

**HOW TEACHERS PERCEIVE THEIR JOB SATISFACTION IS  
INFLUENCED BY THEIR PRINCIPALS' BEHAVIORS AND ATTITUDES  
RELATED TO RACE AND GENDER**

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## ABSTRACT

Americans progressively are becoming less satisfied with their jobs, and this discontent is particularly true for teachers. Researchers have discovered that low job satisfaction has been linked to negative behaviors such as tardiness, poor interrelations between staff, and turnover (Birkeland & Johnson, 2003). School districts continue to be challenged as teachers leave the field at an alarming rate. The National Center for Educational Statistics (2005) estimated that nearly half leave sometime during their first five years. Teacher job satisfaction is critical to understand because it influences a school's success in multiple aspects. Principals are key elements in creating school environments conducive to teacher satisfaction or dissatisfaction. Societal changes in norms, values, and expectations about how teachers should be treated by those in authority have made it vital for principals to understand and take into account the divergence of perspectives and practice related to differences in race and gender. Although research shows that there may be a link between principals' behaviors and attitudes and teachers' job satisfaction, little research has postulated that race and gender play a significant role. Hence, the gap in literature that this study ultimately addressed.

The purpose of this study was to examine how teachers' job satisfaction is influenced by their perceptions of their principals' behaviors and attitudes related to race and gender. This study utilized a qualitative research design in which data were gathered through semi-structured interviews. Respondents, totaling 16 teachers, came from four schools located within 60 miles of Champaign-Urbana, IL. To ensure some level of diversity, selection considered teachers' race, gender, and level of satisfaction.

This study found that a relationship does in fact exist between teachers' perceptions of their principals' race and gender attitudes and their job satisfaction. More specifically, elements of hidden racism and racially motivated biases were recognized among principals; in addition, teachers' noted perceptions of favoritism and inappropriate sexist stereotypical behaviors. Paradoxically, some felt both appreciated and supported and also disrespected and excluded. Surprisingly, the teachers of color in the two schools with African American principals expressed the most concerns. Moreover, teachers of color were as strong in their dissatisfaction as White teachers regardless of their principals' race or gender.

This study concluded that race and gender do play a significant role in teachers' perceptions, which in fact influences their job satisfaction. This research provides a significant contribution to educational leadership by recommending that principals: (a) supportively interact with teachers whose race and gender differ from their own, (b) appropriately address teachers' identity, and (c) view differences as strengths. To accomplish this goal, principals should critically examine their practices for possible biases related to race and gender to comprehend how their personal attitudes or behaviors could both intentionally and unconsciously influence teacher perceptions.

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## CHAPTER 1

### INTRODUCTION

Americans progressively are becoming less satisfied with their jobs; this decline in job satisfaction has occurred over a period of two decades, with little to suggest a significant reversal in attitudes in the near future (Conference Board, 2007). It is particularly important to understand an individual's job satisfaction because it indicates his or her attitudes regarding employment. Many elements, including organizational conditions, administrative support, salary, and opportunity for advancement, contribute to level of job satisfaction (Bavendam, 2002; Billingsley & Cross, 1992; Brunetti, 2001; Kim & Loadman, 1994). Also, job satisfaction may have a positive correlation with workers' behaviors. Researchers have discovered that high levels of job satisfaction are linked to positive behaviors such as higher productivity and performance; low levels of job satisfaction have been linked to negative behaviors such as absenteeism, turnover, tardiness, psychological withdrawal from the job, and poor interrelations among staff (Andrisani, 1978; Birkeland & Johnson, 2003; Davis, 1992). Research in this area suggests that satisfied workers are more productive than those who are unsatisfied (Herzberg, Mausner, & Snyderman, 1959). This insinuation is particularly true for teachers who may demonstrate a decline in commitment due to decreased job satisfaction.

Teacher job satisfaction is, therefore, an essential concern in many school districts. It is critical to understand what may contribute to teacher satisfaction, particularly because teacher job satisfaction may influence a school's success in multiple

ways. Schools with highly satisfied teachers tend to be more effective; conversely, dissatisfied teachers may fail to provide students with a high quality of instruction (Ostroff, 1992). Although acknowledging that teachers may both like and dislike various aspects of their jobs, it is possible to increase positive behaviors and reduce negative ones that influence teachers' job satisfaction.

Scholars have defined job dissatisfaction as unfavorable or negative feelings toward work (Dinham & Scott, 1996; Muchinsky, 1993). Feelings of dissatisfaction can lead to disengagement. Moreover, dissatisfied workers may be more willing to change jobs (Jurik & Winn, 1987). Several studies have established the link between job dissatisfaction and the propensity to leave individual schools or the teaching profession altogether (DeNobile and McCormick, 2005; Fimian & Blanton, 1986; Gersten, Keating, Yovanoff, & Harniss, 2001; Muchinsky, 2000; Shreeve, Norby, Gpetter, Stueckle, Midgley, & Goetter, 1987; Singh & Billingsley, 1996; Spector, 2000). In 2003, Birkeland and Johnson found that most teachers reported job dissatisfaction as their primary reason for school transfers or leaving the teaching profession. Furthermore, research has disclosed that after five years 40% to 50% of teachers leave teaching altogether (National Center for Educational Statistics (NCES), 2005; Ingersoll & Smith, 2004). With a momentous turnover occurring in the teaching profession, teacher retention has become a concern for many school districts. Shin and Reyes (1995) found that a teacher's job satisfaction is a major determinant of a teacher's commitment to his or her school. Moreover, Herzberg (1966) found that dissatisfaction and satisfaction were qualitatively different. Hence, it is important to understand what comprises satisfaction and

dissatisfaction for educators and to understand the principal's role in creating a positive work environment.

Anderman, Belzar, and Smith (1991) found that principals are key figures in creating school environments conducive to teacher satisfaction or dissatisfaction. It is imperative to identify that some teachers have low levels of job satisfaction and that principal behaviors contribute to this situation (Bogler, 2001). Although research shows that there may be a link between a principal's behaviors and attitudes and a teacher's job satisfaction, relatively little research has postulated that race and gender play a significant role.

Although I will more closely examine the literature later in Chapter Two, an overview suggests that today's society requires a new kind of leadership: leadership that demonstrates acceptance and consideration of diverse human relationships. Unfortunately, employees can have their commitment and energy diminished by inappropriate leader behavior (Wharton, 2004). In recent years, a considerable number of questions regarding the relationship between teacher job satisfaction and principal attitudes have been raised. Consequently, principals should to reflect on their own behaviors and identify avenues that increase teacher job satisfaction; one area of reflection is the impact of attitudes and behaviors related to race and gender.

Changing norms regarding teachers and how they should be treated by those in authority have challenged many institutions to work effectively with diversity dynamics (Grieco & Cassidy, 2001). Societal expectations have pushed academics and practitioners to become more aware of issues of race and gender (Bond, Galinsky, & Swanberg, 1998;

Johnston & Packer, 1990). Job satisfaction can be negatively affected if teachers feel that their principals' attitudes reflect negative beliefs about their race and gender; differences must be acknowledged and properly addressed. Principals should be aware of issues simmering below the surface, learn to decipher complex cultural codes, and understand what is needed for teachers to succeed (Henze, Katz, Norte, Sather, & Walker, 2001).

### Personal Background

My personal background as an African American and as a former school administrator contributed to my motivation for conducting this study. Because the literature lacks a sufficient examination of race and gender as it affects job satisfaction, I studied the effects of these identity markers. As a person of color, I have witnessed firsthand how leaders' attitudes can be dismissive, exclude others, and make individuals feel inadequate or devalued. Additionally, throughout my life I have endured personal experiences encompassing the issues of both race and gender.

During my pursuit of higher education, I was approached by students who lacked knowledge of African American heritage and achievements. I often was called upon in class as the "African American" voice, and in response, I expressed that individual African Americans may have different viewpoints. Our ethnicity does not define our responses; we may disagree. In short, I do not speak for all African Americans. Regardless of my response to both professors and students, I still sometimes felt like the "token Negro." This feeling triggered reflections from my childhood of my mother's discussions about battles of culture and how African Americans have numerous strikes

against us. My mother explained these obstacles as race and gender. Upon speaking with other persons of color, I have come to realize that many share my thoughts and experiences. Because of my experiences, I feel that those in the “majority” should seek to better understand racial dynamics and recognize their personal advantages without assuming everyone experiences the world in the same way. In other words, we all must begin to view the world through multi-faceted cultural lenses to understand why things happen the way they do.

As a former public school social worker and administrator, I was privy to many teachers' thoughts, feelings, and concerns regarding our principal's behaviors. I also observed how the principal addressed race and gender-related organizational issues. It was relatively easy to ascertain when the principal was not genuine toward issues of racial and gender differences. In most cases, the principal failed to foster a welcoming school climate inclusive of all teachers, thus negatively contributing to teachers' job satisfaction. As an administrator, I recognized the need to give teachers a voice as I worked to improve their job satisfaction. I became aware of the strong positive influence racial and gender acceptance had on teachers' job satisfaction, because I witnessed the effects of teacher job dissatisfaction on our school's turnover rate. Specifically, in one year alone our school experienced a 22% job turnover rate. The majority who left were African Americans and women. To truly initiate racial and gender acceptance, an educational community would need to appreciate differences and avoid seeing them as deficits. Because of this belief, I have chosen to examine the influence of race and gender in this dissertation. Additionally, because the literature points to a relationship between

low job satisfaction and principals' attitudes, it is important to find out how teachers are affected by their principals' attitudes related to race and gender.

### Statement of the Problem

Despite decades of research on teacher job satisfaction, the literature has failed to examine how principals' attitudes about race and gender influence teachers' job satisfaction. I posit that an essential aspect of teacher job satisfaction relies heavily on principals' behaviors and their acknowledgment of teachers' identity. This interrelation, in turn, critically influences teachers' decisions to remain in the profession. Reasons for leaving may vary, such as spousal employment relocation or changes in families, but job satisfaction is vital. Research from the NCES (2005) shows that approximately half of teachers leave during their first five years of employment. Teachers are leaving the field at an alarming rate, and according to Shin and Reyes (1995), job satisfaction is a key element influencing retention.

### Purpose of the Study

The purpose of this study was to examine how teachers' job satisfaction is influenced by their perceptions of their principals' behaviors and attitudes related to race and gender. This research study provided an in-depth understanding of how teachers feel about their jobs, how race and gender play a role, and how these feelings were influenced by their principals' attitudes.

## Research Questions

Answers to the following research questions were sought in this study:

Research Question 1. How do teachers describe their principals' attitudes [as reflected by behaviors] about race and gender?

Research Question 2. How do teachers' perceptions of their principals' attitudes on race and gender influence their job satisfaction?

## Overview of Method

To answer the aforementioned questions, this study utilized a qualitative research design. One-page surveys were distributed to teachers in four schools to identify eligible participants; semi-structured interviews then were administered to gather additional data. The interviews allowed me to further understand teachers' perspectives regarding their job satisfaction. Four teachers per school were selected for interviews based on random stratification of completed surveys meeting the study criteria. This group, totaling 16 interviewees, was stratified by teachers' race, gender, and job satisfaction level. Schools also were selected according to the principal's race and gender. This choice ensured some level of diversity in both teachers and principals and avoided the selection of a homogeneous interview population. Stratification also allowed me to associate findings by race and gender. Thematic analysis using NVivo provided an efficient means for open-coding, analysis, and interpretation of interview findings.



