination theory. This determination was made by examining the results of a factor analysis on the preservice and inservice teacher survey responses for underlying themes indicative of competence, autonomy, and relatedness.

To accomplish this task, two surveys were used. One survey used questions and data extracted from the 2007-2008 South Carolina Department of Education's teacher survey. Questions extracted were those indicative of fulfillment of basic needs for competence, autonomy, and relatedness. The selection of these questions is discussed in the instrumentation section of this chapter. The second survey, composed of similar questions, was administered to a group of preservice teachers during the week prior to the start of their student teaching experience.

The focus of this chapter is to present the components of the survey research utilized in the analysis of self-reported existing and expected teacher working conditions in South Carolina. This chapter uses components suggested by Creswell (1994) for methods in a quantitative study. These components include information about survey design, population and sample, instrumentation, variables, and data analysis.

Survey Design

Kerlinger and Lee (2000) indicate the “evident potential” of survey research in educational environments and find it a useful tool in “obtaining personal and social facts, beliefs, and attitudes” (p. 611). The current research takes advantage of that potential by using results of a wide-scale state teacher survey and a similar survey of preservice teachers in order to compare reported beliefs about teacher working conditions in South Carolina. Although the surveys do not reveal exact working conditions, surveys do reveal the participants’ perceptions of the reality of their working conditions.

The researcher obtained permission to begin this cross-sectional study with parallel-samples from the Clemson University Institutional Review Board on October 28, 2008. See Appendix A for a copy of the letter of approval.

South Carolina’s teacher survey from 2007-2008 is best classified as a census survey in that it attempts to obtain responses from *all* inservice public school teachers in South Carolina. The advantage of this type of survey is, as Kerlinger and Lee (2000) point out, “a great deal of information can be obtained from a large population” (p. 613). The 2007-2008 South Carolina teacher survey asked all inservice public school teachers

about elements of their work environment (Office of Data Management and Analysis, 2009). This survey was administered online through the South Carolina Department of Education's web portal during the spring of the 2007-2008 school year and teachers were given a six-week window to respond (C. Hearn, South Carolina Department of Education, Office of Data Management and Analysis, personal communication, July 1, 2009). In order to obtain access to the survey, teachers entered their school's code in the South Carolina State Department of Education's website. This survey and its results are public domain information; however, the researcher filed a request to the South Carolina Department of Education to receive the raw survey data on a compact disc to allow easy conversion to an Excel file. See Appendix B for a copy of the request for these data. In response to this request, the compact disc was received via US mail on November 20, 2008.

During January of 2009, one week prior to the start of student teaching, 134 Clemson University preservice teachers were surveyed about the working conditions they expect for South Carolina public school teachers. This survey was designed by the researcher and an expert in the field of educational leadership to align with the questions extracted from the 2007-2008 South Carolina inservice public school teacher survey. Administration of the preservice teacher survey took place in an auditorium classroom setting during a seminar introducing student teaching. The survey, conducted by the researcher, was handed out along with a cover letter briefly explaining the research project, estimated completion time, risks to the participant, participant confidentiality,

and the researcher's contact information. The preservice teachers were asked to place their completed surveys in a collection folder at the front of the auditorium.

Population and Sample

Since the primary purpose of this research was to compare the working conditions expected by preservice teachers to the reported existing working conditions of South Carolina public school teachers, it uses the teacher survey that is currently conducted annually by the South Carolina Department of Education to access information from inservice public school teachers in South Carolina. The populations of interest in this study are the inservice public school teachers in South Carolina and South Carolina preservice teachers. The sample used for analysis were inservice teachers who completed the South Carolina Department of Education's survey of teacher working conditions during the 2007-2008 school year and preservice teachers attending a seminar for student teachers during January 2009 at Clemson University in Clemson, South Carolina. The Clemson University student teacher group is an adequate representation of student teachers from Clemson University since the sample included 96% of the student teachers in that population; however, other teacher education institutions in the state may have teacher populations that are very different in educational backgrounds, experience, and beliefs.

The inservice teacher participants in this research were those who completed all of the questions in South Carolina's online teacher survey during the spring of the 2007-2008 school year. At that time there were 54,745 public school teachers in South Carolina

including classroom teachers, guidance counselors, and media specialists. Of those inservice teachers 45,468 replied to the survey during the six-week timeframe allowed by the South Carolina Department of Education. Selected for inclusion in this study were those who completed all questions on the survey; that is, did not leave any question blank nor on any question respond with *don't know* as the answer choice. After eliminating these teachers from the study, there were 29,671 teachers remaining in this data set. This was approximately 54% of the inservice public school teachers in South Carolina during the 2007-2008 school year. The response rate for inservice teachers is detailed in Table 1.

Table 1

Response Rate for Inservice Teacher Population

Inservice Teachers Expected to Complete Survey	Inservice Teachers Responding to Some or All of the Survey	Inservice Teachers Completing All Questions on the Survey
54745 (100%)	45468 (83%)	29671 (54%)

The preservice teachers chosen for this research were a convenience sample of preservice teachers who attended a seminar for students during the week prior to the start of their student teaching experience at Clemson University in Clemson, South Carolina in January 2009. The director of student teaching at Clemson University was contacted regarding this research study and gave verbal permission to the researcher to conduct the survey. There were 140 students present in the seminar during the time that the survey was conducted. Of those present, 134 completed all of the questions on the survey, 3

returned blank surveys, 1 returned a partially completed survey, and two surveys were not returned. The response rate for preservice teachers is detailed in Table 2.

Table 2

Response Rate for Preservice Teacher Population

Preservice Teachers Present During Survey	Preservice Teachers Completing Survey
140 (100%)	134 (96%)

Instrumentation

Inservice Teacher Survey

The first survey utilized in this study was the survey of working conditions of the 2007-2008 South Carolina inservice public school teachers. Of the 77 questions on the 2007-2008 South Carolina teacher survey, 49 questions concerning teacher competence, autonomy, relatedness, and demographics were retained for analysis in this research. Questions excluded from study were those that were irrelevant to the constructs of competence, autonomy, and relatedness as defined in self-determination theory for this research (e.g., “The bathrooms at my school are kept clean,” “I feel safe going to or coming from my school,” “Our school has a good selection of library and media materials.”) Forty-two of the questions included in the study asked about teachers’ working conditions and requested responses on a 5-point Likert scale with answer choices: (a) disagree, (b) mostly disagree, (c) mostly agree, (d) agree, or (e) don’t know. Responses were scored based on the extent of agreement with a given statement. A

disagree response was assigned a score of 1, mostly disagree was assigned a score of 2, mostly agree was assigned a score of 3, and agree was assigned a score of 4. Since this study concerned teachers' working conditions, if a teacher reported *don't know* in response to a question or left a question blank then the researcher reasoned that a conclusion about the state of working conditions could not be analyzed for that teacher; therefore, that teacher's responses were not included in the study.

Six of the questions were demographic in nature: ethnicity, gender, initial certification route, highest degree obtained, years employed in education, and years employed at the current school. See Appendix C for a complete copy of the survey. Note that question 43 was eliminated since it was determined to measure a different construct than originally intended.

Preservice Teacher Survey

The second survey, given to preservice teachers, was generated by the researcher and an expert in the field of educational leadership to correspond to the questions given to the inservice teachers (Appendix D). By rewording each working condition question from the inservice teacher survey, 42 questions were generated for the preservice teacher survey in order to obtain information about the believed working conditions for South Carolina public school teachers. Whereas inservice teachers were asked to report what conditions exist in their school, preservice teachers were asked about what conditions they *believe* exist in South Carolina public schools. In this research beliefs about working conditions are used as a proxy for expected working conditions. The 42 questions

concerning expected working conditions were 4-point Likert scale items with answer choices: (a) strongly disbelieve, (b) disbelieve, (c) believe, or (d) believe strongly. Responses were scored on a continuum indicating strength of belief in existence of a stated working condition for South Carolina public school teachers. A strongly disbelieve response was assigned a score of 1, disbelieve was assigned a score of 2, believe was assigned a score of 3, and strongly believe was assigned a score of 4.

There were six questions posed for demographic purposes: ethnicity, gender, age, degree program, likelihood of teaching in a South Carolina public school, and grade group interest. A copy of the informational cover letter and survey are included in Appendix D.

The preservice teacher survey was piloted with 14 teachers to allow for input on item clarity, grammar, and time for completion. One spelling error and one punctuation error were noted by participants and corrected by the researcher. Teachers indicated the time range for completion was 3 to 10 minutes.

Validity

The questions chosen in this research were analyzed by an expert in the field of educational leadership for consistency with the basic needs defined in self-determination theory. The analysis consisted of examining the constructs of the basic needs of competence, autonomy, and relatedness in self-determination theory and questions on the South Carolina teacher survey that would serve as proxies for these constructs. See

Appendix E for a listing of questions used on the teacher surveys to examine the constructs of competence, autonomy, and relatedness.

The basic need for competence is “about growing and experiencing challenge to one’s current abilities or knowledge”(Baard, 2002, p. 264). In self-determination theory, competence and effectiveness are the same constructs (Elliot, McGregor, & Thrash, 2002). Questions on the South Carolina teacher’s survey that question teachers about their abilities to be effective and grow in their potential to teach were used as proxies to indicate competence.

The basic need for autonomy is “about sensing some level of control and choice about the work one is doing” and involves empowerment and is used to indicate shared responsibility in how work is done (Baard, 2002, p. 262). For teachers, autonomy involves control of classroom instruction, curriculum innovations, determining material needs, and non-instructional decisions such as discipline (Blase & Blase, 2001). Items on the South Carolina teacher survey that question teachers’ empowerment, control, and choice were used as a proxy for autonomy.

The basic need for relatedness is “about feeling connected, sharing a mutual goal, and being in a relationship for the long haul” (Baard, 2002, p. 266). Baard states, “Experiencing mutual reliance and respect is at the heart of the relatedness need” (Baard et al., 2004, p. 2046). The South Carolina teacher survey asks teachers about respect, morale, and sharing goals. The questions concern relationships with administrators, teachers, students, and parents. These questions were used as a proxy for relatedness.

Variables

The independent variable used for the initial analysis in this research was the membership to one of two teacher groups: 2007-2008 inservice public school teacher or Clemson University preservice teacher in January 2009.

The dependent variables for this research were the responses to the 42 working conditions questions on the teacher surveys. In order to analyze the level of reported existing or believed level of competence, autonomy, and relatedness for inservice and preservice teachers as listed in research questions 1 and 2, the 42 working conditions questions were grouped based on the constructs of the basic needs of competence, autonomy, and relatedness as defined within self-determination theory. Each preservice and inservice teacher's responses to these groups of questions were averaged to obtain a score for each teacher on competence, autonomy, and relatedness. These scores were dependent variables for this portion of the research and are also used for the comparison of the levels of competence, autonomy, and relatedness between the two groups of teachers to address research question 3.