## Significance of the Study

This research is particularly important because scholars have identified a link between the level of job satisfaction and rates of teacher turnover (Birkeland & Johnson, 2003; DeNobile & McCormick, 2005; Fimian & Blanton, 1986; Gersten et al., 2001; Muchinsky, 2000; Shreeve et al., 1987; Singh & Billingsley, 1996; Spector, 2000). The National Education Association (NEA), 2002 and the Education Commission on the States (ECS), 2005 found that the United States soon would experience its worst teacher shortage. Because job loss may be a direct result of pervasive job dissatisfaction, schools must find ways to attract and retain teachers. Leadership focus needs to be placed on improving job satisfaction so that teachers are not as inclined to leave the teaching profession. If principals are aware of teachers' needs, the principals work to satisfy those needs and potentially increase job satisfaction and retention.

The findings from this study will help principals to understand how their behaviors and attitudes influence teacher job satisfaction. The findings also provide information to address and deter low levels of job satisfaction related to principal practices. The data provided suggest strategies to attract teachers to the profession and retain them. This research contributes to the field of educational leadership by supplementing the literature examining how teachers' job satisfaction may be influenced by their principals' attitudes toward racial and gender differences.

## Theoretical Framework

The theoretical framework guiding this study drew on both job satisfaction research and a critical leadership perspective. Theorists such as Herzberg (1966) and Alderfer (1969) contributed to the job satisfaction theoretical framework. The relationship between job satisfaction and perceived attitudes is important because it assists in creating an efficient and motivated workforce. Herzberg's (1966) Motivation Hygiene Theory and Alderfer's (1969) Existence Relatedness Growth (ERG) Theory are two key frameworks in studies of job satisfaction. These theories provide a strong foundation for the construct of job satisfaction, which this study ultimately addressed. However, neither directly addressed race or gender.

Although no single theoretical definition exists for a critical perspective of leadership, the literature is shifting to focus on racial and gender practices of organizational leaders. Foster (1989), Giroux (2002), Shields (2008), and Brown (2004) are prominent scholars in the area of critical perspectives on leadership. Foster (1989) emphasized the moral and ethical quality of human beings and Giroux (2002) called attention to political and social realities that shape organizations and cultural diversity. Shields (2008) and Brown (2004) called for a critical examination of leaders' use of power.

## Delimitations and Limitations

Although this study was one of the first to examine teacher job satisfaction from a critical perspective, it had some limitations. This study was delimited to school teachers

in the Midwest; therefore, I cannot predict whether teachers in other states or schools will encounter the same experiences. Furthermore, since all schools have unique cultures, strategies, and frameworks, what proves successful in one school may fail to be successful in others; however, I hope that “concrete generalizations” (Merriam, 1998, p. 210) about enhancing teachers' job satisfaction may be beneficial to all schools.

Because I limited my study to interviews regarding teachers' perceptions of principals' attitudes, I was unable to triangulate my data for a complete “read” on the school climate. The fact that teachers' perceptions of their principal were not verified by the principal is a study limitation. However, the study focused on highlighting teachers' concerns and giving them voice, not on whether principals are in agreement with all perceptions or their actions were intentional or unintentional.

The relationship between teachers' and principals' racial composition may have influenced teachers' responses to me, an African American female. Some teachers, perhaps especially those who are males or Whites, may not have felt comfortable sharing their honest and candid feelings or concerns if their principal was from a different race; moreover, some teachers may have been apprehensive about sharing negative information if their principal was from the same race. Despite assurances that interview information would be confidential and would only be shared as a broad summary with principals, teachers may have been reluctant to express their true thoughts or feelings. According to Helms (1990), people may behave in ways to avoid being perceived as racists. Also, they may have feared creating problems in their work environment. Congruent with this premise, another study limitation may have been my limited knowledge about White

individuals' feelings regarding race and cultural acceptance. This lack of knowledge may have posed an additional study weakness as I cannot claim to fully understand Whites on their terms of difference.

### Definition of Terms

The following definitions are central to this study:

*Gender* is sexual identity in relation to society or culture. It refers to the differences between men and women and the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women (Acker, 1990).

*Job satisfaction* is an overall feeling about one's job that can be related to specific outcomes such as productivity (Perie & Baker, 1997). Job satisfaction is the extent to which a staff member has favorable or positive feelings about work or the work environment (DeNobile, 2003).

*Race* refers to the ethnic group with which individuals self-identify based on ethnicity categories set forth by the United States government; race is one's larger social category based on skin color, language, and physical characteristics (Helms, 1997). In both the literature and this study, the term race sometimes is used interchangeably with culture due to their close associations.

*Teacher turnover* is the phenomenon that occurs when teachers are "movers," who leave one school or district for another or "leavers" who exit the profession temporarily

or permanently leave their school or relocate to another school or another profession altogether (Ingersoll, 2001).

### Summary

Job satisfaction continues to decline in America (Conference Board, 2007).

Teachers are becoming unhappy on the job, which is demonstrated in their alarming rate of turnover. Research from the NCES (2005) estimated that nearly half leave during their first five years in the profession. Research on public schools has tended to solely concentrate on teacher job satisfaction without acknowledging race and gender.

Nevertheless, changing norms and societal expectations have made it vital for principals to understand and take into account the divergence of perspectives and practice related to differences in race and gender (Johnston & Packer, 1990). Some principals are uncomfortable with contentious issues of difference, perhaps due to fear of potential conflict, insufficient knowledge, or lack of experience or preparation. Regardless, racial and gender differences must be properly addressed to achieve educational goals. How teachers' job satisfaction is influenced by their principals' attitudes in relating to their race and gender is an area in need of attention as this issue may be significant for addressing the low levels of job satisfaction teachers are experiencing today.

In Chapter Two, I provide an overview of the literature related to job satisfaction and critical perspectives of leadership. Chapter Three contains the methodology used to conduct this study with my findings described in Chapter Four. Chapter Five consist of a

discussion of the relationships between my research questions, study recommendations, and recommended future research, and concluding reflections.

## CHAPTER 2

### LITERATURE REVIEW

Job dissatisfaction has been reported as the primary reason that teachers transfer to another school or leave the teaching profession entirely (Birkeland & Johnson, 2003). Low levels of job satisfaction have been linked to negative behaviors, such as absenteeism, tardiness, psychological withdrawal from the job, and poor interrelations among staff (Andrisani, 1978; Birkeland & Johnson, 2003; Davis, 1992). Teachers' job satisfaction has been explained in numerous ways, one in particular being their principals' attitudes that may either foster or hinder satisfaction levels. Little is known, however, about the relationship of racial and gender dynamics to job satisfaction. An understanding of this phenomenon can be gained through examining theories of job satisfaction and through taking a more critical leadership perspective. The purpose of this chapter is to review literature on teachers' perceptions of their job satisfaction with respect to whether this job satisfaction is influenced by their principals' attitudes. In this chapter, both perspectives are discussed and key ideas are integrated within two categories. The first category, job satisfaction, contains the literature on motivation and teacher turnover. The second category, a critical perspective of leadership, encompasses the work of prominent scholars who have addressed the following themes: educational leadership, race awareness, gender roles, and examining power.

## Job Satisfaction

In this section, an overview of job satisfaction definitions will be discussed and followed by four common themes that have emerged in job satisfaction literature. Job satisfaction then will be discussed from two perspectives: (a) motivation and (b) teacher turnover. These two perspectives influence how teachers may respond to feelings of job satisfaction or dissatisfaction.

The literature has identified an immense amount of research related to job satisfaction. Interest in job satisfaction evolved from initial advocates of the human relations approach who believed that a happy worker is a productive worker. Mayo's (1933) Hawthorne Study is considered the formal inception to job satisfaction research (Herzberg et al., 1959). Mayo addressed employee relations and organizational behaviors, suggesting that managers should satisfy the needs of employees for a productive work environment. Whereas Mayo was the first person who highlighted the importance of job satisfaction, Hoppock (1935) provided the first formal definition. He declared that "job satisfaction is any combination of psychological, physiological, and environmental circumstance that causes a person to truthfully say I am satisfied with my job" (p. 47). Although written in the 1930s, Hoppock's definition continues to hold value and educators still see it as valid today among many other job satisfaction definitions. In 1976, Locke noted that job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job experiences" (p. 1300). According to Kalleberg (1977), "job satisfaction refers to an overall affective orientation on the part of individuals toward work roles which they are presently occupying" (p. 126). Hoy and



Miskel (2008) defined job satisfaction as an affective state that results from educators' evaluation of their work responsibilities. Job satisfaction refers to happy or positive attitudes people receive from work or aspects of work (Furnham, 1997). Job satisfaction also has been defined as the extent to which a staff member has favorable or positive feelings about work or the work environment (DeNobile, 2003). In general, job satisfaction relates to employees' attitudes about their workplace environment.

### *Job Satisfaction Themes*

Upon a review of job satisfaction literature, clear patterns emerged from numerous studies conducted over the years. Common issues identified were working conditions, interaction with colleagues and students, professional autonomy, and opportunities for advancement. These factors are described below.

*Working conditions.* Working conditions apply to the environment in which people are employed; these conditions can strongly affect an individual's job satisfaction (Kim & Loadman, 1994). Johnson (1967) declared working conditions, policy, and administration as factors associated with job dissatisfaction. These factors were consistent with Johnson's finding of the term "work itself" as a factor related to job satisfaction.

Investigations of whether job satisfaction and dissatisfaction are separate and independent factors were undertaken by several scholars. In 1966, Herzberg noted that satisfaction occurs as a result of motivator factors. Although I will discuss both Herzberg and motivation more in-depth later in this chapter, I acknowledge here that Herzberg (1964) is known for the first comprehensive and empirically-based study on employee motivation. Herzberg's theory suggests that motivation and hygiene are two central

factors that determine job satisfaction. Achievement, recognition, work itself, responsibility, and advancement are examples of motivators or job satisfiers, whereas supervision, salary, interpersonal relations, and working conditions are examples of hygiene or job dissatisfiers. One of Herzberg's findings is that work itself contributes to the theme of working conditions. Herzberg noted specific job-related and individual needs desired at work. He expressed that what people want from their job experiences is sometimes the opposite of what they stated. In his study, sometimes people did not clearly articulate their desires, but found other ways to express their job needs. Thus, if a principal is aware that an employee is dissatisfied with his or her job, both individuals can discuss motivators and possible improvement suggestions for job enrichment. Likewise, if a principal pays attention to and recognizes his or her teachers in positive ways, satisfaction may increase.

A satisfaction study conducted by Schmidt (1976), replicated Herzberg's (1964) study with suburban Chicago public school administrators. Schmidt's sample consisted of 25 superintendents, 25 principals, and 24 assistant principals. Modified versions of Herzberg's questionnaire and interview techniques were used to collect data on educators' job characteristics. In this study, Schmidt found that motivator factors led to job satisfaction, whereas hygiene factors led to job dissatisfaction. Consistent with Herzberg's findings, Schmidt's study also found that policy and administration are important factors related to job dissatisfaction. Again, in education, this work points to the importance of positive working relationships.

In 2002, another investigation of job satisfaction in working conditions was conducted by Bavendam when over 15,000 employees were surveyed. Their findings revealed that six factors influence job satisfaction. Two of Bavendam's six factors are directly associated with working conditions: stress and work standards. According to Bavendam, when negative stress is continuously high, job satisfaction is low. Also, employees are more satisfied when their entire work group takes pride in the quality of its work. Employees experiencing high job satisfaction care about the quality of their work, are more committed to the organization, have higher retention rates, and are more productive. Moreover, those employees believe that the organization would be satisfying in the long run (Bavendam, 2002).

*Interaction with colleagues and students.* Interaction with colleagues is a necessity to build camaraderie on the job, which in turn heightens job satisfaction. Social interactions could occur during common planning times or through the creation of small learning communities (Kim & Loadman, 1994). Syptak, Marsland, and Ulmer (1999), in a study of teacher job satisfaction involving 2000 teachers, also found that one component of job satisfaction is the social contact employment brings. Thus, research suggests that employees should be allowed a reasonable amount of time for socialization to develop a sense of teamwork.

Additional examples of interrelated job satisfaction components were found in a number of studies. Brunetti (2001) reported that in his research interactions with students or colleagues were identified as an intrinsic reward. In this study, 26.3% of teachers indicated that they had high levels of job satisfaction. Negative interpersonal relations

with peers and students were identified as one of four factors contributing to teacher dissatisfaction in Sergiovanni's (1967) study, which replicated Herzberg's work. These findings support Herzberg's Motivator Hygiene Theory and reveal that factors contributing to teachers' job satisfaction and dissatisfaction are polar opposites. Schmidt's (1976) study is also aligned with Herzberg's Motivation Hygiene Theory as interpersonal relations were noted as high dissatisfying factors. Johnson (1967) also identified interpersonal relations with colleagues as one of the five factors related to job satisfaction. Again, this study highlights the need to understand how principals are perceived to relate to their teachers.

*Professional autonomy.* Professional autonomy pertains to the fact that individuals need personal freedom to make certain decisions for personal and professional growth. Professional autonomy is identified as an intrinsic reward in contributing to high levels of job satisfaction (Brunetti, 2001). Kim and Loadman (1994) noted professional autonomy along with professional challenges as factors contributing to teacher job satisfaction. Professional challenges speak to the need for individuals to feel challenged for personal growth.

Additional examples of professional autonomy are found in three of Bavendam's (2002) six factors that influence job satisfaction: (a) adequate authority, (b) opportunities, and (c) leadership. According to Bavendam, employees are more satisfied when they have adequate freedom and authority to do their jobs, when they have challenging opportunities at work, and when their managers are good leaders. Although Schmidt (1976) noted supervision as a high dissatisfaction factor, Billingsley and Cross (1992)

reported that job satisfaction is influenced by leadership support. Billingsley and Cross also reported that job satisfaction is influenced by work involvement and lower levels of role conflict. Additionally, in their research, school commitment was significantly correlated with higher levels of leadership support and lower levels of role conflict. In isolation, role conflict was a significant predictor of job satisfaction, suggesting that the higher the role conflict, the lower the job satisfaction.

Several scholars have made the same point of responsibility being associated with professional autonomy. One example was indicated by Herzberg (1966) who associated professional autonomy with responsibility as a strong determinant of job satisfaction. Sergiovanni (1967), who replicated Herzberg's (1966) work, declared responsibility as one of three factors contributing to teacher job satisfaction. Furthermore, in 1967, Johnson identified responsibility as one of five factors affecting teacher job satisfaction. Johnsrud and Rosser (2002) noted in their study that faculty members were dedicated to their work and loved their responsibilities but often wondered if they would be happier working in another setting. This discontent with their institutions was in stark contrast to individual satisfaction with intellectual lives, the courses they taught, and collegial relationships (Hoag, 2004). Although the aforementioned study addressed higher education, recommendations may be applicable to all education levels.

*Opportunities for advancement.* The final job satisfaction component is opportunities for advancement. Opportunities for advancement have been indicated as an extrinsic reward leading to high levels of job satisfaction (Brunetti, 2001). According to Kim and Loadman (1994), opportunities for advancement speak to rewarding individuals

with job promotions. Syptak et al. (1999) also noted that hard work, loyalty, and good performance should be rewarded by an opportunity to advance within the organization. Several people have connected opportunities for advancement to job satisfaction. Both Herzberg (1966) and Sergiovanni (1967) noted achievement and advancement as factors that stand out as strong determinants of job satisfaction. Schmidt (1976) concluded that people are highly motivated by achievement, recognition, and advancement. Johnson (1967) also identified several factors affecting teacher job satisfaction and job dissatisfaction. Recognition by superiors was identified as a factor related to job satisfaction, whereas status was a factor showing a relationship to job dissatisfaction. Salary also is seen as a factor related to opportunities for advancement. Kim and Loadman (1994) also affirmed that salary was not identified as a motivator in their study, yet unfairness of salary distribution may lead to feelings of unhappiness. Bavendam (2002) declared fair rewards are consistent with opportunities for advancement. Employees are more satisfied when they feel they are rewarded fairly for the work they do.

The previous section summarized numerous studies regarding job satisfaction over the years. Four common themes were identified: working conditions, interaction with colleagues and students, professional autonomy, and opportunities for advancement. I will now discuss teacher job satisfaction from the perspective of motivation.

### *Motivation*

Another aspect of teacher job satisfaction is motivation. Positive teacher satisfaction is demonstrated by an individual's intrinsic motivation to work effectively.

Comprehending what and how to motivate employees has been the focus of research subsequent to Mayo's Hawthorne Study in the 1920s. Moreover, these results generated heightened management approaches to address the needs and motivation of employees (Bedeian, 1993). As previously stated, Herzberg (1964) is known for his studies on employee motivation. Motivation is particularly important to organizations because it significantly affects employee productivity. Herzberg's (1966) Motivation Hygiene Theory suggests that motivation and hygiene are two central factors that determine job satisfaction. Motivators (job satisfiers) fulfill an individual's need for psychological growth and hygiene factors (job dissatisfiers) are preventative and environmental. Achievement, recognition, work itself, responsibility, and advancement are examples of motivators. Organizational or administrative policy, supervision, salary, interpersonal relations, and working conditions are examples of hygiene factors. Lindner (1998) suggests all hygiene factors must be obtained prior to achieving job motivators. Herzberg (1966) noted that by making provisions for hygiene needs, motivators become operative.

To understand and motivate people, leaders must understand both human nature and human needs. This understanding is necessary to gain support from followers, peers, and others, which is needed in order to accomplish organizational objectives. Alderfer's (1969) Existence Relatedness Growth (ERG) theory identifies human needs in three different categories: existence, relatedness, and growth. Alderfer's existence needs include both physiological and safety needs, such as salary, benefits, job security, and work conditions. Relatedness needs incorporate both love and belongingness needs, such as the need for interpersonal relationships with others. Lastly, growth needs are

comprised of both esteem and self-actualization needs, such as an individual's intrinsic desire to develop and fulfill one's potential.

Alderfer's (1969) Theory is closely related to Maslow's Theory; Maslow (1954) identified human needs as an important part of human nature and proposed that there is a hierarchy of these needs. Maslow (1987) noted that people want and are forever striving to meet various goals. He argued that lower level needs must be satisfied before the next higher level need can be satisfied to provide employees with motivation. This notion is due to an individual's lower level need carrying more urgency and requiring immediate attention; therefore, it becomes the source and direction of a person's goal. Like Maslow's Theory, Alderfer's ERG Theory suggests that unsatisfied needs may motivate individuals to move up the hierarchy in satisfying those needs. According to the ERG Theory, higher level needs become more important as they are satisfied. Alderfer's ERG Theory is most applicable to understanding the educational workplace. For example, monetary incentives, professional development, recognition awards, appreciation giveaways, and school social outings are seen as ways to enhance staff motivation (Nelson, 1997). Understanding these needs is vital for principals to adequately encourage teacher motivation, which in turn could enhance job satisfaction.

Several researchers have agreed that motivation is essential for teacher satisfaction within schools. Wiles and Bondi (2002) noted that "individual motivation in an organization sensitizes leaders to the complexity of motives and provides a rough analytic tool for establishing the type of motivation, which is appropriate for any individual" (p. 213). Teachers are drawn to and motivated by a school that has meaning,



values, and a noble purpose as they are strongly influenced by the culture, mores, and conventions of the school (Deal & Peterson, 1999). According to McGregor's (1960) Theory Y, leaders believe if workers value their work and feel valued by their employer, they will find within themselves the motivation to excel. According to Cunningham and Cordeiro (2000), "Theory Y is based on democratic leadership in which leaders delegate authority and responsibility and permit subordinates to function within defined limits" (p. 156). Theory Y implies that workers are naturally self-activated (Hersey, Blanchard, & Johnson, 2001). This observation is characterized by workers exercising initiative, self-direction, self-control, and accepting responsibility on the job. Additionally, the average Theory Y worker values creativity and seeks opportunities to be creative at work.

Employee dissatisfaction can become a source of motivation to seek other employment opportunities. Therefore, principals should understand both human nature and the need to maintain motivated staff to ultimately achieve organizational goals. Unfortunately, motivation can become a source of confusion for principals when the negative influence is stronger than the positive (Bavendam, 2002). For example, employee dissatisfaction seems to be more motivating than satisfaction based on an individual's immediate reaction to an unpleasant stimulus as compared to his or her reaction to an enjoyable situation. Bavendam notes that employees are highly motivated to resign from positions when they are dissatisfied. Hence, a teacher may exert more effort to seek another position when he or she is unhappy.

In essence, high levels of motivation translate into higher success levels for both teachers and students (Black, 2001). Principals who understand the many variables that

are related to teacher motivation and job satisfaction are in a better position to improve and maintain a positive work environment. To that end, teachers may effectively achieve the school organizational goals. Low motivation and negative or low job satisfaction can lead to another critical problem facing the educational system today, teacher turnover.

### *Teacher Turnover*

I now shift to the perspective of teacher turnover in an effort to highlight how job satisfaction may influence turnover in schools. Job satisfaction levels may influence teachers' job performance and ultimately teacher turnover. Turnover creates major issues for both the teacher and the entire school district. Therefore, research relating turnover to job satisfaction deserves attention; studying this connection will afford contributions toward enhancing knowledge regarding organizational behaviors. In fact, comprehending factors that contribute to teacher satisfaction (or dissatisfaction) is essential to enhancing the knowledge needed to support a successful educational system. Understanding these factors is vital, as a teacher's satisfaction about his or her career may influence the quality or consistency of instruction given to students. Highly satisfied teachers are less likely to seek employment in other schools or leave the teaching profession altogether (NCES, 1997).