To answer research question 4 concerning whether or not the results of the inservice and preservice teachers' survey results produce factors of competence, autonomy, and relatedness as predicted by self-determination theory factor analysis was used. The purpose of the factor analysis is to reduce the number of dependent variables to interpret. Latent variables, called factors, were identified using principal component analysis on each group of teachers' survey responses. Information on the process used to

perform the principal component analyses is detailed in the data analysis section of this chapter and specific models are discussed in Chapter 4.

Data Analysis

The data collected for this research were analyzed using SAS 9.2 executed on a Windows XP-Pro platform (SAS 9.2, 2002). Data were imported to SAS 9.2 using Excel 2007.

Descriptive statistics were computed for each teacher group to measure frequencies of the six demographic components on the surveys. Descriptive statistics were also computed for the inservice and preservice teacher groups to measure the mean, standard deviation, median, and frequencies of the responses to the 42 items on the surveys measuring perceptions of existing or expected working conditions. Tables indicating the demographic information and working conditions responses were produced.

To address research questions 1, 2, and 3, competence, autonomy, and relatedness scores for each teacher were obtained by averaging each teacher's responses to questions pertaining to each construct. The questions averaged to obtain a competence score were 1-7, 12, 14, 16, 17, 29, 32, 37, 38, and 42. The questions averaged to obtain an autonomy score were 18-22, 27, 28, 30, 34, 35, and 38. The questions averaged to obtain a relatedness score were 8-11, 13, 15, 18, 23-26, 31, 33, 36, 38, 39, and 40. Some questions were noted to relate to more than one construct. The scores for the inservice and preservice teachers were then compared using a one-way analysis of variance, between-

groups design with significance of the F-ratio compared at the .05 level. Reliability of these scales was examined as well.

To address research question 4, examining the results of the teacher surveys for underlying components of the teachers' perceptions of competency, autonomy, and relatedness in their working conditions as predicted by self-determination theory, responses to the 42-item surveys were subjected to a factor analysis technique called principal component analysis. Each group was subjected to a separate principal component analysis so that similarities and difference in the two groups' understanding of their working conditions could be analyzed. The Kaiser measure of sampling adequacy, which was above .50 for each teacher group, indicated that a principal component analysis was appropriate. Principal component analysis was chosen for its ability to allow the researcher to interpret the two groups' beliefs about teacher working conditions by using only a few defining themes revealed as factors. In this portion of the research, rather than using only face validity to determine each question's underlying theme on the basic needs for competence, autonomy, and relatedness as posited by self-determination theory, the researcher employed principal component analysis to add convergent and divergent validity in forming factors for subsequent study. The steps described in the following paragraphs were performed on each group of teachers' survey responses. Specific results of each analysis are indicated in Chapter 4.

The first step in each principal component analysis was to run an initial analysis for the consideration of two items: eigenvalue-one criterion and sudden changes in the slope on the scree plot. These items were used as a starting point in determining the

number of factors to retain for further analysis. Components with eigenvalues less than one are viewed as trivial since these contribute less variance than are contributed by a single variable (Hatcher & Stepanski, 1994). Those factors with eigenvalues less than one were not considered for further analysis while those with eigenvalues of one or greater were considered during further steps in the principal component analysis. The flattening effect on the scree plot strengthens the decision to eliminate factors with eigenvalues less than one. The scree plot indicated that a significant amount of additional variance would not be contributed if more items were retained beyond the point on the graph where the flattening effect began. However, the information from the eigenvalue-one criterion and scree plot was not entirely conclusive, as is often the case with this type of information; therefore, additional principal component analyses on each set of teacher survey data were needed in order to make a more informed decision about how many factors to retain for each model.

In the second step of the principal component analysis, several analyses were performed using an oblique rotation. The number of factors retained in these analyses was indicated as equal to the number of factors identified in the eigenvalue-one criterion and before the flattening effect on the scree plot. Oblique rotation was chosen for the analysis to allow for the natural correlation between the underlying themes of teacher working conditions. This rotation is consistent with the basic needs in self-determination theory since competence, autonomy, and relatedness are posited to be intertwined. The factor pattern matrix for each of these analyses was examined for interpretability. Interpretability was obtained when there were at least three variables with significant

loadings on each of the retained factors; when each variable loading on a factor conceptually measured that factor, indicating convergent validity; when variables loading on different factors conceptually measured different components, indicating divergent validity; and when the rotated factor pattern possessed simple structure (Hatcher & Stepanski, 1994). Regarding simple structure, Hatcher and Stepanski state the following:

Simple structure means that the pattern possesses two characteristics: (a) Most of the variables have relatively high factor loadings on only one component, and near zero loadings on the other components, and (b) most components have relatively high factor loadings for some variables, and near-zero loadings for the remaining variables. (p. 475)

For interpretation purposes, relatively high factor loadings for this research were those greater than .40 as suggested by Hatcher and Stepanski.

Each factor was titled as a descriptive scale tied to the theme for each group of survey items. Cronbach's alpha coefficient of reliability was checked for each scale using only those questions with a loading of .40 or higher. As suggested by Hatcher and Stepanski (1994), reliabilities of .70 or higher were considered acceptable.

After the completion of the principal component analysis on the two separate teacher groups, the structures of the two models were compared. If the two teacher groups were comparable on any factors relative to the basic needs of competence, autonomy, and relatedness as defined in self-determination theory and discussed in Chapter 2, then a secondary analysis was performed on those factors using the combined teacher data set. For those latent factor variables that were revealed as comparable in the

primary principal component analyses, factor scores were computed that allowed the two groups, inservice and preservice teachers, to be compared using a one-way analysis of variance, between-groups design with significance of the F-ratio compared at the .05 level. An analysis of variance was also used to compare the average responses on common questions revealed in comparable factors for the two teacher groups. Reliability of these scales was examined as well.

Summary

This chapter described the methods used for the current research. The inservice teacher survey and preservice teacher survey designs were discussed along with the process for participant selection. Research variables were defined and followed by a delineation of the data analysis methods. Techniques used for analysis of inservice and preservice teachers' perceptions of competence, autonomy, and relatedness in their working conditions based on the definitions of these basic needs as defined within self-determination theory were described. Also techniques for a principal component analyses completed on the survey responses of both teacher groups were discussed. Three analyses of variances between the two teacher groups were performed, one based on the average scores obtained for teachers using questions chosen for their alignment with the definitions of the basic needs within self-determination theory, one using average scores on common questions found in the comparable factors revealed in the principal component analysis, and the other based factor scores on comparable factors revealed in the models by the principal component analyses. Chapter 4 details the results of the data

analyses, and Chapter 5 discusses these results further and the conclusions which are drawn from these analyses.

CHAPTER FOUR

DATA ANALYSIS

This chapter presents the results of the research that compared the perceived working conditions of South Carolina inservice teachers to the working conditions expected by preservice teachers from Clemson University in Clemson, South Carolina. Results of the factor analysis to examine underlying themes of inservice and preservice teachers' existing and expected working conditions as related to the basic needs of competence, autonomy, and relatedness as defined within self-determination theory are presented in this chapter. Analysis of variance is presented in this chapter to examine differences in the means of the competence, autonomy, and relatedness scores of inservice teachers' existing working conditions and preservice teachers' expected working conditions. Analysis of variance is also used to examine the differences in the factor scores for inservice and preservice teachers for common themes revealed by the factor analysis.

Survey Responses

In this section the survey responses are presented in two sections. The first section discusses the demographics of the inservice and preservice teacher populations and comparisons between the groups are presented where applicable. This is followed by a presentation of the responses to the 42 working conditions questions from each survey. Note that question 43 concerning the number of hours teachers have for planning was eliminated from analysis since a decision was made that the question posed to preservice

teachers measured a different construct. The question asked preservice teachers, “How many hours *should* teachers have for planning?” rather than about how many hours do teachers have for planning.

Demographics

Demographic information is presented in Appendix F for inservice and preservice teachers. The information indicates the demographic descriptive category and the frequency and percentage of teachers completing the survey in each demographic category. This information reveals that the gender and ethnicity characteristics of the preservice teacher population are reflective of the inservice teacher population. The inservice teacher population in this research is 84% white and 84% female, and the preservice teacher population is 91% white and 78% female. The South Carolina Department of Education states that for the 2007-2008 school year that 77% of teachers were white and 81% were female (Office of Data Management and Analysis, 2009). Approximately 15% of the inservice teachers included in this research had fewer than 4 years of experience and approximately 12% had between 4 and 6 years of experience. Among the preservice teachers approximately 47% indicated that they would definitely seek a position in a South Carolina public school and 14% indicated that they definitely would not seek a position in a South Carolina public school. Information was not collected on why each teacher would or would not seek employment in South Carolina public schools.

Responses to the Working Conditions Questions

The included responses from the inservice and preservice teachers on the questions concerning working conditions includes the frequency of each response, the percent of each response, the mean response for each question, and the standard deviation for the responses for each question. See Appendix G for the inservice and the preservice teacher survey responses.

Level of Competence, Autonomy, and Relatedness Using Definitions from Self-Determination Theory

Research questions 1 and 2 concerned the level of competence, autonomy, and relatedness existing in working conditions of South Carolina inservice teachers and expected by Clemson University preservice teachers. The questions averaged to obtain a competence score are 1-7, 12, 14, 16, 17, 29, 32, 37, 38, and 42. The Cronbach alpha coefficient of reliability for the competence questions was .92 for the inservice teacher responses and .83 for the preservice teacher responses. The questions averaged to obtain an autonomy score are 18-22, 27, 28, 30, 34, 35, and 38. The Cronbach alpha coefficient of reliability for the autonomy questions was .94 for the inservice teacher responses and .83 for the preservice teacher responses. The questions averaged to obtain a relatedness score are 8-11, 13, 15, 18, 23-26, 31, 33, 36, and 38-40. The Cronbach alpha coefficient of reliability for the relatedness questions was .95 for the inservice teacher responses and .89 for the preservice teacher responses. Some questions are noted to relate to more than one construct. Table 3 shows the average scores and standard deviations for competence, autonomy, and relatedness for both teacher groups. Table 3 also shows the percentage of

teachers responding 1, 2, 3, or 4 with responses 1 and 2 indicating needs are not met or not expected to be met and responses 3 and 4 indicating these needs are met or expected to be met. These percentages were obtained by calculating the percent of teachers in each response category for all of the questions identified for each basic need. In the area of competence, 92.68% of inservice teachers report their needs are met compared to 58.02% of preservice teachers expecting these needs to be met. In the area of autonomy, 89.90% of inservice teachers report their needs are met compared to 59.43% of preservice teachers expecting these needs to be met. In the area of relatedness, 89.97% of inservice teachers report their needs are met compared to 62.38% of preservice teachers expecting these needs to be met.