Studies have produced consistent findings regarding how teacher job satisfaction is related to decisions encouraging teachers to remain in the teaching profession. Chapman (1983) alleged that "career satisfaction plays an important role in teachers' persistence in teaching" (p. 46). Billingsley and Cross (1992) claimed that job satisfaction and commitment are strongly linked to studies of career intentions. Choy, Henke, Alt,

Medrich, and Bobbitt (1993) found that teachers who are highly satisfied are less likely to change schools or leave the teaching profession. Teachers with high levels of professional and organizational commitment are more likely to remain in that environment (Singh & Billingsley, 1996). In 1997, the United States Department of Education declared that greater job satisfaction leads to lower turnover rates among teachers. Boe (1997) noted that when a teacher is satisfied on the job, there is a lower propensity to leave. Likewise, Latham (1998) claimed that not only does job satisfaction induce teachers to stay in the profession but it also encourages them to become better teachers. Lieberman (1988) noted particular actions that school districts must take to retain better teachers: "Teachers must have opportunities to take on more responsibilities, more decision-making power, and more accountability for results. Teachers must also be paid higher salaries, in due recognition of complexity and significance of their work" (p. 649).

Many factors play a role in influencing teachers to leave their schools or the profession altogether. For example, high levels of job satisfaction are a necessity to encourage occupational commitment and reduce turnover rates. It has been found that after only five years in the profession, 40% to 50% of teachers had left teaching altogether (Ingersoll & Smith, 2004; NCES, 2005). Although a vast number of studies have been conducted on teacher job satisfaction and turnover, exodus from the teaching profession persists.

## Job Satisfaction Summary

Research has provided a myriad of job satisfaction definitions as well as factors predicting satisfaction on the job. This literature review identified working conditions, interaction with colleagues and students, professional autonomy, and opportunities for advancement as common job satisfaction themes (Bavendam, 2002; Billingsley & Cross, 1992; Brunetti, 2001; Johnson, 1967; Johnsrud & Rosser, 2002; Kim & Loadman, 1994). Job satisfaction then was discussed from two perspectives: (a) motivation and (b) teacher turnover. These two perspectives influence how teachers may respond to feelings of job satisfaction or dissatisfaction. It is possible to enhance the quality of education by recognizing individual attitudes and actions that contribute to job satisfaction of teachers. By studying job related variables, a school may remediate certain negative situations and thereby improve job satisfaction levels.

This review of literature also noted the importance of studying job satisfaction as increased satisfaction may lead to enhanced job productivity. Teachers' levels of interest and enthusiasm are closely related to the extent of satisfaction and meaning that teachers find in their work. In many circumstances job satisfaction cannot be observed directly, although the effects or consequences of dissatisfaction can be. Since satisfaction is an emotional reaction or response, the concept can only be understood and grasped by a process of introspection; an act of conceptual identification directed to one's mental contents and processes (Locke, 1976). This concept is linked to Danielson and McGreal's (2000) acknowledgment that teachers' behaviors can be assessed, but their states of mind, values, and beliefs can not be known until revealed in their behaviors. For example,

employee dissatisfaction can become a source of stimulus to seek other employment opportunities.

Educational leaders have the responsibility to help teachers realize their deepest levels of satisfaction of teaching and to provide an avenue for teachers to revitalize their careers. Hence, teachers need to feel motivated, valued, and appreciated to succeed at work (McGregor, 1960). To that end, high levels of job satisfaction are necessary to encourage occupational commitment and reduce turnover rates. As the aforementioned problem continues to escalate (Bavendam, 2002; Billingsley & Cross, 1992; Boe, 1997; Chapman, 1983; Choy et al., 1993; Ingersoll & Smith, 2004; NCES, 1997; NCES, 2005; United States Department of Education, 1997), potential solutions may reside with the principal's action. Principals are the formal leaders in school who heavily influence school organizational effectiveness and culture.

### Critical Perspectives on Leadership

In this section, a critical perspective on leadership is discussed to address a possible connection between racial and gender dynamics and job satisfaction. Job satisfaction has been studied in relation to such variables as organizational culture, individual motivation, commitment, and leadership styles. Unfortunately, the influence that principal behaviors could have on job satisfaction rarely has been investigated. Critical perspectives are presented by scholars who have identified and addressed common themes related to leadership.

One critical aspect of leadership denotes how principals are influenced by race and gender issues that exist within the school setting. It is imperative to acknowledge the influence of race and gender because of the significance they may hold. These are significant areas lacking attention. Researching behaviors and attitudes related to race and gender will provide a better understanding of how teachers' feelings of belonging may affect their job satisfaction. Principals should understand the challenges or additional pressures some teachers must endure when they are a member of a non-dominant race or gender. To that end, it is necessary to understand how principals make the school climate welcoming and inclusive for teachers from non-dominant backgrounds and how their actions contribute to teachers' levels of job satisfaction. By acknowledging and addressing teachers' challenges, principals are enabled to demonstrate consideration of societal stressors and create a satisfying work environment that enhances job satisfaction. Some themes related to critical perspectives on leadership consist of educational leadership, race awareness, gender roles, and examining power.

### *Educational Leadership*

Educational leadership affects the working world of teachers and examines closed control-oriented leadership styles and their impact on teachers (Blase & Anderson, 1995). Educational leaders have an important role to play in the effort to link social justice and economic democracy with the equality of human rights, the right to education, health, research, art, and work (Giroux, 2002). It is an educational leader's responsibility to empower all teachers, build professional self-esteem, encourage success, and uphold uniqueness, thus enhancing teachers' job satisfaction (Green, 1998).

Sirotnik (1990) emphasized that the purpose of education is to explore beliefs of others about “the values of a just society” or “the way things ought to be” (p. 309). Additionally “moral commitments to inquiry, knowledge, competence, caring, and social justice” are essential to education (p. 308) and exceed the concerns of individuals and groups. Sirotnik stressed that social justice in schools must provide equal access to a quality education for all. According to Giroux (1995), leaders need to focus on democracy and solidarity in order to provide a level playing ground enabling teachers to think critically and gain a sense of agency. Also, leaders should understand that cultural, ethnic, racial, and ideological differences may enhance or detract from dialogue, trust, and solidarity. Pedagogy and the politics of race and gender should be forged into social relations rooted in compassion, trust, and generosity. Additionally, leaders must highlight democracy to address fundamental inequalities within the school community. The principle of democracy values inclusiveness where equal opportunity, political rights, and decision-making power are bestowed on all individuals to encourage development of their full potential (McLaughlin & Davidson, 1996). Understanding equality means recognition of another individual’s circumstances. Some leaders practice self-defense as a means to justify maintenance of a threatened privilege. Green (1998) describes this practice as politics of force rather than equality. These examinations of principals’ strategies for empowering all teachers may be an important component of job satisfaction within the educational system.

Furman and Shields (2005) link educational leadership practice, the notion of social justice, and a democratic school community. A democratic community requires

shared leadership in which recognition of interdependence and the significance of communal choices work for the common good (Shields, 2003a). The common good would include principals providing more balance to teacher equity in an effort to increase teachers' job satisfaction levels. Giroux (2002) identified the need to be more cognizant about how educators' roles affect other cultures and what it means to assume leadership without reducing it to the arrogance of power. Giroux also noted this important role that leaders should play to make their voices heard in an effort to articulate a vibrant and democratic school.

Foster (1986) described the importance of being an ethical leader and stated that school leaders should facilitate and support a democratic polity. He further asserted that traditional approaches to explaining school leadership phenomena are incomplete. His promotion of dynamic and transformative educational leadership provides another impetus for practices. Foster proposed a three-tiered model project for administration. The tiers consist of the following: exploration of individual constructions; interpretations of reality; and critical inquiry as a reflective processing, including dialogue for democratic participation. Because administrators' voices have been privileged, they should strive for social justice by equally valuing each participant's voice in the educational community. Democratic participation and critical inquiry are essential to constructing a curriculum for educational administration and leadership. Democratic participation has become the central route to self-development and satisfaction for teachers as it brings a sense of community association regardless of race or gender differences.



According to Quantz, Rogers, and Dantley (1991), schools are known as locations where race and gender have existed to both reproduce and perpetuate inequities which “confirm and legitimate some cultures while disconfirming and delegitimizing others” (p. 98). Educational leaders should think deeply about race and gender by displaying respect for the worth and dignity of individuals and their cultural traditions (Furman & Shields, 2005; Shields, 2003b). This absolute regard for diversity in schools for teachers may be a determining factor of how satisfied they are with their jobs. To address teacher satisfaction, Riehl (2000) includes “fostering new meaning about diversity, promoting inclusive cultures and instructional programs, and building relationships between schools and communities” (p. 59). Riehl stressed that inclusive leadership practice is rooted in values of equity and social justice that ultimately support diversity. In short, the principal plays a crucial role in how satisfied a teacher is with his/her job. Examples of these leadership actions include maintaining high visibility and making frequent classroom visits, establishing strong goal and task orientation, and ensuring that staff feels strongly supported. According to Torres (1998), principals need to set ethical standards for social behaviors within the school and a political authority that enforces democratic rule. Torres noted that the educational system is fragmented, which means principals need to understand the democratic rights of teachers to address political challenges related to educational conditions and job satisfaction.

Leadership in schools has critical influences on the nature of “justice” in schools. Goldfarb and Grinberg (2002) view social justice as a means of building participatory and just relationships, creating safe and trusting spaces, and working with parents and

communities to alter institutional power arrangements, practices, and policies that benefit a few while harming the many. Accordingly, social justice seeks to advance the intrinsic human rights of equity, equality, and fairness in social, economic, educational, and personal dimensions. Justice occurs, in part, when teachers are provided a safe space to dialogue, develop professionally, and voice opinions and concerns. Leadership for social justice requires a careful examination of one's own beliefs and practices and those of the institution within which one works, for injustice is played out in both individual relationships and systemically (Shields, 2003b; Furman & Shields, 2005).

Inequitable practices must be critiqued in an effort to meet the needs of diverse and intricate educational systems and achieve harmony within an organization. Likewise, Bolman and Deal (1997) acknowledged the rational-structural paradigm to explain how social justice organizations should work. However, they did not explain why problems seem to persist in organizations. Perhaps possible concerns could be found within an exploration of job satisfaction and social change leaders as discussed by Furman and Shields (2005), Theoharis (2004), Goldfarb and Grinberg, (2002), Bogotch (2000), Riehl (2000), and Sirotnik (1990). Social change leaders are those who "build advocacy and conflict into the planning process in response to pluralistic sets of values" (Burns, 1978, p. 420).

Many scholars have agreed that social justice is a major component of educational leadership as perceived injustices in the work environment could negatively affect teachers' job satisfaction. As cited by Kose (2005), Theoharis (2004) studied the resistance of principals to social justice and found themes related to professional learning:

(a) equity focused professional development, (b) addressing issues of race, (c) commitments to creating more democratic and empowered norms that make social justice advancements clear, (d) developing staff investment in social justice, and (e) incorporating social responsibility into the curriculum. Accordingly, Theoharis stressed that social justice “cannot be separate from inclusive practices at school” (p. 8).

In recognition of the importance of social justice in schools, transformative leadership acknowledges and changes inequalities among teachers. In 2001, Rogers and Dantley considered transformative leadership as a method to raise the promise of moral purpose, question assumptions upon which a vision is based, ask on whose behalf power is used, and uncover distortions that may exist in our language and our view of the world. Educational leaders must exert their own positions of power to transform or balance “undemocratic power relationships” (Rogers & Dantley, 2001, p. 102). Transformative leadership, therefore, begins with questions of justice and democracy and associates the social and political realms of teachers by recognizing that the inequities and struggles experienced could have a negative effect on their ability to execute responsibilities effectively (Shields, 2008; Shields, 2009) as well as a negative effect on their job satisfaction.

In 1989, Foster asserted that principals should encourage transformation of followers to achieve positive results and to become capable of addressing the complexity of democracy. Principals need to seize the opportunity to reclaim schools as democratic institutions in which individuals engage in dialogue and critique regarding democratic values, the relationship between learning and civic engagement, what it means to be a

critical citizen, and the responsibilities one has to the world. Green (1999) argued for democracy that focuses more deeply on respect, participation, communication, and cross-cultural cooperation. Green notes that deep democracy “expresses the experience-based possibility of more equal, respectful, and mutually beneficial ways of community life” (p. vi). An example of exercising transformative leadership has been illustrated by Foster (1989) who sought to empower followers through developing shared vision. Foster believed that vision should be oriented toward end values such as freedom and equality via educative leadership. This educative leadership called on transformative leaders to engage in internal critique and emancipation to cultivate knowledge while empowering others. According to Foster, leadership “must be critically educative; it can not only look at the conditions in which we live, but it must also decide how to change them” (p. 185). In 1991, Quantz et al. argued that “only the concept of transformative leadership appears to provide an appropriate direction” (p. 96). Again, as noted by Shields (2008), educational leaders need to consider transformative approaches to reshape knowledge and belief structures which is a necessity in any comprehensive study of job satisfaction.

### *Race Awareness*

Racism and racist beliefs have inescapably shaped our nation. Racism has never fully disappeared from society; it has merely manifested in different forms. However, the discourse on racism has shifted through time (Dua, Razack, & Warner, 2005). Because the examination of race in extant literature has left out many voices and experiences of people from diverse backgrounds, race awareness is essential. The race awareness theme may reflect the extent to which job satisfaction of teachers

from various ethnic backgrounds is related to their principals' acceptance of racial differences. Being aware of various ethnicities is a necessity to fully comprehend racial differences. Race awareness is defined as the knowledge of one's own culture and the competency to interact across different races (Martinez-Cosio, 1996; Ortiz et al., 1999). Race awareness has always been critical and sensitive topic for people from underrepresented populations (Arminio, 1993; Arminio, Carter, Jones, Kruger, Lucas, & Washington, 2000; Balon, 2003; Liang, Lee, & Ting 2002; Martinez-Cosio, 1996; Ortiz et al., 1999). Additionally, racially aware principals are better able to understand and create school environments where all people feel accepted and safe for open dialogue without fear of being offended or offending a colleague.

Creighton (1998) observes that principals must value differences and see them as potential strengths as opposed to deficits. Navigating racial difference is a basic survival skill or coping mechanism that helps people of underrepresented populations to manage societal injustices (Ortiz et al., 1999; Martinez-Cosio, 1996). Racial differences do not exist independently of social contexts and power relations; they are signs of struggle, interpretations of human behaviors (thought, speech and actions), characteristics, and traditions defined in relationships or struggles among groups of people for various reasons (Lilley & Platt, 1997). Principals should understand teachers' differences and how teachers may identify with the categories of race. Unfortunately, some principals take race and privilege for granted or act as if they simply cannot see race or racism. Ryan (2003) found that school administrators reluctantly acknowledged racism or made race insignificant because of their narrow view of what constituted racism and their

desire to project a “positive image” (p. 150) of themselves and their school. This deliberate disregard for insidious and hidden forms of racism occurs on various systemic levels. When racism becomes “invisible,” individuals begin to believe that it is purely a craze of the past or only connected to particular acts. Rarely is racism acknowledged in our daily lives or seen as continuously present in society (Crenshaw, 1995; Delgado, 1995). Green (1998) noted that minorities assert their identities when they do not think they have any other chance of obtaining fair treatment. In other words, non-dominant identities are emphasized when teachers believe they will be discriminated against or treated as though they are nothing but representatives of stereotypes. These thoughts indicate that ill feelings about race still exist. Also, principal acceptance of teachers' markers of “difference” may highly contribute to their job satisfaction.

To help explain how racial groups have different perspectives based on their group status, standpoint theory was initiated (Giroux, 1992). This theory suggests that different groups have varied perspectives associated with power differences and focuses on how groups experience their positions in critically unchanging ways (Harding, 1987; Hartsock, 1983; Hill-Collins, 2000). Standpoint theory looks at the relations between the production of knowledge and practices of power. Additionally, standpoint theory declares that an individual's race influences his or her actions and beliefs and thus, their job satisfaction levels. Standpoint theorists also suggest that societal inequalities generate distinctive accounts of nature and social relationships (Harding, 1987). Standpoint theory intersects with the Critical Race Theory (CRT) by investigating inequalities and social problems of the working class. More specifically, a lack of benefits derived from non-

dominant laborers or formally devaluing people of color as opposed to appropriate legal recognition and protection.

CRT is an interpretive lens utilized by scholars to examine dominant discourses that perpetuate racial inequalities within individual, organizational, and institutional contexts. CRT emerged in the 1970s out of Critical Legal Studies, which opposed suggestions that changes for African Americans should be implemented gradually and on the terms of Caucasians (Parker & Lynn, 2002). Its origin is based on the idea that people of color have experiences “framed” by racism and that their “voice” (Tate, 1997, p. 210) must be heard as a means of uncovering a racialized social reality (Delgado, 1995). Thus, CRT gives voice to marginalized individuals and provides an examination of racial concerns within a political, social, and economic context (Bell, 1980). Additionally, CRT encourages comprehension of how a regime of White supremacy and its subordination of people of color has been created and maintained in America. According to Parker (1998), CRT is characterized by its insistence on placing race at the center of analyses regarding how, in the United States, White people and the dominant institutions they tend to control, assume “normative standards of Whiteness,” which results in the ignoring of, and subjugation of, marginalized racial groups (Parker, 1998, p. 45).

The purpose of critical race theorists goes beyond mere participation in disciplines that typically exclude marginalized individuals by suggesting that principals and teachers become agents of change to transform society (Ladson-Billings, 1994). Additionally, Ladson-Billings (1998) suggests that principals and teachers work together to replace oppressive, exclusionary practices while holding the voice of the marginalized individual

central. These views illustrate that thoughts regarding race and the role of race in education have evolved. According to Solórzano (1998), a CRT of education consists of five factors: (a) asserts that racism is permanent in American society and thus places subordination at the center of the research endeavor; (b) uses race in research to challenge the dominant norms of objectivity, neutrality, meritocracy, color-blindness, and equal opportunity prevalent in the education system; (c) ensures that research is connected with the elimination of racism and racial subordination as well as larger social justice concerns; (d) validates the experiences of people of color and recognizes that experiential knowledge is legitimate, appropriate, and critical to understanding and analyzing racial subordination in the field of education; and (e) acknowledges the importance of trans-disciplinary perspectives that are based in other fields such as ethnic studies, women's studies, sociology, history and law to enhance understanding of the effects of racism and other forms of discrimination.

While acknowledging schools as sites for hope, resistance (to power), and change (Kincheloe & McLaren, 2002), critical race theorists suggest that principals challenge the inappropriate use of power to both stop current inequities and ensure that they do not occur in the future. CRT has the following goals: (a) hold race and racism central; (b) challenge power; (c) privilege the voices and experiences of the marginalized; (d) strive for social justice; and (e) provide a historical, interdisciplinary analysis of race and racism (Martin, 2006). Theoharis (2004) noted that principals can advocate for issues of race by keeping social justice at the center of their practice. According to both Theoharis (2004) and Kose (2005), principals should place substantial value on diversity and extend



respect and understanding of that diversity. Congruent to this premise, a principal concerned with social justice also should operate through a lens of equity to ensure all teachers are satisfied and provided equal opportunities. According to Green (1998) principals are responsible for encouraging teachers to respect diversity. To that end, the goal for race awareness is personal transformation and meaningful learning that recognizes, rather than silences, racial effects and addresses social justice with culturally responsive teaching (Mapp-Embry, 2005). Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective. This pedagogy values, recognizes, and respect identities by using cultural referents to impart knowledge, skills, and attitudes.

Because public schools are now serving more heterogeneous populations, school systems are recommended to adequately prepare principals and teachers for this diversity via culturally responsive teaching (Gay, 2000; Ladson-Billings, 1994). Ogbu (1992) and Riehl (2000) both declared that exclusively promoting multiculturalism in schools was simply not enough. It is suggested by both authors that principals go beyond solely promoting multiculturalism (e.g., appreciating cultural knowledge of all and encouraging teachers to critically examine their practices for possible bias in regard to race) to include culturally responsive teaching and inclusion of all. Culturally responsive teaching is seen as embracing interethnic conflict and taking an advocacy approach with regard to discrimination or inequity; inclusion of all consists of creating caring and cooperative environments and a space where all voices can be heard. Because race is an important

social identity that influences teacher job satisfaction, it is essential for principals to provide an environment that is reflective of all experiences. When teachers believe that their differences are encouraged, respected, and celebrated, they may be more likely to experience job satisfaction.

### *Gender Roles*

Acknowledging gender differences also could have an impact on teachers' job satisfaction. School organizational cultures shape and strengthen socially appropriate roles for men and women. The literature on gender roles paints a complex picture of the various ways that women are forced into traditionally feminine roles. Female roles include nurturing, caretaking, and exhibiting emotional concerns for students and fellow colleagues; men are typically seen as assertive, aggressive, and independent (Dallimore, 2003). Because of sexual division of labor that sometimes exists, individuals learn what roles and occupations are available to them. Individuals are taught appropriate boundaries of gender roles at an early age. For example, the toys that children receive send a societal message: Boys may be given trucks or shovels, and while girls are given dolls or toy kitchens. These societal roles typically are altered during later years as women often are encouraged to act like men early in their careers because traditional male traits lead to higher promotions and are expected in senior administrative roles (Tedrow & Rhoades, 1999). According to Acker (1990), gender roles also are manifested in salary differences within certain professions. Congruent with that premise, women also may receive negative evaluations or have their work contributions ignored should they deviate from their societal gender roles. Men who deviate from gender norms may be mocked or

viewed as too passive. Butler (2004) claims that individuals do not entirely act out a set of predetermined gender roles. Rather, the roles are established, recreated, and reinforced within their job performances by those in leadership or authoritative positions.

Gender roles are deeply embedded in organizational practices such as social interactions between workers (Acker, 1990). According to Barak, Cherin, and Berkman (1998), an employee's gender greatly influences his or her workplace interactions with others. Also, women appear to feel more isolated and excluded in social interactions than do men. For example, women are more susceptible to personal difficulties that threaten their job satisfaction (Bailey, Wolfe, & Wolfe, 1996). African American women, in particular, report greater concerns regarding workplace sexual harassment, racial and sexual discrimination, and lack of social support from supervisors and coworkers (Greenhaus & Parasuraman, 1993).

Greenhaus and Parasuraman (1993) explored gender differences in various aspects of supportive supervisory behavior. They noted that the ways in which managers define and perceive themselves influence how they perceive and treat subordinates. In academic settings, principals must be able to supportively interact and intervene with teachers whose race and gender differ from their own. Because principals may both intentionally and unintentionally harbor stereotypical attitudes toward a certain gender, some teachers may experience lower job satisfaction because of their gender. In short, principals' gender regulations of power could either enhance or paralyze an organization as well as teacher satisfaction.