Table 3

Levels of Competence, Autonomy, and Relatedness in Teachers' Existing or Expected Working Conditions

<i>Inservice Teachers</i>						
Competence	1	2	3	4	M	SD
	2.34%	4.99%	26.20%	66.48%	3.57	0.47
Autonomy	1	2	3	4	M	SD
	3.47%	6.64%	34.81%	55.06%	3.45	0.54
Relatedness	1	2	3	4	M	SD
	3.27%	6.76%	30.05%	59.92%	3.42	0.53
<i>Preservice Teachers</i>						
Competence	1	2	3	4	M	SD
	5.32%	36.66%	52.66%	5.35%	2.58	0.33
Autonomy	1	2	3	4	M	SD
	3.73%	36.84%	55.63%	3.80%	2.63	0.35
Relatedness	1	2	3	4	M	SD
	3.73%	33.89%	57.64%	4.74%	2.60	0.34

Comparison of Competence, Autonomy, and Relatedness in Inservice and Preservice Teachers' Working Conditions Using Definitions From Self-Determination Theory

To address research question 3 concerning whether or not working conditions believed to exist by preservice teachers differ in the areas of competence, autonomy, and relatedness from the existing working conditions reported by inservice teachers, a one-way analysis of variance between teacher groups was computed to analyze the

differences in reported levels of competence, autonomy, and relatedness. The levels of competence, autonomy, and relatedness were those obtained using average scores of the questions identified as consistent with the descriptions of the basic needs within self-determination theory. These analyses revealed a significant difference in the two teacher groups in levels of competence, autonomy, and relatedness in their existing or expected working conditions. These results are reported in Tables 4-6.

Table 4

ANOVA Summary Table for the Level of Competence of the Inservice and Preservice Teacher Groups

Source	Df	SS	MS	F
Teacher Group	1	130.064926	130.064926	659.37*
Within groups	29803	5878.834938	0.197256	
Total	29804	6008.899864		

N=29,805; *p<.0001

Table 5

ANOVA Summary Table for the Level of Autonomy of the Inservice and Preservice Teacher Groups

Source	Df	SS	MS	F
Teacher Group	1	88.417001	88.417001	309.16*
Within groups	29803	8523.389102	0.285991	
Total	29804	8611.806103		

N=29,805; *p<.0001

Table 6

ANOVA Summary Table for the Level of Relatedness of the Inservice and Preservice Teacher Groups

Source	Df	SS	MS	F
Teacher Group	1	88.667643	88.667643	313.82*
Within groups	29803	8420.563349	0.282541	
Total	29804	8509.230992		

N=29,805; *p<.0001

Factors Revealed by the Surveys of Inservice and Preservice Teachers Regarding Basic Needs Defined within Self-Determination Theory

To address research question 4 concerning whether or not the results of the surveys of existing or expected working conditions of inservice teachers and preservice teachers produce the same factors of competence, autonomy, and relatedness as predicted by self-determination theory, the responses to the 42-item working conditions questions for the inservice and preservice teachers were subjected to separate principal component factor analyses.

Factor Analysis on Inservice Teacher Survey Results

The factor analysis on the inservice teachers' survey results revealed 6 factors with eigenvalues greater than 1. The results of the scree test also indicated that at most 6 factors were meaningful and that possibly only 4 factors should be used. Figure 2 displays the scree plot. Therefore, an oblique rotation using 6 factors and another with 4 factors was completed to analyze interpretability.

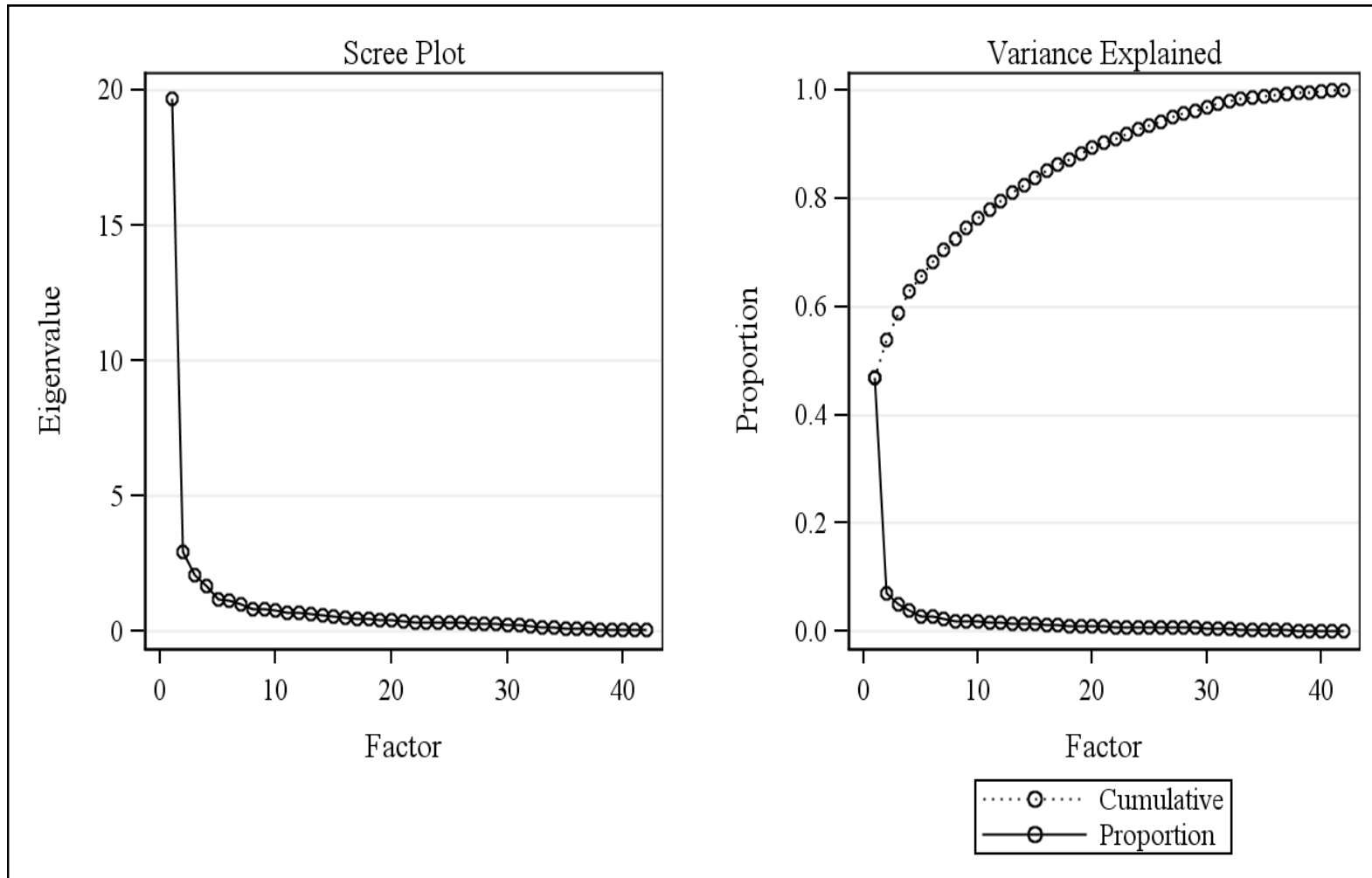


Figure 2

Scree Plot and Explained Variance for the Inservice Teacher Working Conditions Survey Responses

Using 6 factors, question 8 had significant loadings on factors 1 and 6; and factor 6 had only three questions loading on it. Additionally, convergent and divergent validity were not obtained with six factors as questions on each factor did not clearly measure the same construct.

Simple structure was obtained using 4 factors and explained approximately 63% of the variance. Questions with loadings greater than .40 on Factor 1 were 37, 36, 30, 31, 33, 34, 8, 38, 35, 15, 10, 9, 29, 18, 19, and 17, with loadings ranging from .91 to .44 respectively. Questions with loadings greater than .40 on Factor 2 were 6, 5, 4, 2, 3, 1, 7, and 16, with loadings ranging from .89 to .50 respectively. Questions with loadings greater than .40 on Factor 3 were 40, 21, 23, 42, 41, and 22, with loadings ranging from .89 to .60 respectively. Questions with loadings greater than .40 on Factor 4 were 26, 27, 28, 20, and 11, with loadings ranging from .79 to .58 respectively. Appendix H presents the factor loadings for the 42-item working condition questions on the inservice teacher survey.

Factor Analysis on Preservice Teacher Survey Results

The factor analysis on the preservice teachers' survey results revealed 12 factors with eigenvalues greater than 1; however, the results of the scree test indicated that using only 3 or 8 factors is appropriate. Also noted was the percent of contributed variance beyond 3 factors is less than .5%. Figure 3 displays the scree plot. Therefore, an oblique rotation using 3 factors and another with 8 factors was completed to analyze interpretability.

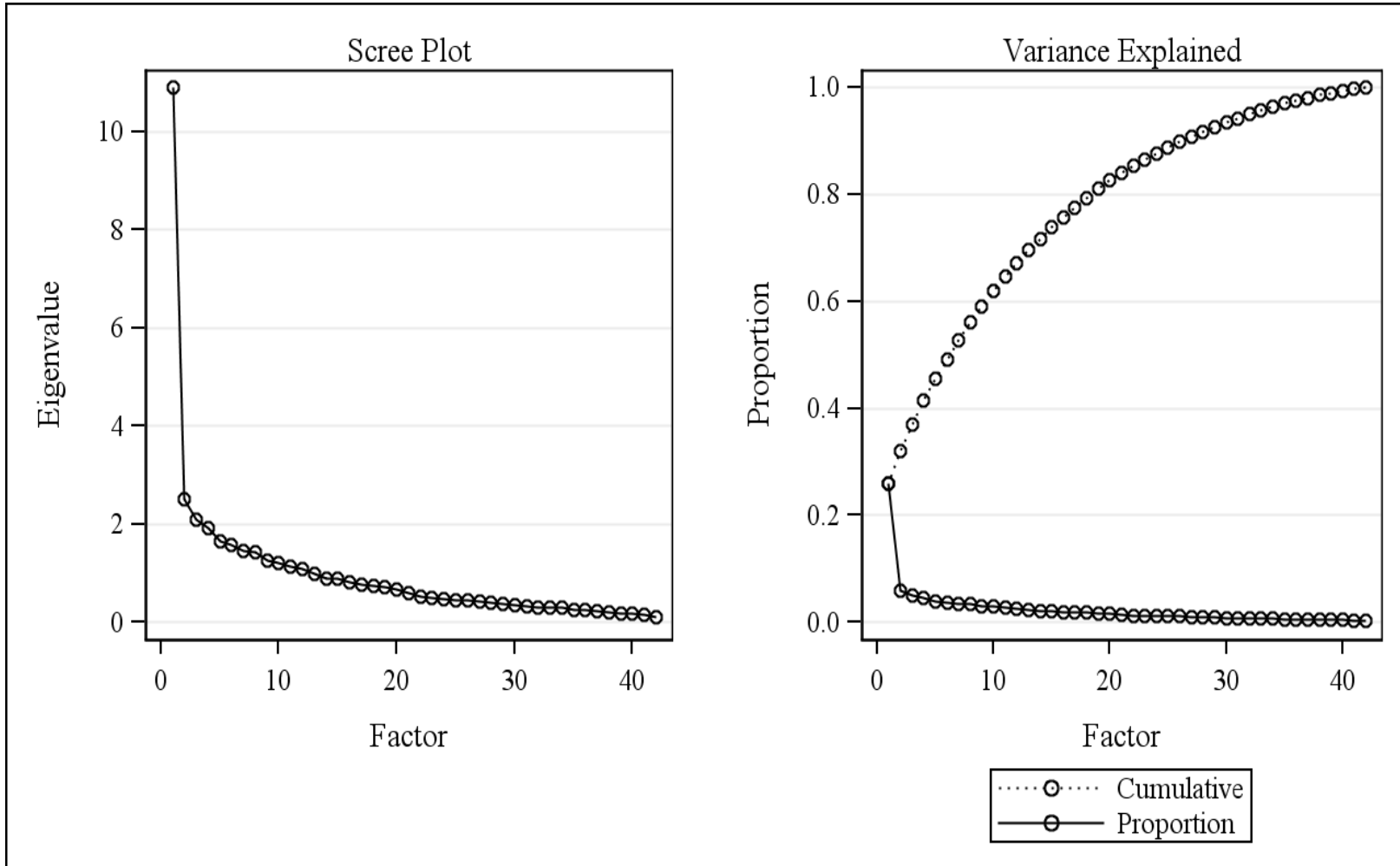


Figure 3

Scree plot and Explained Variance for the Preservice Teacher Working Conditions Survey Responses

Using 8 factors, factors 3 and 8 had only the 3 questions loading on them and factor 7 had only 2 questions with significant loadings. Additionally, convergent and divergent validity were not obtained with 8 factors as questions on each factor did not clearly measure the same construct.

Simple structure was obtained using 3 factors and explained approximately 37% of the variance. Questions with loadings greater than .40 on factor 1 were 25, 31, 30, 18, 32, 38, 33, 40, 24, 36, 19, 15, 9, 34, and 14, with loadings ranging from .86 to .41 respectively. Questions with loadings greater than .40 on factor 2 were 5, 4, 3, 2, 1, and 17, with loadings ranging from .73 to .44 respectively. Questions with loadings greater than .40 on factor 3 were 22, 20, 28, 23, 41, 11, and 21, with loadings ranging from .69 to .45 respectively. Appendix H presents the factor loadings for the 42-item working condition questions on the inservice teacher survey.

Comparable Themes Revealed by Inservice and Preservice Teachers' Existing and Expected Working Conditions Responses

In comparing the 4 underlying themes from the principal component analysis performed on the inservice teachers' working conditions survey responses to the 3 underlying themes of the preservice teachers' responses, Factor 1 for each group had a similar theme relating to teacher empowerment through relationships with administrators and teachers. Both groups' Factor 1 included questions 9, 15, 18, 19, 30, 31, 33, and 38. Factor 2 for the groups both related to teacher competence in planning and working with students of diverse ability levels and included questions 1, 2, 3, 4, and 5. Factor 3 in the inservice teacher results related to class control issues and relationships with students

while Factor 4 related to supportive relationships with parents and students. In the preservice teacher results, Factor 3 was a merge of Factor 3 and 4 indicated by the inservice teachers and included class control issues and relationships with parents and students. This indicates that for preservice teachers supportive relationships with parents and students are not a separate issue from class control and relations with students. Inservice and preservice teachers' responses concerning working conditions revealed two comparable factors, Factor 1 concerning teacher empowerment and Factor 2 concerning teacher competence. These factors were retained for further analysis in comparing the two teacher groups. This analysis was completed in two ways. First, the responses to common questions for Factor 1 and Factor 2 were averaged for each inservice and preservice teacher and a one-way analysis of variance was performed to compare the means for the two groups. Second, factor scores for each teacher on Factor 1 and Factor 2 were computed and a one-way analysis of variance was performed to compare these factor scores for the two teacher groups.

Using the averages for the common questions loading on Factor 1 in both groups, the mean response for the inservice teachers was 3.50 and for the preservice teachers was 2.61. For Factor 2 the inservice teachers had a mean response of 3.68 and 2.60 for the preservice teachers. Tables 7 and 8 show the ANOVA tables for the two means. This analysis revealed a significant difference between teacher groups for Factor 1 and Factor 2. The Cronbach coefficient of reliability for the questions used for Factor 1, concerning empowerment through relationships with administrators and other teachers, was .94 and

for Factor 2, concerning competence in planning and working with students of diverse ability levels was .86.

Table 7

ANOVA Summary Table for Factor 1 of the Inservice and Preservice Teacher Groups

Source	df	SS	MS	F
Teacher Group	1	106.76	106.76	264.10*
Within groups	29803	12047.29	0.40	
Total	29804	12154.04		

N=29,805; *p<.0001

Table 8

ANOVA Summary Table for Factor 2 of the Inservice and Preservice Teacher Groups

Source	df	SS	MS	F
Teacher Group	1	156.09	156.09	814.19*
Within groups	29803	5713.67	0.19	
Total	29804	5869.77		

N=29,805; *p<.0001

A one-way analysis of variance was performed to compare the factor scores for the inservice and preservice teacher groups on the comparable factors, Factor 1 and Factor 2, revealed in the factor analysis. The ANOVA indicated that the inservice and preservice teachers were significantly different in their existing or expected working conditions underlying Factor 1 and Factor 2. Results are shown in Table 9 for Factor 1 and in Table 10 for Factor 2.

Table 9

ANOVA Summary Table for Factor Scores on Factor 1 of the Inservice and Preservice Teacher Groups

Source	df	SS	MS	F
Teacher Group	1	242.89	242.89	244.87*
Within groups	29803	29561.11	0.99	
Total	29804	29804.00		

N=29,805; *p<.0001

Table 10

ANOVA Summary Table for Factor Scores on Factor 2 of the Inservice and Preservice Teacher Groups

Source	df	SS	MS	F
Teacher Group	1	635.72	635.72	649.55*
Within groups	29803	29168.28	0.98	
Total	29804	29804.00		

N=29,805; *p<.0001

Summary

Research question 1 concerned the level of competence, autonomy, and relatedness existing in the working conditions reported by inservice teachers in South Carolina. For this research question, definitions of the basic needs of competence, autonomy, and relatedness used in self-determination theory were utilized to identify questions on the South Carolina inservice teacher survey corresponding to fulfillment of the three basic needs. The results of the working conditions survey revealed a mean competence score of approximately 3.57, a mean autonomy score of approximately 3.45,

and a mean relatedness score of approximately 3.42. Since the minimum score possible was 1 and the maximum score possible was 4, mean scores for competence, autonomy, and relatedness indicate that inservice teachers' basic needs are met in their existing working conditions.

Research question 2 concerned the level of competence, autonomy, and relatedness expected by preservice teachers for working conditions of South Carolina teachers. Using questions similar to those posed to inservice teachers about the basic needs defined in self-determination theory, the results of the preservice teacher survey revealed lower means in the three areas of competence, autonomy, and relatedness than did the survey results for the inservice teachers. The expected level of competence had a mean score of approximately 2.58. The expected level of autonomy had a mean score of approximately 2.63. The expected level of relatedness had a mean score of approximately 2.60. The range of these scores was from 1 to 4. Preservice teachers' expectations about their basic needs of competence, autonomy, and relatedness in teacher working conditions are lower than the existing conditions reported by inservice teachers.

Research question 3 concerned whether or not working conditions reported to exist by inservice teachers in South Carolina differ significantly from the working conditions preservice teachers expect in the areas of competence, autonomy, and relatedness. Through an analysis of variance for each area, the inservice teachers were determined to be significantly different in their reports of existing autonomy, competence, and relatedness in their working conditions than the levels of autonomy, competence, and relatedness expected by preservice teachers. Significant differences in

the teacher groups was determined by a one-way analysis of variance for each basic need, competence $F(1, 29803) = 659.37$, autonomy $F(1, 29803) = 309.16$, and relatedness $F(1, 29803) = 313.82$. For all three F statistics, the probability was less than .0001 that an F -ratio as large as these could occur if the two teacher groups were the same in their reflections of competence, autonomy, and relatedness in existing or expected working conditions.

Research question 4 concerned the underlying themes of the inservice teacher and preservice teacher survey results indicative of the basic needs of competence, autonomy, and relatedness as defined within self-determination theory. A principal component analysis on the inservice teacher survey results revealed 4 factors: Factor 1 involved teacher empowerment through relationships with teachers and administrators, Factor 2 involved teacher competence, Factor 3 involved teachers' classroom control and relationships with students, and Factor 4 involved relationships with parents and students. Similar results were revealed in the first two factors from the factor analysis on the preservice teacher survey results; however, Factor 3 and Factor 4 from the inservice teacher results appeared merged in the preservice teacher survey results. An analysis of variance was computed to compare the means for the two teacher groups on common questions for Factor 1 and Factor 2. The factor analysis revealed a significant difference in the two groups on Factor 1 $F(1, 29803) = 264.10$ and Factor 2 $F(1, 29803) = 814.19$ with $p < .0001$. To further investigate the findings of differences in the two teacher groups, an analysis of variance was completed using the factor scores for Factor 1 and Factor 2. Using the factor scores in the ANOVA tests also revealed significant differences between

the two groups on the first two factors relating to empowerment, competence, and relationships with administrators and other teachers; factor scores for Factor 1 $F(1, 29803) = 244.87$ and Factor 2 $F(1, 29803) = 649.55$ with $p < .0001$. Chapter 5 discusses the results of the comparisons between the inservice and preservice teacher groups and the relationships of the findings to the basic needs of competence, autonomy, and relatedness as indicated in self-determination theory. Chapter 5 also discusses conclusions from this research study and implications for future research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Results of the 2007-2008 South Carolina inservice teachers' survey were analyzed for levels of reported competence, autonomy, and relatedness in existing working conditions. These results were compared to the expected level of competence, autonomy, and relatedness indicated by preservice teachers in January of 2009 at Clemson University. Levels of existing competence, autonomy, and relatedness reported by inservice teachers in their working conditions were consistently higher than the levels expected by preservice teachers and these differences were found to be significantly different using an analysis of variance.

Themes revealed by principal component analysis showed similarities to the basic needs of competence, autonomy, and relatedness. Competence issues related to teachers' abilities to plan lessons and work effectively with students of various abilities and appeared as Factor 2 in both inservice and preservice teacher results. Autonomy was indicated as empowerment in Factor 1 of both teacher groups. Also issues relating to autonomy appeared in Factor 3 of both groups with themes involving classroom control. Relatedness appeared linked to Factor 1, Factor 3, and Factor 4 for the inservice teachers and to Factor 1 and Factor 3 for the preservice teachers through importance of relationships with administrators, teachers, students, and parents. Averages for the inservice and preservice teachers' on the common questions appearing in comparable factors, as well as factor scores on comparable factors identified through factor analysis

were compared with an analysis of variance and *F*-ratios revealed significant differences between the two teacher groups.