## *Examining Power*

The need for leaders to examine how power is used is an essential component in a critical perspective on leadership as it examines the way that leaders use and conceptualize their power. Foster (1989) attempted to understand less visible ways that power is wielded and strategies used by dominant groups to promote their interests. Foster argued that principals' use of language and metaphors are tools that determine how individuals think or manage meaning and feeling about their jobs. In other words, leaders need to understand how language is intertwined with power relations to mediate both shared information and societal power levels. For example, transformative leadership is an “exercise of power and authority that begins with questions of justice, democracy, and the dialectic between individual accountability and social responsibility” (Weiner, 2003, p. 89). Transformative leadership demands that principals critically assess the asymmetrical relations of power in the organizational context and meet the needs of complex, diverse, and stressed education systems. Acknowledgment of the effects of power increasingly is advocated and clarified in the emerging theory of transformative leadership (Shields, 2008). Shields challenges leaders to critically examine and understand their power as a force that both implicitly and explicitly may perpetuate hegemonic and dominating behaviors, cultures, and structures. Congruent to this premise, Brown (2004) noted that educational leaders need to address issues of power and privilege by initiating dialogue aimed at disequilibrium to result in meaningful change and activism. Foucault (1972) argued that “to speak is to do something—something other than to express what one thinks” (p. 208). In that sense, principals determine not only

relationships between leaders and teachers or teachers and students, but also how race and gender are celebrated within the school in terms of organizational, administrative, and pedagogical practices. The ways that principals demonstrate these practices strongly influence teachers' perceptions of their job satisfaction. Again, this concept highlights the need to study how principals use power to influence teachers' job satisfaction.

Numerous scholars have agreed that it is vital to address power within a critical perspective of leadership. As previously stated, Rogers and Dantley (2001) declared that educational leaders must exert their own positions of power to transform or balance “undemocratic power relationships” (p. 102). Giroux (2002) believed that “any struggle to make school more democratic and socially relevant will have to link the battle for critical citizenship to an ongoing fight against turning schools into testing centers and teachers into technicians” (p. 1146). Giroux (1995) contends that teachers and school leaders need to redefine their roles as engaged and transformative intellectuals. At the very least, redefined educational roles would establish ways to re-distribute power and create a democratic society that affirms difference, justice, freedom, and equality. According to Green (1998), it is essential to understand that transformative egalitarian politics can never be based merely on strategic considerations. Individuals must come together to form a coalition that mutually recognizes equality. Egalitarian politics is motivated by outrage at the disparity between the lives of those who possess the most and the least power.

According to Spring (1996), the role of public schools is to cultivate good future citizens who would properly use their freedom and attempt to equalize societal power.

Educators have to take responsibility for our societal actions, as well as for the system in which we participate. Spring (1996) believes that critical pedagogy provides historical, cultural, political, and ethical direction for those who still dare to hope. Unfortunately, some schools concurrently disconfirm the values and abilities of those who are most disempowered in our society and operate mainly to reproduce the values and privileges of existing elites. Spring noted that educational leaders should empower both teachers and students around issues of social justice as a means to relinquish behaviors and attitudes that legitimize and reproduce dominant class interests. Furthermore, principals must look outside traditional practices, imagine a different way of living, and attempt to incorporate change based on the changing conditions of society. Leaders must use their power and privilege to impose values that promote social justice and democracy in schools.

Another example of power is noted by Foucault (1980). Foucault explains how power works through individuals as they take up positions offered to them in dialogue and as they become objects of the conversations. He questioned how proponents of dialogue support certain types of discourse and how power actually perpetuates the dominance of certain types of discourse. According to Foucault (1980), power is a relation and inheres in difference. Bogotch (2000) noted that social justice is a deliberate intervention that requires moral use of power because it challenges inequalities resulting from inappropriate power usage. Principals' behaviors that acknowledge injustices related to power and privilege are moving in the right direction to level the playing field for all teachers. Accordingly, Burns (1978) emphasized purposeful moral leadership, which included an understanding of historical and social causation, power wielding, and

political power. Teachers may be more likely to have higher job satisfaction when equal opportunities are provided by their principals.

One component of leaders' power was identified as transformative by Bennis (1986). Transformative power has three factors: the leader, the intention, and the organization. Bennis defined the transformative power of principals as “the ability to reach the souls of others in a fashion which raises human consciousness, builds meanings, and inspires human intent that is the source of power” (p. 70). Constructive leadership power navigates dialogue, induces pleasure, and forms knowledge. If properly implemented, power could be considered a productive network that runs through the whole social body. Interestingly, some principal roles are based on a contradiction of power, and these principals are caught between democratic ideals and the temptations of having so much power (Bulach, Lunenburg, & Potter, 2008). This abuse of principal power may be identified as having a negative effect on job satisfaction; thus, principals need to exercise democratic power, which is necessary to attend to teachers' moral, ethical, and cultural concerns. It is possible that principals have disproportionately delegated power to teachers according to their race and gender, an action that could have a significant effect on teachers' job satisfaction. Therefore, acknowledging the connection among principals, power, and job satisfaction is a decisive aspect of critical leadership perspectives.

Overall, scholars using critical perspectives on leadership acknowledge how understanding a teacher's race and gender can affect his/her job satisfaction. Themes consist of educational leadership, race awareness, gender roles, and examining power. In

summary, Giroux (2002) discussed how educational leaders have an important role to play in an effort to link social justice and economic democracy with the equality of human rights. Foster (1989) sought to empower followers through engaging in a mutual vision of freedom and equality. He called on transformative leaders to engage in internal critique and emancipation to cultivate self-knowledge while empowering others.

Moreover, transformative leaders critically assess unbalanced power relations in the organizational context and meet the needs of complex, diverse, and stressed education systems and their teachers. In short, school agendas should acknowledge cultural differences rather than merely accommodating diversity.

Furman and Shields (2005) argued that educational leaders should think deeply about culture by displaying respect and absolute regard for the worth and dignity of individuals and their cultural traditions. Principals should understand individual teacher differences and how individuals may identify within the categories of race and gender. Principals need to set ethical standards of social behaviors within the school and develop a political authority that enforces democratic rule (Torres, 1998). These standards are necessary to encourage teachers to respect diversity, view situations from a variety of cultural, language, and socioeconomic positions, and employ egalitarian solidarity. Green (1998) contends that leaders must acknowledge cultural differences and seek to include those who were previously excluded. How principals make school climates inclusive for all teachers may highly contribute to their level of job satisfaction. The principle of democracy values inclusiveness where equal opportunity, political rights, and decision-making power are bestowed on all individuals to encourage development of their full



potential. This democratic inclusiveness is imperative due to the fact that leadership in schools has critical influences on the nature of “justice” in schools as well as teacher job satisfaction.

### Summary

This chapter reviewed literature on how teachers' job satisfaction is influenced by their principals' attitudes (as reflected in their behaviors) related to race and gender. Key ideas were integrated within two categories: a discussion of job satisfaction with emphases on the perspectives of motivation and teacher turnover and a discussion of critical perspectives of leadership where common themes around race and gender were identified.

Researchers advanced many definitions of job satisfaction, noting that they often are subject to revision or interpretation. Studies reviewed in this chapter reveal consistent findings regarding teachers' perceptions of their job satisfaction levels. Factors influencing teachers' job satisfaction consistently are identified as working conditions, interaction with colleagues, professional autonomy, opportunities for advancement, recognition, participatory decision-making opportunities, and salary (Kim & Loadman, 1994). A significant relationship between teachers' job satisfaction and principals' behaviors has been demonstrated in the literature (Bogler, 2001). Principals should understand human nature and leadership roles as well as organizational culture to comprehend what is necessary for productivity and job satisfaction. Schein (1985) identified a unique relationship between organizational culture and leadership. He

declared that principals' daily actions function to manipulate school culture, which may strongly affect how teachers feel about their jobs. However, little is known about principals' attitudes about race and gender. Therefore, racial and gender barriers can become very pronounced and create new challenges for educational leaders.

In school systems, the principal has the primary responsibility for creating a welcoming and inclusive organizational climate for all teachers. Because of this role, principals' qualities and attitudes may determine teachers' job satisfaction and how subordinates feel about their organizations (Eblen, 1987). Principals need to be flexible in their leadership and understand that all practices might not generalize to different races or individuals. Hence, being aware of underlying learned assumptions about race will help principals make decisions based on more accurate assessments and meaningful interpretations of others' behavior. Unfortunately, the current state of principal research does not provide sufficient information to address the dilemma that leaders today face in managing culturally diverse populations.

As schools are now serving more heterogeneous populations, today's leaders should be well-informed about the value systems of culturally diverse groups. There appears to be a significant gap in the literature regarding how teachers' job satisfaction is influenced by their principals' attitudes related to race and gender. For example, race and gender may influence principals' attitudes, which are reflected in behaviors that may negatively influence teachers' job satisfaction; low job satisfaction seems to accompany high teacher turnover, which is a major challenge in many school districts. Because of this possibility, attitudes of race and gender must be explored to avoid allowing these

differences to be viewed as deficits. To create a true educational community of social justice and democracy, cultural and gender elements should become part of the political system. Principals should understand that there may be challenges or additional pressures some teachers must endure when they are from a non-dominant race or gender. Therefore, researching how teachers perceive their job satisfaction to be affected by principals' attitudes on race and genders is necessary to address fundamental inequalities in schools.

## CHAPTER 3

### METHOD

The purpose of this study was to examine the perceptions of teachers with respect to whether their job satisfaction was influenced by their principals' attitudes on race and gender. As indicated in Chapter One, the following research questions were asked:

Research Question 1. How do teachers describe their principals' attitudes (as reflected by behaviors) about race and gender?

Research Question 2. How do teachers perception of their principals' attitudes on race and gender influence their job satisfaction?

This chapter describes the methods that were used to conduct the study. The respondents are identified in this chapter along with the study design and procedures. Instruments used to collect data also are identified and methods of data analysis outlined.

#### Methodology

Many factors contributed to the improvement of teachers' job satisfaction and how principals' behaviors are influenced by their attitudes on race and gender. According to Strauss and Corbin (1998), "description is needed to convey what was (or is) going on, what the setting (or school organizational culture) looks like, what the people are doing, and so on" (p. 16). To elicit deeper views and opinions from respondents, this study explored the emic view of teachers, their perceptions, and understandings that have bearing on their job satisfaction (Merriam, 1998). The study utilized a qualitative research design in which data were gathered through semi-structured interviews.

Qualitative research is the collection of extensive narrative data on many variables in a

naturalistic setting (Gay & Airasian, 2003). According to Lincoln and Guba (1985), qualitative research is a non-numerical examination and interpretation for the purpose of discovering underlying meanings and patterns of relationships.

Gall, Borg, and Gall (1996) noted that the interview process allows the researcher to obtain greater depth of information and clarify statements. It is important to hear the stories and voices of those involved to improve job satisfaction and ultimately school culture. The interviews inquired about factors identified as contributors to both high and low job satisfaction, teachers' perceptions of how their principals' attitudes affect their own job satisfaction, and the influence of differences in race and gender. Ultimately, I sought to ascertain whether a relationship existed between my two research questions, which explored teachers' perceptions and their job satisfaction. For example, what do teachers perceive about their principals and how does this perception influence their job satisfaction? My research questions were explicitly linked to the interview questions (Appendix F) as demonstrated in the attached crosswalk (Appendix G).