Conclusions

Research Questions 1 and 2

Research questions 1 and 2 concerned the levels of competence, autonomy, and relatedness reported to exist in the working conditions inservice teachers and expected by preservice teachers. The survey results in current research led to the conclusion that the 2007-2008 inservice teachers in South Carolina rate their existing working conditions higher than those working conditions expected by the January 2009 cohort of preservice teachers at Clemson University specifically in areas relating to teacher competence, autonomy, and relatedness. On a 4-point Likert scale, compared to preservice teachers, inservice teachers rated competence .98 points higher, autonomy .81 points higher, and relatedness .81 higher. This is encouraging to find evidence that teachers working in South Carolina find conditions better than preservice teachers expect. If needs are considered met if scores on working conditions questions are 3 or 4, then evidence in the current research indicates that 2007-2008 inservice teachers' working conditions met their basic needs for competence, autonomy, and relatedness as defined within self-determination theory. However, if preservice teachers' expectations of working conditions are lower than existing conditions, they may not stay in the education field long enough to find that their basic needs for competence, autonomy, and relatedness will be met if they remain an educator.

Research Question 3

Research question 3 asked whether or not there was a significant difference in competence, autonomy, and relatedness in the existing working conditions reported by inservice teachers and those working conditions expected by preservice teachers. The analysis of variance in the current research led to the conclusion that existing working conditions for the 2007-2008 inservice teachers in South Carolina are significantly different than those that were expected by the January 2009 cohort of preservice teachers at Clemson University specifically in areas relating to teacher competence, autonomy, and relatedness.

Self-determination theorists consider competence, autonomy, and relatedness to be basic needs for one to achieve effective and healthy functioning (Deci & Ryan, 2002a). Previous research has revealed the importance of working conditions that meet employees' needs for competence, relatedness, and autonomy and that such conditions lead to higher job satisfaction, higher self-esteem, better health, and decreased anxiety and state that the needs are universal for everyone and across different work domains (Deci & Ryan, 2002a; Ilardi, Leone, Kasser, & Ryan, 1993). Although previous studies did not involve teacher working conditions or comparisons between existing and expected working conditions, the findings of these previous studies imply that the results should be applicable to various work cultures. Findings in the current research that preservice teachers expect teacher competence, autonomy, and relatedness to be significantly different and lower than what inservice teachers report as existing conditions is surprising. Since so many teachers reported leave within the first few years

and many who complete teacher training programs do not seek employment in teaching (Darling-Hammond, 2000; National Center for Education Statistics, 2007b), preconceived ideas about the working conditions for teachers or initial teaching experience may be the cause of this exodus. This indicates that teacher training programs and districts' teacher initiation programs need awareness in teaching working conditions and provide adequate support and information to those who may be swayed to stay and enjoy the need fulfillments that employment in South Carolina schools can provide. .

If preservice teachers have lower expectations of teacher competence, autonomy, and relatedness, this perhaps influences their intentions to enter the teaching field on a permanent basis and forms perceptions before they even enter their student teaching that influence satisfaction and work performance. The indications from the Clemson University preservice teachers are that these teachers have a lack of knowledge about the existing working conditions in the teaching profession that may influence their decisions to seek employment or remain in the education field. Previous research has indicated that the shortage of teachers is due more to problems with retention than recruitment (Susan Moore Johnson & Birkeland, 2003; Wynn et al., 2007).

Research Question 4

Research question 4 concerned whether or not the results of the surveys of existing and expected teacher working conditions produced the same factors of competence, autonomy, and relatedness as predicted by self-determination theory. Factor analysis of the inservice and preservice teachers' survey results revealed two comparable

factors. Factor 1 for both teacher groups involved issues relating to autonomy and relatedness. Factor 2 for both teacher groups involved issues relating to competence.

According to self-determination theory, a sense of autonomy is a basic need. In the working world, autonomy involves the perception of who controls the work. For teachers, much of their work is controlled beyond their classroom and is tied to their sense of autonomy. Teacher autonomy is encompassed in the concept of empowerment and extends beyond participatory decision making to the view of teachers as knowledgeable professionals with “authority over issues concerning professional life both at the classroom level and at the school level, and opportunities to acquire knowledge necessary to warrant such authority” (Blase & Blase, 2001, p. 13). In the factor analysis on the survey of inservice teachers’ existing working conditions and working conditions expected by preservice teachers, issues relating to autonomy through empowerment given to them by administrators and other teachers to make decisions regarding their instructional practices were revealed in Factor 1. In further analysis of this factor, according to the results of the South Carolina inservice teachers’ survey, the 2007-2008 inservice teachers felt as though they had opportunities to share in decision making and that adequate resources were provided for them to develop professionally; however, preservice teachers’ scores were lower in these indicators of autonomy. This may be due to a lack of confidence in themselves or in other teachers’ abilities to make decisions regarding curriculum, instructional techniques, school goals, and classroom management. In regards to classroom management, preservice teachers scored rule enforcement,

student behavior, and cooperation with discipline procedures significantly lower than inservice teachers.

Teachers are expected to have success with students of various backgrounds, abilities, and attitudes. In the factor analysis on the survey of inservice teachers' existing working conditions and working conditions expected by preservice teachers, issues relating to competence with diverse students is revealed in Factor 2 for both groups. According to the factor analysis performed on the inservice and preservice teacher groups, these teacher groups recognize these expectations on their competence, but their perceptions of their effectiveness with diverse student needs are inconsistent with inservice teachers feeling more competence than expected by the preservice teacher. Pressures on teacher competence are high as governmental and public expectations on student achievement are carefully monitored and mandated. For employees to feel competent, goals need to be achievable, challenges need to be optimal, and critical comments need be kept in perspective (Baard, 2002). Many teachers have curriculum standards, state or national testing requirements, and strict certification restrictions with which they have to contend. These demands may lead to goals that are perceived as unattainable or too challenging particularly for novice teachers if they have low expectations of their competence in dealing with educational goals. The public, which includes preservice and inservice teachers, are reminded by the media of shortcomings in educational achievements. Criticism does not just point out weakness in education systems, but can fuel feelings of incompetence and lack of trust.

For inservice teachers, Factor 3 in the factor analysis revealed classroom control as an important issue and encompassed support from students and parents. Previous research has found disruptive students to be one of the major reasons preservice and beginning teachers leave the profession (Cohen & Scheer, 2003; Hatch, 1999; Wynn et al., 2007). Cohen and Scheer (2003) stated, “Children misbehave, and teenagers break rules....Teachers are threatened, mocked, and ignored....Such behavior, day after day, is psychologically wearing on even the most robust and optimistic teacher” (p. 40). Discipline issues can undermine teachers’ autonomy because autonomy involves having some level of control and choice about the work that one is doing and if teachers are continuously dealing with students’ misbehaviors, then they are not in control of their classrooms and the teachers’ choice about the work being done is taken away by the misbehaving students. Experience shows teachers the importance of having the support of parents in helping to keep misbehaving students in control in the classroom. For preservice teachers, the support from parents was revealed in the factor analysis as a separate factor, Factor 4. Metz (1993) points out that for a teacher to rely the intrinsic reward of classroom control as a requirement for job satisfactions is “to build one’s house on shifting sands” (p. 105). Loss of control within the classroom, where teachers spend the majority of their day, is certain to result in result in less fulfillment of the basic need for autonomy. This individual teacher control must be supported not only by school administration, but supported by parents as well as respected by students in the classroom.

Recommendations for Preservice Teacher Support and Education

In self-determination theory, discussions about the basic need for relatedness centers on connections with others. In teaching, those connections involve teachers' abilities to work with administrators, other teachers, parents, and, most importantly, students. In the current research the preservice teachers expressed less confidence in those relationships than the inservice teachers. Professional relationships in teaching involve shared visions, collegiality, and mutual respect. New teachers need these supports as they learn and develop new skills for coping and managing the daily stress of new employment. The findings in the current research that inservice teachers expect to feel less support than what they may need could result in fewer entries in to the teaching field and higher attrition rates.

In addition to the lower confidence levels that preservice teachers' exhibit in their own and inservice teachers' skills, the preservice teachers' lower expectations involving competence, autonomy, and relatedness could stem from preservice teachers' beliefs that teaching may not require the fulfillment of these basic needs in order for them to be successful and satisfied in their job performance. Preservice teachers may not be aware of their own basic needs and, as a result, devalue those needs when assessing whether or not to enter the teaching profession. Training programs including awareness about working conditions involving fulfillment of the basic needs for competence, autonomy, and relatedness could provide preventative measures for allowing prospective teachers the chance to accurately assess working conditions prior to job entry.

Preservice teachers may find teaching in their own classrooms more difficult than they expected. Previous research on new teachers indicate that teaching inductees are faced with reality shock (Inman & Marrow, 2004; Kyriacou & Kunc, 2007). With teaching being more demanding than expected, new teachers need competent instructional skills, abilities in working autonomously, and personal relations skills. Additionally, working conditions need to be created that support teachers in developing those skills that meet their basic needs in order to allow them the opportunity to obtain desire to stay in the teaching profession. Preservice teachers have little classroom teaching experience. Their experiences are limited to observational periods as students, closely supervised teaching experiences, and theory on instructional practices.

Onafowora (2004) stated,

The novice is challenged with balancing theory with practice acquired through experience, and since practice improves with experience, the affective capability may not develop at the same pace as the cognitive capability. The transition from learning about teaching theory, to a brief teaching internship prepares individuals to teach, but the “mastery” of teaching and instructional effectiveness is likely to occur several years into the teaching practice. pp. 34-35

Preservice teachers need support in order to obtain job skills that will prepare them for the difficult job of teaching in such a way that they are able to address their basic needs so that they are more likely to stay on the teaching field.

Recommendations for Further Research

The current research examined the basic needs of competence, autonomy, and relatedness of inservice and preservice teachers as defined within self-determination theory; a specific survey for those needs within teaching working conditions has not been developed. Development of a scale to specifically test the fulfillment of those basic needs in teachers' working conditions is recommended.

The current research did not compare inservice and preservice teachers' existing or expected working conditions in relation to various demographical characteristics such as gender, ethnicity, grade level, school placement, or subject area. Since some subject areas and schools have more difficulties in finding teachers to fill empty positions, it is recommended that fulfillment of basic needs of teachers in various placement situations be explored. "While the nation's student population becomes more and more racially diverse, the teaching force is moving in the opposite direction, becoming more racially homogenous" (Susan Moore Johnson & Birkeland, 2003, p. 9). Such statements indicate that an exploration of basic needs' fulfillment in working conditions experienced by teachers of various ethnicities might reveal information about why this is happening to the teacher population.

The current research did not compare beginning teachers to more experienced teachers to examine at what point in a teachers' careers they perceive competence, autonomy, and relatedness in their working conditions. Such research could add valuable information about the amount and endurance of support teachers need when obtaining work experience.

APPENDICES

Appendix A

Institutional Review Board Approval

From: Rebecca Alley [RALLEY@exchange.clemson.edu]
Sent: Tuesday, October 28, 2008 12:49 PM
To: FJACKSO@clemson.edu; Tammy Bobo
Subject: Validation of IRB protocol # IRB2008-342, entitled "A Comparison of Working Conditions Perceptions Among Teachers Based on Experience Level"
Attachments: Responsibilities__PI__7_23_08.doc;
Responsibilities__Research_Team_Member__7_23_08.doc

Dear Dr. Flanigan and Tammy,

The Chair of the Clemson University Institutional Review Board (IRB) validated the protocol identified above using Exempt review procedures and a determination was made on **October 28, 2008**, that the proposed activities involving human participants qualify as Exempt from continuing review under **Category B2**, based on the Federal Regulations (45 CFR 46). You may begin this study.

Please remember that no change in this research protocol can be initiated without prior review by the IRB. Any unanticipated problems involving risks to subjects, complications, and/or any adverse events must be reported to the Office of Research Compliance (ORC) immediately. You are requested to notify the ORC when your study is completed or terminated.

Attached are documents developed by Clemson University regarding the responsibilities of Principal Investigators and Research Team Members. Please be sure these are distributed to all appropriate parties.

Good luck with your study and please feel free to contact us if you have any questions. Please use the IRB number and title in all communications regarding this study.

Sincerely,
Becca

Rebecca L. Alley, J.D.
IRB Coordinator
Office of Research Compliance
Clemson University
223 Brackett Hall
Clemson, SC 29634-5704
ralley@clemson.edu
Office Phone: 864-656-0636
Fax: 864-656-4475

From: Rebecca Alley [RALLEY@exchange.clemson.edu]
Sent: Wednesday, December 31, 2008 8:34 AM
To: FJACKSO@clemson.edu; Tammy Bobo
Subject: Your amendment to IRB protocol # IRB2008-342, entitled "A Comparison of Working Conditions Perceptions Among Teachers Based on Experience Level"

Dear Dr. Flanigan and Tammy,

The Clemson University Institutional Review Board (IRB) / Office of Research Compliance (ORC) reviewed your proposed amendment to the protocol identified above using Exempt review procedures. A determination was made on **December 31, 2008**, that the proposed activities involving human participants continue to qualify as Exempt from continuing review based on the Federal Regulations (45 CFR 46). You may begin to implement this amendment.

Please remember that no change in this research protocol can be initiated without prior review by the IRB. Any unanticipated problems involving risks to subjects, complications, and/or any adverse events must be reported to the ORC immediately. Please notify the ORC when your study is completed or terminated.

Good luck with your study and please feel free to contact us if you have any questions. Please use the IRB number and title in all communications regarding this study.

Sincerely,
Becca

Rebecca L. Alley, J.D.
IRB Coordinator
Office of Research Compliance
Clemson University
223 Brackett Hall
Clemson, SC 29634-5704
ralley@clemson.edu
Office Phone: 864-656-0636
Fax: 864-656-4475

Appendix B

Request for Teacher Survey Data




Request for Copy of Raw Data File

School Report Card Data - Student, Teacher, and Parent Surveys

Fax this completed request form to (803) 734-2983 or mail to the address below.

Name: Tammy Tillotson Bobo 864-905-5546	Telephone Number: home 864-868-5118 cell
Mailing Address: 920 Allgood Bridge Road Pickens SC 29671	
E-mail Address: tammybobo@pickens.k12.sc.us Address:	Alternate E-mail
Purpose of Study: Application	<input checked="" type="checkbox"/> <u>XXDissertation</u> <input type="checkbox"/> Research Study <input type="checkbox"/> Grant
Other _____	
Anticipated Completion Date of Research Project/Study: (month & year) August 2009	
Working Title of Research Project: Comparing prospective SC public school teachers' anticipated working conditions to existing working conditions in SC public schools	
Which	best describes you?
<input checked="" type="checkbox"/> <u>XX Graduate Student</u>	<input checked="" type="checkbox"/> <u>XX School/District Employee</u> <input type="checkbox"/> Media
Which survey file(s) are you requesting a copy of? <input type="checkbox"/> Parent <input type="checkbox"/> Student <input checked="" type="checkbox"/> <u>XX Teacher</u>	
Which school year? 2007-2008	
Specific schools or districts? All	

Please include a one-page overview/summary of your research project with this request form or transmit the overview/summary to chearn@sde.state.sc.us.

Signature:  Date: November 3, 2008

Research Services
Office of Data Management & Analysis
Room 1206, Rutledge Building
1429 Senate Street
Columbia, SC 29201

Proposed Study - Comparing prospective SC public school teachers' anticipated working conditions to existing working conditions in SC public schools

By Tammy Tillotson Bobo
PhD student at Clemson University in Educational Leadership
Anticipated completion date: August 2009

Many teachers leave the profession within the first five years of beginning their teaching career. For that reason there is much focus on attracting highly qualified individuals to the teaching field and ultimately keep them in the classroom.

How is this working? Are teachers satisfied with their working conditions and overall do they have job satisfaction?

Is there an agreement (or disagreement) between what prospective teachers expect their working conditions will be and what SC teachers are reporting as existing working conditions.

I will be looking at satisfaction with teacher working conditions based on teacher intrinsic need satisfaction. The intrinsic need satisfaction will have 3 components to observe: competence, autonomy, and relatedness. These will be applied through the use of the self-determination theory. "Self-determination theory has proposed that individual have three innate, psychological needs. These are the need for competence, which concerns succeeding at optimally challenging tasks and being able to attain desired outcomes; the need for autonomy, which concerns experiencing choice and feeling like the initiator of one's own actions; and the need for relatedness, which concerns establishing a sense of mutual respect and reliance on others." (Baard, Deci, & Ryan, 2004, p. 2046)

To access the fulfillment of the teacher's intrinsic needs I hope to be able to use the information obtained from the working conditions portion of the annual South Carolina teacher survey. To access prospective teachers' anticipated working conditions, I plan to use data obtained from students at Clemson University that are about to enter their semester of student teaching.

The purpose of this study is to lead to information that will help teacher education programs to adequately prepare teachers for the existing working conditions and help school administrators to successfully recruit highly qualified teachers that

are knowledgeable of the job requirements and working conditions. Both of these will help create supportive teacher training programs and school working conditions that will keep these teachers on the job.

Appendix C

Inservice Teacher Survey

On questions 1 – 42 indicate the degree to which you agree with each statement about your working conditions. On questions 43 – 49, indicate the response that most describes you.

1. My school provides challenging instructional programs for students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
2. Teachers at my school focus instruction on understanding, not just memorizing facts.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
3. Teachers at my school have high expectations for students' learning.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
4. Student assessment information is effectively used by teachers to plan instruction.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
5. Effective instructional strategies are used to meet the needs of low achieving students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
6. My school offers effective programs for students with disabilities.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
7. Instructional strategies are used to meet the needs of academically gifted students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know

8. The level of teacher and staff morale is high at my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
9. Teachers respect each other at my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
10. Teachers at my school are recognized and appreciated for good work.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
11. Students at my school are motivated and interested in learning.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
12. There are relevant professional development opportunities offered to teachers at my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
13. The school administration sets high standards for students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
14. The school administration has high expectations for teacher performance.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
15. The school administration provides effective instructional leadership.	Disagree Mostly Disagree Mostly Agree Agree Don't Know

16. Student assessment information is used to set goals and plan programs for my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
17. Teacher evaluation at my school focuses on instructional improvement.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
18. The school administration arranges for collaborative planning and decision making.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
19. I am satisfied with the learning environment in my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
20. Students at my school behave well in class.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
21. Rules and consequences for behavior are clear to students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
22. The rules for behavior are enforced at my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
23. Teachers and students get along well with each other at my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know

24. Teachers at my school collaborate for instructional planning.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
25. I am satisfied with the social and physical environment at my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
26. Parents at my school are interested in their children's schoolwork.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
27. Parents at my school support instructional decisions regarding their children.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
28. Parents at my school cooperate regarding discipline problems.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
29. My non-instructional duties do not interfere with my essential role of educating students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
30. I feel supported by administrators at my school.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
31. The faculty and staff at my school have a shared vision.	Disagree Mostly Disagree Mostly Agree Agree Don't Know

32. Local, state, or national policies assist me in meeting the educational needs of my students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
33. The school leadership makes a sustained effort to address teacher concerns.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
34. My decisions in areas such as instruction and student progress are supported.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
35. Teachers at my school are encouraged to develop innovative solutions to problems.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
36. I feel comfortable raising issues and concerns that are important to me.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
37. Sufficient resources are available to allow teachers to take advantage of professional development activities.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
38. I am satisfied with my current working conditions.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
39. School administrators visit classrooms to observe instruction.	Disagree Mostly Disagree Mostly Agree Agree Don't Know

40. The rules about how students should behave in my school are fair.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
41. I am satisfied with home and school relations.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
42. My class sizes allow me to meet the educational needs of my students.	Disagree Mostly Disagree Mostly Agree Agree Don't Know
43. In an average week of teaching, how much time do you have for planning within the normal instructional day?	Less than 3 hours per week Between 3 and 5 hours per week Between 6 and 10 hours per week More than 10 hours per week
44. Ethnicity	American Indian or Alaska Native Asian or Pacific Islander Black Hispanic White Multiracial Other
45. Gender	Male Female
46. How many total years have you been employed as an educator?	1-3 years 4-6 years 7-15 years 16-25 years 26+years
47. How many total years have you been employed in the school in which you are currently working?	1-3 years 4-6 years 7-15 years 16-25 years 26+years

<p>48. How were you initially prepared to become a teacher?</p>	<p>Bachelor's degree program 5th year program (post-baccalaureate teaching certificate only – not an alternate route) Master's degree program An alternative route to certification (e.g., PACE, Critical needs program, Troops to teachers, Teach for America)</p>
<p>49. What is the highest degree you have attained?</p>	<p>Bachelor's Master's Doctorate Other</p>

Appendix D

Preservice Teacher Cover Letter and Survey

Information Concerning Participation in a Research Study Clemson University

Research Topic: A comparison of believed existing working conditions among preservice teachers to existing working conditions of South Carolina public school teachers

I am requesting your participation in a research study conducted by Dr. Jackson Flanigan of Clemson University's Department of Educational Leadership and I, Tammy Bobo, a graduate student in the Department of Educational Leadership. The purpose of this research is to examine anticipated working conditions in South Carolina public schools and compare those to the existing working conditions reported by South Carolina public school teachers.

Your participation will involve completing a short survey.