### Respondents

This research was conducted in the Midwest in four schools located within a 60-mile radius of Champaign-Urbana, IL. This range was necessary to ensure an adequate number of respondents to meet the study criteria. Respondents consisted of 16 current teachers, four from each school. Participation in the study was voluntary. Two schools with African American principals (one male and one female) and two schools with White principals (one male and one female) were selected for this study. This selection was

necessary to ensure some level of racial and gender diversity in both school teachers and principals and to avoid selecting a homogeneous population. The teacher sample, totaling 16, was selected by race, gender, and job satisfaction level. More specifically, race and gender criteria consisted of two teachers of color (one male and one female) and two White teachers (one male and one female) in each school. Unfortunately the shortage of male teachers of color posed a study limitation that occurred in two of the selected schools, resulting in the selection of an additional female of color. For the purpose of this study, the term “person of color” denotes any race identity other than White, such as African American, Asian, American Indian, etc. Additionally, the term “teacher” was defined as a certified professional who is instructional staff in grades one through twelve. This study did not include non-certified staff (such as teacher assistants and classroom aides) or support specialists (such as social workers, counselors, speech pathologists, nurses, case workers, or administrators).

### Procedures

After receiving the human subject’s approval from the Institutional Review Board in May 2008, contacts in each school were telephoned during the summer to discuss the potential research study. Information provided throughout the introductory telephone calls was the same as the cover letters principals received (Appendix A) during the research site visits. To distribute my research information and teacher surveys, each school was visited between October and November 2008. Principals' letter of permission to conduct this study with their teachers also was documented during each site visit

(Appendix B). Each teacher received a letter of information to explain the study, request his or her participation, and give assurance that his or her contribution and responses would be beneficial, voluntary, and confidential (Appendix C). Attached to this letter was a short survey to identify eligible participants that met the study criteria (Appendix G). Surveys in each school were used to identify potential teacher participants and reduce the risk of principals' knowledge of participants. All teachers were asked to return completed surveys during the site visit. Four teachers per school were selected for interviews based on random selection from the completed surveys meeting the study criteria. Teachers identified their race, gender, and job satisfaction level and indicated their willingness to participate in a follow-up interview by providing their contact information. Selected teachers were contacted within a week of their school visit to schedule the interview session. All interviews took place within two weeks of the initial school site visits. To ensure teachers' level of comfort, they were provided the option of having the interview conducted on school grounds or in a private location away from the school. School principals were not informed which teachers were selected to participate in the study.

In October 2008, interviews began with teachers granting written permission to include them in the study (Appendix D). The interviews allowed me to probe further in understanding the perspectives of teachers regarding their job satisfaction. Interviews were based on semi-structured and open-ended questions, such as “how would you describe your principal's concern for your job satisfaction?” These interviews were recorded for transcription accuracy and lasted approximately 60 minutes. Audio recording of the interview was not a requirement for participation; however, all teachers

agreed to be audio recorded. All teacher interviews were conducted and transcribed by December 2008.

To increase reliability of the data, summaries of interviews were shared with respondents for member checking. Member checking provided an opportunity for respondents to offer clarification, confirm or make changes to the data, reduce bias, and verify interview content (Merriam, 1998; Bogdan & Biklen, 1992). Respondents received a copy of their transcribed interviews either by email or the United States postal service per their preference. The respondents were given seven days to review the transcription and return the transcript with any corrections or clarifications via the enclosed stamped envelope or emailed tracked changes.

Research data are kept in a locked file cabinet. Audio recordings, data key, and consents are kept in a separate secure location apart from the data in a different locked filing cabinet. Upon completion of this study, each participating principal will be provided with a summary of results to help him or her understand how their behaviors and attitudes influenced teacher job satisfaction. Result summaries did not disclose teachers' identifying information. To ensure that teachers were not identified, the summary encompassed all schools, not one individual school, and was restricted to the study's purpose, methods, results, and overall conclusions.

### Data Analysis

Bogdan and Biklen (1992) define qualitative data analysis as “working with data, organizing them, breaking them into manageable units, synthesizing them, searching for



patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p. 153). Thematic analysis utilizing NVivo 8 was implemented between December 2008 and January 2009 for the interview analysis. Thematic analysis focused on locating identifiable themes and patterns in an effort to group the common themes that arose in participants' responses. Themes that emerged most frequently in the interview responses were considered as factors that contributed to job satisfaction. Themes were identified by "bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone" (Leininger, 1985, p. 60). Furthermore, themes that emerged from the participants' interviews were pieced together to form a comprehensive picture of their collective experience. Thematic analysis was the most appropriate form of methodology for this study as the "coherence of ideas rests with the analyst who has rigorously studied how different ideas or components fit together in a meaningful way when linked together" (Leininger, 1985, p. 60). Constan (1992) reiterates this point and states that the "interpretative approach should be considered as a distinct point of origination" (p. 258).

In preparation for the data analysis, the following steps were taken. Once tape-recorded responses were transcribed verbatim, the basis for the analysis was formed. This task was vital, as Lincoln and Guba (1985) stressed the importance of the trustworthiness of the data and procedures in qualitative research. In the analysis of interview responses, I attempted to accurately capture authentic meanings that teachers were trying to convey. In many instances, the teachers' own words were quoted to give their voices an added power for the perspective they are offering. A table identifying teachers' race and gender

with pseudonyms was included for each school to provide a more complete picture of each respondent.

In December 2008, I began my analysis with four framework themes: job satisfaction, job dissatisfaction, race, and gender. These categories were identified according to preconceptions and assumptions concerning the research and related to my research questions. Analyzing and coding of interviews consisted of focusing on key issues in the data for clear understanding. All narrative responses were reviewed and matched to the identified themes. This method of organizing data determined which themes were used more frequently by the participants or which combinations would yield the most benefits for addressing teachers' job satisfaction. After analyzing the data, I connected the identified themes to the themes listed in my theoretical framework (Strauss & Corbin, 1998). Coding strategies and emerging themes were discussed with my dissertation director. In an effort to protect confidentiality, the identity of each teacher was assigned a pseudonym as an identifier.

Research questions guided the data analysis by organizing findings and their connection to each research question. For example, I organized findings by RQ1 coded one way and RQ2 coded another. A crosswalk of research questions and interview findings also was completed to link teachers' job satisfaction. Conclusions were based on the integration of this crosswalk with a matrix of respondents. Findings were associated by race and gender to ascertain whether a particular race or gender was determined to have a greater influence in principal/teacher relations. For example, I sought to understand if there is a relationship among responses to female principals by female

teachers from the same racial background. The data analysis for this study was completed by the end of January 2009.

### Summary

This chapter included a description of the study, research design, population, procedures, instrumentation, and data analysis. This study utilized a qualitative research design to investigate the perceptions of teachers with respect to job satisfaction and to determine whether job satisfaction was related to their principals' behavior. To achieve the aforementioned goals, face to face interviews were conducted. The interview transcripts were explored, organized, interpreted, operationally defined, and reported in a narrative, aggregate format. In the next chapter, I present my study results by looking at common themes and cross-case relationships.

## CHAPTER 4

### FINDINGS

This research study provided an in-depth exploration of teachers' perceptions about their jobs, how race and gender played a role, and how these feelings were influenced by their principals' attitudes. This study was guided by two research questions:

Research Question 1. How do teachers describe their principals' attitudes [as reflected by behaviors] about race and gender?

Research Question 2. How do teachers' perceptions of their principals' attitudes on race and gender influence their job satisfaction?

First, I provide an overview of recurrent themes contributing to job satisfaction and dissatisfaction. Then I address the specific research questions and data analysis for each school separately, followed by a cross-site analysis encompassing relationships and patterns from all four schools. Beginning with a description of overall satisfaction, teachers identified areas influencing both their job satisfaction and dissatisfaction. To fully interpret teachers' perceptions and envision a comprehensive picture, it was vital to hear personal stories and examples. Comments from teachers are presented to give their voices substance. In an effort to understand the connection between racial and gender dynamics with job satisfaction, interviews questioned teachers' perceptions regarding their principals' behaviors and attitudes. This overture drew on the critical perspectives on leadership and the influence of principals' attitudes on job satisfaction. Responses were placed in four framework themes: job satisfaction, job dissatisfaction, race, and gender.

In this chapter, I discuss the common themes that emerged and highlight similarities and differences across races and genders. Within each theme, I looked at subthemes, used data displays, and searched for cross-case relationships and patterns. The varying subthemes at each school may be attributed to the diverse organizational cultures and dynamics. I also searched for relationships that may exist between my two research questions: teachers' perceptions and their job satisfaction. For example, what did teachers perceive about their principals and how did this perception influence their job satisfaction? A crosswalk of research questions and interview findings also was completed to link teachers' job satisfaction. Upon meticulous data examination, I discovered many circumstances of overlapping and contrasting themes. I also discovered the importance of the direct and indirect roles that race and gender play on both job satisfaction and dissatisfaction. Findings were associated by race and gender to ascertain whether a particular race or gender has a greater influence on principal/ teacher relations. For example, I sought to understand if there is a stronger relationship among female principals and female teachers from the same racial background.

First, I present an overview of demographics and areas that appear to contribute to teacher job satisfaction and dissatisfaction at each school; I then speak to the research questions of race and gender. I addressed Research Question One by looking at how teachers spoke about their principals' behaviors related to race and gender, the principals' acknowledgment of differences among teachers' race and gender, what the principal did to make the school climate welcoming, and the how the principal promoted organizational justice within the school. Research Question Two was approached by

ascertaining teachers' understanding about how their job satisfaction was influenced by their principals' attitudes on race and gender.

### School Demographics

The four participating schools were selected according to principals' race and gender. Two principals who were persons of color (one male and one female) and two who were White (one male and one female) agreed to participate in this study by providing access to their teachers. This action was necessary to ensure some level of diversity and avoid a homogeneous interview population (Table 1).

Table 1

#### *Principals' Race and Gender*

School	Principal	Race	Gender
A	A	African American	Male
B	B	White	Male
C	C	White	Female
D	D	African American	Female

This study utilized a qualitative research design in which one-page surveys were distributed to identify eligible participants followed by semi-structured interviews. Four teachers per school, totaling 16 interviewees, were selected based on their race and gender. As with school selections, this action was necessary to ensure some level of diversity and avoid a homogeneous interview population. It was hoped that one male and one female White teacher, and one male and one female teacher of color would be selected per school; unfortunately, a shortage of male teachers of color posed a study limitation. This limitation occurred in two of the selected schools, which resulted in the

selection of an additional female of color. Each teacher was assigned a pseudonym in an effort to protect confidentiality. Teacher demographics are displayed illustrating their race, gender, and school. As stated in chapter three, the term “person of color” denotes any race identity other than White, such as African American, Asian, American Indian, etc.