The amount of time required for your participation is estimated at less than 15 minutes.

There are no known risks associated with this research. You will not be asked for your name. The data will not be released in its original form and will not indicate individual identities.

This research may help teacher training programs and school district administrators better understand working conditions future teachers anticipate and working conditions that exist in South Carolina public schools. Such information could contribute to improvements in teacher training programs.

We will do everything we can to protect your privacy. Your name is not requested and will not be revealed in any publication that might result from this study.

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

If you have any questions or concerns about this study or if any problems arise, please contact Dr. Jackson Flanigan at Clemson University at 864-656-5091. If you have any questions or concerns about your rights as a research participant, please contact the Clemson University Office of Research Compliance at 864.656.6460.

Preservice Teacher Survey

On questions 1 – 42 circle the degree to which you believe each statement is true about the working conditions of South Carolina public school teachers. Questions 43 – 49 are for demographic purposes, so please circle the response that most describes you or your intentions.

1. Schools provide challenging instructional programs for students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
2. Teachers focus instruction on understanding, not just memorizing facts.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
3. Teachers have high expectations for students' learning.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
4. Student assessment information is effectively used by teachers to plan instruction.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
5. Effective instructional strategies are used to meet the needs of low achieving students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
6. Schools offer effective programs for students with disabilities.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
7. Instructional strategies are used to meet the needs of academically gifted students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
8. The level of teacher and staff morale is high.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
9. Teachers respect each other.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
10. Teachers are recognized and appreciated for good work.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
11. Students are motivated and interested in learning.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
12. Relevant professional development opportunities are offered to teachers.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
13. School administration sets high standards for students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
14. School administration sets high expectations for teacher performance.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
15. School administration provides effective instructional leadership.	Strongly disbelieve	Disbelieve	Believe	Believe strongly

16. Student assessment information is used to set goals and plan programs for schools.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
17. Teacher evaluation focuses on instructional improvement.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
18. School administration arranges for collaborative planning and decision making.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
19. Teachers are satisfied with the learning environment in their school.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
20. Students behave well in class.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
21. Rules and consequences for behavior are clear to students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
22. Rules for behavior are enforced in schools.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
23. Teachers and students get along well with each other.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
24. Teachers collaborate for instructional planning.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
25. Teachers are satisfied with the social and physical environment.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
26. Parents are interested in their children's schoolwork.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
27. Parents support instructional decisions regarding their children.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
28. Parents cooperate regarding discipline problems.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
29. Non-instructional duties do not interfere with the essential role of educating students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
30. Teachers feel supported by administrators at their school.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
31. School faculties and staff have a shared vision.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
32. Local, state, or national policies assist in meeting the educational needs of students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
33. School leadership makes a sustained effort to address teacher concerns.	Strongly disbelieve	Disbelieve	Believe	Believe strongly

34. Teachers' decisions in areas such as instruction and student progress are supported.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
35. Teachers are encouraged to develop innovative solutions to problems.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
36. Teachers feel comfortable raising issues and concerns that are important to them.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
37. Sufficient resources are available to allow teachers to take advantage of professional development activities.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
38. Teachers are satisfied with current working conditions.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
39. School administrators visit classrooms to observe instruction.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
40. The rules about how students should behave in school are fair.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
41. Teachers are satisfied with home and school relations.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
42. Class sizes allow teachers to meet the educational needs of students.	Strongly disbelieve	Disbelieve	Believe	Believe strongly
43. In an average week of teaching, how much time should teachers have for planning within the normal instructional day?	Less than 3 hours per week Between 3 and 5 hours per week Between 6 and 10 hours per week More than 10 hours per week			
44. Your ethnicity	American Indian or Alaska Native Asian or Pacific Islander Black Hispanic White Multiracial Other			
45. Your gender	Male	Female		
46. Your age	20 or less 21 – 25 26 – 30 31 – 40 41 or older			

47. Which degree program are you seeking with this seminar?	<p>Bachelor's degree program 5th year program (post-baccalaureate teaching certificate only – not an alternate route) Master's degree program An alternative route to certification (e.g., PACE, Critical Needs program, Troops to teachers, Teach for America)</p>
48. How likely is it that you will pursue a teaching position in a South Carolina public school?	<p>Not likely Likely Definitely</p>
49. For what grade group will you most likely pursue a teaching position in a South Carolina public school?	<p>I do not intend to pursue a teaching position in a South Carolina public school. Early Childhood or Elementary Middle School or Junior High High School</p>

Appendix E

Alignment of the Basic Needs in Self-Determination Theory
and the South Carolina Teacher Survey

Competence, autonomy, and relatedness as defined within self-determination theory and questions pertaining to these constructs on the South Carolina inservice teacher survey and the Clemson University preservice teacher survey.

Construct	Description and evidence of the basic need within self-determination theory	Description and evidence of basic need satisfaction within teachers' working conditions	Pertinent questions identified on the South Carolina inservice teacher survey and the Clemson University preservice teacher survey	
Competence	Effective, growing, experiencing challenge, learning, appeal to interest, provide variety, allow creative expression, encourage exploration (Baard et al., 2004; Petri & Govern, 2004; White, 1959)	Effectiveness in teaching, professional growth in teaching, ability to challenge and meet students' needs (Ma & MacMillan, 1999; Quaglia et al., 1991)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 12. 14. 16. 17. 29. 32. 37. 38. 42. 	<p>Provide challenging instructional programs for students</p> <p>Focus on instruction</p> <p>High expectations for learners</p> <p>Assessment information is used effectively to plan instruction</p> <p>Effective strategies for students with low achieving students</p> <p>Effective programs for students with disabilities</p> <p>Effective strategies for academically gifted</p> <p>Relevant professional development is offered</p> <p>High expectations for teacher performance</p> <p>Assessment information used to set goals and plan programs</p> <p>Teacher evaluation focuses on instructional improvement</p> <p>Non-instructional duties do not interfere with educating students</p> <p>Policies assist me in meeting student needs</p> <p>Sufficient resources for professional development</p> <p>Satisfaction with working conditions</p> <p>Class sizes allow meeting student needs</p>

Autonomy	Behave according to one's beliefs, sense of control, empowerment, choice (Baard et al., 2004; Deci & Flaste, 1995; Deci & Ryan, 2000, 2002a)	Sense of control with curriculum, classroom management, discipline; Encouraged to be innovative, creative, and make decisions in regards to curriculum, classroom management, and discipline (Hardre, 2007; Ma & MacMillan, 1999)	18. 19. 20. 21. 22. 24. 27. 28. 30. 34. 35. 38. 40.	Collaborate for decision making Satisfaction with learning environment Students behave in class Rules and consequences are clear for students Rules are enforced Collaborate for instructional planning Parents support instructional decisions Parents cooperate with regards to discipline problems Feel supported by administration Decisions in areas of instruction are supported Encouraged to develop innovative solutions to problems Satisfaction with working conditions Rules about student behavior are fair
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Relatedness	Feeling connected, respect, mutual goals, accepted by others (Baard et al., 2004; Deci & Ryan, 2002a, 2002b; Gagné & Deci, 2005)	Respect; morale; shared goals; relationships with administrators, teachers, students, and parents (Susan Moore Johnson & Birkeland, 2003; Ma & MacMillan, 1999; Wynn et al., 2007)	8. 9. 10. 11. 13. 15. 18. 20. 23. 24. 25. 26. 27. 28. 30. 31. 33. 36. 38. 39. 40. 41.	Level of teacher and staff morale is high Teachers respect each other Teachers are recognized and appreciated for good work Students are motivated and interested in learning Administration sets high standards for students Effective instructional leadership Collaborate for decision making Students behave in class Teachers and students get along with each other Collaborate for instructional planning Satisfaction with social and physical environment Parents are interested in their children's schoolwork Parents support instructional decisions Parents cooperate with regards to discipline problems Feel supported by administration Faculty and staff have a shared vision School leadership addresses teacher concerns Feel comfortable raising issues that are important Satisfaction with working conditions School administrators observe instruction Rules about student behavior are fair Satisfaction with home school relations
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Appendix F

Demographics for the Inservice and Preservice Teacher Survey Participants

Demographics for Inservice Teacher Survey Participants

Variable	Frequency	Percentage
<i>Ethnicity</i>		
White	25009	84.29
Black	3574	12.05
Other	371	1.25
Hispanic	211	0.71
Asian or Pacific Islander	207	0.70
Multiracial	173	0.58
American Indian or Alaskan Native	126	0.42
<i>Gender</i>		
Female	24920	83.99
Male	4751	16.01
<i>Years Experience</i>		
1-3 years	4408	14.86
4-6 years	3590	12.10
7-15 years	9263	31.22
16-25 years	6770	22.82
26+ years	5640	19.01
<i>Years at Current School</i>		
1-3 years	11507	38.78
4-6 years	5130	17.29
7-15 years	8010	27.00
16-25 years	3448	11.62
26+ years	1576	5.31
<i>Initial Certification</i>		
Bachelor	22048	74.31
Masters	4648	15.67
Alternate Route	2113	7.12
5 th Year	862	2.91
<i>Highest Degree</i>		
Masters	17452	58.82
Bachelor	10721	36.13
Other	1207	4.07
Doctorate	291	0.98

Demographics for Preservice Teacher Survey Participants

Variable	Frequency	Percentage
<i>Ethnicity</i>		
White	122	91.04
Black	4	2.99
Other	2	1.49
Hispanic	1	0.75
Asian or Pacific Islander	2	1.49
Multiracial	2	1.49
American Indian or Alaskan Native	1	0.75
<i>Gender</i>		
Female	105	78.36
Male	29	21.64
<i>Age</i>		
21-25	120	89.55
26-30	6	4.48
31-40	4	2.99
41+	4	2.99
<i>Certification Program</i>		
Bachelor	126	94.03
5 th Year	6	4.48
Alternate Route	2	1.49
<i>Likely to Teach in SC</i>		
Definitely	63	47.01
Likely	47	35.07
Not Likely	24	17.91
<i>Grade Group</i>		
High School	65	48.51
Early Childhood or Elementary	44	32.84
Not Teach in SC	23	17.16
Middle or Junior High	2	1.49

Appendix G

Inservice and Preservice Teacher Survey Responses for the
Working Conditions Questions

Inservice Teacher Survey Responses for the Working Conditions Questions

Question	Disagree		Mostly Disagree		Mostly Agree		Agree		M	SD
	f	%	f	%	f	%	f	%		
1	163	0.55	517	1.74	6094	20.54	22897	77.17	3.743	0.509
2	132	0.44	482	1.62	7162	24.14	21895	73.79	3.713	0.514
3	140	0.47	562	1.89	6280	21.17	22689	76.47	3.736	0.510
4	218	0.73	941	3.17	8373	28.22	20139	67.87	3.632	0.583
5	332	1.12	1226	4.13	8676	29.24	19437	65.51	3.591	0.626
6	466	1.57	1212	4.08	6979	23.52	21014	70.82	3.636	0.638
7	450	1.52	1075	3.62	7016	23.65	21130	71.21	3.646	0.626
8	2182	7.35	3617	12.19	10966	36.96	12906	43.50	3.166	0.907
9	447	1.51	943	3.18	9340	31.48	18941	63.83	3.576	0.631
10	1183	3.99	2658	8.96	9478	31.94	16352	54.11	3.382	0.809
11	1120	3.77	3553	11.97	13510	45.53	11488	37.97	3.192	0.788
12	826	2.78	1836	6.19	7789	26.25	19220	63.78	3.530	0.735
13	594	2.00	1111	3.74	6128	20.65	21838	71.61	3.659	0.648
14	321	1.08	607	2.05	5064	17.07	23679	77.80	3.756	0.539
15	1176	3.96	1787	6.02	7619	25.68	19089	61.35	3.504	0.780
16	318	1.07	906	3.05	7035	23.71	21412	68.17	3.670	0.589
17	661	2.23	1291	4.35	7158	24.12	20561	65.30	3.605	0.678
18	1008	3.40	1885	6.35	6755	22.77	20023	64.48	3.543	0.761
19	1022	3.44	1668	5.62	9002	30.34	17979	57.60	3.481	0.754
20	1489	5.02	2684	9.05	15615	52.63	9883	31.29	3.142	0.777
21	1090	3.67	1910	6.44	7840	26.42	18831	59.47	3.497	0.774
22	1333	4.49	2339	7.88	10211	34.41	15788	49.22	3.363	0.812
23	226	0.76	500	1.69	8862	29.87	20083	63.76	3.645	0.555
24	609	2.05	1961	6.61	8116	27.35	18985	58.99	3.533	0.710
25	704	2.37	1422	4.79	8631	29.09	18914	58.75	3.542	0.697
26	1133	3.82	4237	14.28	16016	53.98	8285	26.84	3.060	0.756
27	809	2.73	2525	8.51	15343	51.71	10994	34.05	3.231	0.715
28	938	3.16	2721	9.17	16496	55.60	9516	29.15	3.166	0.715
29	2262	7.62	3395	11.44	9026	30.42	14988	46.51	3.238	0.931
30	1225	4.13	1615	5.44	7304	24.62	19527	60.81	3.521	0.779

Inservice Teacher Survey Responses for the Working Conditions Questions (Continued)

Question	Disagree		Mostly Disagree		Mostly Agree		Agree		M	SD
	f	%	f	%	f	%	f	%		
31	730	2.46	1462	4.93	8741	29.46	18738	63.15	3.533	0.704
32	836	2.82	2779	9.37	10700	36.06	15356	51.75	3.368	0.767
33	1354	4.56	2313	7.80	8167	27.53	17837	60.12	3.432	0.822
34	663	2.23	1140	3.84	7895	26.61	19973	67.31	3.590	0.673
35	654	2.20	1362	4.59	7508	25.30	20147	67.90	3.589	0.683
36	1737	5.85	2661	8.97	7982	26.90	17291	58.28	3.376	0.875
37	886	2.99	1692	5.70	8227	27.73	18866	63.58	3.519	0.737
38	1087	3.66	1822	6.14	9733	32.80	17029	57.39	3.439	0.767
39	698	2.35	1512	5.10	6036	20.34	21425	72.21	3.624	0.691
40	512	1.73	645	2.17	5496	18.52	23018	77.58	3.720	0.591
41	1502	5.06	4104	13.83	12216	41.1713. 83	11849	39.93	3.160	0.845
42	2002	6.75	3341	11.26	9049	30.5011. 26	15279	51.49	3.267	0.909

N = 29671

Preservice Teacher Survey Responses for the Working Conditions Questions

Question	Disagree		Mostly Disagree		Mostly Agree		Agree		M	SD
	f	%	f	%	f	%	f	%		
1	3	2.24	36	26.87	89	66.42	6	4.48	2.731	0.577
2	12	8.96	55	41.04	62	46.27	5	3.73	2.448	0.710
3	2	1.49	35	26.12	84	62.69	13	9.70	2.806	0.619
4	4	2.99	56	41.79	71	52.99	3	2.24	2.545	0.596
5	3	2.24	68	50.75	59	44.03	4	2.99	2.478	0.597
6	1	0.75	55	41.04	74	55.22	4	2.99	2.604	0.562
7	2	1.49	43	32.09	75	55.97	14	10.45	2.754	0.654
8	4	2.99	58	43.28	63	47.01	9	6.72	2.575	0.665
9	2	1.49	29	21.64	89	66.42	14	10.45	2.858	0.603
10	6	4.48	78	58.21	46	34.33	4	2.99	2.358	0.618
11	6	4.48	62	46.27	65	48.51	1	0.75	2.455	0.596
12	1	0.75	35	26.12	88	65.67	10	7.46	2.799	0.572
13	4	2.99	25	18.66	94	70.15	11	8.21	2.836	0.603
14	1	0.75	23	17.16	87	64.93	23	17.16	2.986	0.613
15	2	1.49	40	29.85	87	64.93	5	3.73	2.709	0.560
16	3	2.24	40	29.85	80	59.70	11	8.21	2.739	0.636
17	2	1.49	39	29.10	87	64.93	6	4.48	2.724	0.567
18	1	0.75	42	31.34	82	61.19	9	6.72	2.739	0.587
19	5	3.73	67	50.00	59	44.03	3	2.24	2.448	0.608
20	5	3.73	54	40.30	73	54.48	2	1.49	2.537	0.596
21	2	1.49	29	21.64	95	70.90	8	5.97	2.813	0.551
22	5	3.73	37	27.61	82	61.19	10	7.46	2.724	0.653
23	1	0.75	22	16.42	105	78.36	6	4.48	2.866	0.472
24	3	2.24	38	28.36	78	58.21	15	11.19	2.784	0.664
25	9	6.72	45	33.58	78	58.21	2	1.49	2.545	0.644
26	6	4.48	61	45.52	65	48.51	2	1.49	2.470	0.609
27	4	2.99	58	43.28	72	53.73	0	0.00	2.507	0.559
28	11	8.21	64	47.76	57	42.54	2	1.49	2.373	0.657
29	14	10.45	67	50.00	52	38.81	1	0.75	2.299	0.661
30	4	2.99	38	28.36	85	63.43	7	5.22	2.709	0.612

Preservice Teacher Survey Responses for the Working Conditions Questions (Continued)

Question	Disagree		Mostly Disagree		Mostly Agree		Agree		M	SD
	f	%	f	%	f	%	f	%		
31	6	4.48	43	32.09	83	61.94	2	1.49	2.604	0.601
32	15	11.19	49	36.57	66	49.25	4	2.99	2.440	0.731
33	7	5.22	47	35.07	80	59.70	0	0.00	2.545	0.596
34	2	1.49	33	24.63	97	72.39	2	1.49	2.739	0.505
35	3	2.24	46	34.33	74	55.22	11	8.21	2.694	0.652
36	7	5.22	50	37.31	73	54.48	4	2.99	2.552	0.644
37	19	14.18	50	37.31	63	47.01	2	1.49	2.358	0.740
38	13	9.70	75	55.97	44	32.84	2	1.49	2.261	0.648
39	6	4.48	34	25.37	86	64.18	8	5.97	2.716	0.644
40	2	1.49	23	17.16	95	70.90	14	10.45	2.903	0.573
41	8	5.97	79	58.96	45	33.58	2	1.49	2.306	0.604
42	19	14.18	60	44.78	48	35.82	7	5.22	2.321	0.781

N = 134

Appendix H

Factor Loadings for the Factors Revealed by the Inservice and
Preservice Teacher Survey Responses

Factor Loadings for the 4 Factors Revealed by the Inservice Teacher Survey

Question	Factor 1	Factor 2	Factor 3	Factor 4
Q37	91*	-8	5	-3
Q36	89*	-12	3	-2
Q30	89*	-10	10	-5
Q31	88*	-10	8	0
Q33	83*	-4	9	1
Q34	76*	-3	10	3
Q8	75*	6	-12	16
Q38	72*	-4	7	16
Q35	71*	7	7	-3
Q15	66*	20	16	-10
Q10	65*	28	-14	15
Q9	57*	40	-14	12
Q29	56*	-6	-4	13
Q18	53*	29	13	9
Q19	50*	26	11	17
Q17	44*	35	20	-12
Q13	39	33	4	11
Q32	29	12	0	23
Q6	-3	89*	-2	3
Q5	-1	82*	-4	4
Q4	-6	81*	1	0
Q2	-8	77*	4	1
Q3	-11	75*	10	5
Q1	1	63*	9	7
Q7	7	60*	-8	11
Q16	25	50*	21	-9
Q14	27	39	31	-18
Q24	18	37	17	8
Q12	35	32	6	4
Q40	-8	2	89*	1
Q21	-3	1	77*	21

Factor Loadings for the 4 Factors Revealed by the Inservice Teacher Survey (Continued)

Question	Factor 1	Factor 2	Factor 3	Factor 4
Q23	1	2	73*	25
Q42	23	7	73*	-3
Q41	22	4	70*	3
Q22	11	-3	60*	32
Q39	24	26	39	-19
Q26	1	5	1	79*
Q27	7	6	5	74*
Q28	8	-2	10	73*
Q20	2	-2	22	66*
Q11	8	23	3	58*
Q25	29	10	25	32

* Indicates factor loadings greater than 40

Factor Loadings for the 3 Factors Revealed by the Preservice Teacher Survey

Question	Factor 1	Factor 2	Factor 3
Q25	86*	-26	0
Q31	75*	-9	0
Q30	73*	3	4
Q18	63*	6	-2
Q32	63*	10	-16
Q38	60*	-14	14
Q33	58*	19	-5
Q40	56*	-14	15
Q24	55*	-5	27
Q36	54*	10	0
Q19	51*	2	-9
Q15	49*	19	12
Q9	47*	-13	26
Q34	43*	21	18
Q14	41*	8	12
Q13	35	26	21
Q8	32	25	25
Q39	31	25	-7
Q26	30	16	27
Q37	30	18	22
Q5	-8	73*	11
Q4	-2	72*	10
Q3	3	72*	12
Q2	5	69*	-8
Q1	35	51*	-29
Q17	10	44*	22
Q10	0	35	28
Q35	34	34	1
Q7	-4	28	-1
Q16	21	26	20
Q6	17	24	-12
Q22	-11	24	69*

Factor Loadings for the 3 Factors Revealed by the Preservice Teacher Survey

(Continued)

Question	Factor 1	Factor 2	Factor 3
Q20	0	-19	67*
Q28	3	0	66*
Q23	17	-22	61*
Q41	1	15	60*
Q11	4	35	45*
Q21	7	4	45*
Q27	32	9	34
Q29	11	1	29
Q12	23	10	28
Q42	9	23	26

* Indicates factor loadings greater than 40

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