### School A

School A is under the principal leadership of an African American male. Teacher race and gender demographics are displayed in table 2. During the interviews, recurrent issues influencing teacher job satisfaction and dissatisfaction were working conditions and interactions with colleagues and students. More specifically, the subthemes consisted of teachers supportively collaborating for student academic success and receipt of positive principal support were themes that led to feelings of job satisfaction. Concerns with the school's organizational culture resulted in teacher dissatisfaction. Themes included indecisive leadership and building management, a blatant lack of principal support in certain situations, and negative effects of excessive teacher turnover.

Table 2

*School A: Teachers' Race and Gender*

Teacher	Race	Gender
TC	Person of Color	Female
JC	Person of Color	Female
KM	White	Male
DX	White	Female

## Job Satisfaction in School A

Primary topics leading to teacher job satisfaction at School A included collaborating for student academic success and principal support. All four teachers indicated that social exchanges among staff within the school community were seen as vital. Moreover, all teachers noted positive relationships with certain co-workers who were supportive and helpful despite the school cliques that exist. The term “clique” denotes an exclusive group of friends or colleagues having similar interests and goals, and whom outsiders regard as excluding them.

### *Collaborating for Student Success*

A positive interaction with colleagues for the advancement of student success was an area of priority for all teachers. Teacher DX shared that collaborating with those in her grade level provided an opportunity to brainstorm ideas, put them into action in the classrooms, and talk about whether or not they work. Teacher KM noted that:

Everybody having similar goals as far as the students moving forward throughout the year leads to my job satisfaction. I think there's a desire on everyone's part to be supportive and to provide whatever assistance is necessary to solve issues.

That being said, student success was yet another area leading to teacher job satisfaction in School A. Student performances above expectations and students' individual successes had been rewarding to all teachers. For example, teacher DX shared, “when I'm teaching a difficult concept to first graders or it has been very challenging for them and they finally get it, their faces just light up and it is rewarding.” In School A, most teachers identified the importance of collaborating academically for their students and supporting each other.



### *Principal Support*

Principal support was a major issue at School A that contributed to both job satisfaction and dissatisfaction. One teacher identified the principal as supportive and helpful. Two teachers expressed both a sense of support and the lack thereof at times, and unfortunately one teacher felt a complete lack of support. For example, teacher DX shared, “sometimes the children in general can be very challenging and you don’t feel like you have a lot of support to help benefit them and yourself as a teacher.” One teacher indicated that the administration does show support for the teachers and events that occur in the classrooms. Teacher TC noted the administration was there to help whenever she had any problems. All teachers believed the principal was easy to talk to and had an open door policy, which led to their feelings of support. KM noted, “I think as a whole it’s been a lot of signs of wanting to help me and everyone else be successful.” Two teachers noted great hallway visibility and frequent class visits from the principal. All teachers from School A believed that the principal was genuinely concerned for their job satisfaction.

### *Job Dissatisfaction in School A*

Although some teachers were personally satisfied, they recognized areas influencing teacher dissatisfaction within the school. For instance, the organizational culture of School A played a major role in teachers' level of dissatisfaction. Overall site issues leading to job dissatisfaction consisted of a lack of support in areas of trust and respect among staff, staff cliques, building management, disciplinary issues, and teacher turnover. All four teachers noted a feeling of distrust and lack of respect within the

building. One teacher stated that part of the distrust stemmed from the principal's true desire to be at another school and actually attempting to seek another position. Dissension among staff with cliques also was identified as contributing to the problem of distrust. A few weeks prior to this research study, the principal had dedicated a faculty meeting to address the school's negative organizational culture. This meeting was initiated due to poor interrelations recognized between teachers, negative comments within the teachers' lounge, complaints to administration, and the overall effects on teacher relationships. This initiative served as an example of a positive principal behavior that attempted to address teachers' job dissatisfaction. Teacher JC shared, "one of the things we talked about in that meeting was teachers feeling valued, respected, and as if you have a voice in school decisions." Some teachers noted feeling supported individually; however, overall they felt a lack of support due to School A's negative organizational culture and working conditions such as the principal's inconsistent leadership.

### *Working Environment*

Two teachers felt that the working environment was somewhat stressful and there was an over emphasis on state testing. Teacher KM shared feeling strong pressure to improve because of being preached at and receiving negative feedback from administration. According to KM, "In parent conferences they want us to lead with positives, lead with positives, and then address the negative as positive as possible, but I don't feel that sometimes we're provided with the same courtesy." Another teacher, JC, shared that:

We feel very marginalized. Programs are constantly getting pushed to the margins and you're not able to do all of the things that you've done in the past. I think that even though we talk collaboration, it's not really collaboration.

Two teachers noted students' socioeconomic status may at times present additional classroom behavior challenges. Associating socioeconomic status with behaviors is an example of teachers' essentializing attitudes about populations in poverty. Unfortunately, this notion could result in holding certain students at a different standard of morality. For example, DX shared, "...there's a lot of behavior problems and sometimes administration doesn't follow through with consequences that they say are going to be put into place... you don't feel like you have a lot of support to help benefit them and yourself as a teacher." As previously stated, although some felt support led to teacher job satisfaction, it also was generally seen as an area of concern in School A. One teacher felt a lack of support, one teacher identified the principal as supportive and helpful, whereas two teachers expressed both a sense of support and the lack thereof at times. An example of the absence of principal support was provided in the area of teacher appreciation. Although all four teachers felt a general sense of appreciation, two teachers noted an insufficient frequency of principal actions to show that staff was, in fact, appreciated.

### *Management*

Principal building management was another major area leading to dissatisfaction in School A. For example, one teacher declared that the principal lacked decision making integrity by basing decisions on individuals who yell the loudest. Teacher JC noted "...just because somebody hollers louder or is more upset, you know you shouldn't necessarily make the decision in their favor." Another teacher identified the principal's

lack of follow-through on disciplinary issues as her main concern. Teacher TC shared that “recently we had something called lunch probation where kids having problems get sent to the principal's office for 10 days of lunch detention, and administration does not follow up on it. They send the kid back and there's no consequence.”

### *Turnover*

The final area leading to dissatisfaction at School A was staff turnover. All four teachers described School A as having a relatively high turnover rate. Two teachers felt that the main reasons for turnover were due to the school being located in a transient town and the hiring of a young staff. Teacher JC shared, “they hire young, married teachers whose husbands are connected to the university and they don't last very long.” Teacher DX noted “I think teachers are satisfied; they just have their own things about the school that they don't like themselves.” One teacher, TC, believed the school turnover rate had to do with the organizational culture. “There is a lot of distress and I guess this is stemming from the school history, district legalities, and the turnover in administration has a lot to do with it.”

Constant turnover does not provide a solid opportunity for teachers to establish relationships. Acknowledging the connection between teachers' interrelations with colleagues and job satisfaction will ultimately enhance organizational knowledge to decrease turnover rates. As previously stated, teachers' reasons for school transfers or leaving the profession may vary. However, the overall job satisfaction in School A was achieved by interactions with colleagues and student success. Unfortunately, principal support and the organizational culture of School A played a more dominant role in

teachers' levels of dissatisfaction. More specifically, site issues leading to job dissatisfaction consisted of a lack of trust and respect among staff, staff cliques, building management, disciplinary issues, and turnover.

### Principals' Attitudes About Race and Gender in School A

All teachers indicated that School A was considered to have a diverse population of staff, which also included the majority students being of color. For example, TC, a teacher of color, noted, "I love the fact that it's a population where I can see my colors reflected. The kids are more responsive to me...these students want to come to school and want to learn and them just being interesting in what they're learning is satisfying." DX, a White teacher, shared, "It seems like the teachers are predominantly White and I think we're still predominantly African American students, but we're increasing our Hispanic population and our Asian population." However, DX stated that the principal does not favor one race or gender population over the other. Teacher KM noted that the principal recognized and provided accommodations for students due to their socioeconomic status as a demonstration of his support for race and gender issues. Overall, three teachers indicated that the principal did not see race as an issue; whereas one teacher, a female of color, felt that the principal was biased toward White females (Table 3). This teacher, JC, shared that the principal's attitude about race and gender was a tricky question, considering the fact that he is an African American male married to a White female. According to JC "this whole bending over backwards or feeling like one race is superior to that next and you're of the race and you don't feel like you're superior, that can be

Table 3

*School A: Race and Gender Attitudes and Acknowledgment*

African American Male Principal		
Teacher	Principals' attitudes about race and gender	Principals' acknowledgment of race and gender
DX White/ F	- I don't see any problem or issue where he favors one over the other	- Discussed students' cultural differences and getting to know more about teacher backgrounds to see things in common and show respect
JC POC/ F	- He's an African American married to a White woman, We have a bias towards young White, blond, females in the cliques	- I don't know, it's not something that I see, I don't know if it's been necessarily acknowledged - Some relationships contribute to the school cliques
KM White/ M	- We have a predominately female population - He handles things diplomatically	- Discussed staff gender personality differences and confronting the person or issue directly - He recognizes students' socioeconomic status
TC POC/ F	- He recognized that it's difficult when you're in the minority here	- Getting to know your fellow teachers and administrators would help

bothersome.” Moreover, JC stated that the cliques are comprised of young and White females, a phenomenon that was noticed by not just African American teachers but all teachers in the school. All four teachers concurred with this statement and acknowledged that the school was currently dealing with a problem of cliques, which somewhat demonstrated the principal's attitudes toward race and gender. Although JC described negative perceptions regarding the principal's favoritism, she further shared, “I don't think race or gender has anything to do with the way that he responds to me being an African American or as a female teacher.”

Three out of the four teachers interviewed believed that the principal's attitudes regarding gender were not perceived as an issue in School A, whereas one teacher highlighted the bias toward females within the cliques. JC shared the reality of African Americans having to do twice as much work to be considered half as good as those of

other races. Teacher KM shared, “I think in a school environment gender can sometimes be an issue because it's predominately female and the male teacher population in the building is really, really, really low. However, I don't see a lot of conflicts between the principal and women staff.” TC, a female of color, noted that the principal made one statement last year recognizing difficulty being in the minority, thus indicating that it could be hard when there is one male teacher in the building and several women. However, TC did not believe that the principal was negatively singling him out for attention, but shared a compliment about all teachers during an ISAT celebration. According to TC the principal said, “we recognize that it's difficult when you're in the minority here...” in an unintentional effort to acknowledge race and gender differences among teachers. While appreciating teachers' efforts on student assessments, the principal used this opportunity to highlight that males may have additional challenges due to being the minority in School A. KM, a male teacher, felt acknowledgment of differences could be possibly gender related because women handle things differently than men. KM shared an example of a verbal disagreement between two female staff in which the principal seemed to handle the situation deftly. “I know sometimes it's difficult for a male to jump into a female argument, but he seemed to handle it pretty diplomatic. It wasn't like he could take sides. I don't see him as a sexist, nor have I seen anything that could be misconstrued as bias.”

#### *Acknowledgment of Differences*

According to teachers, the principal discussed both students' cultural and socioeconomic differences more frequently than addressing race and gender among staff.

However, the principal did acknowledge teachers' race and gender by noting personality differences and suggesting that they get to know each other better. Recognizing that people generally interact more frequently and freely with those who share commonalities, personality differences were observed as one issue of teacher dissension due to the formation of cliques. As previously stated, these cliques were comprised of young White females within the school, thus excluding both teachers from non-dominant race and gender backgrounds as well as selected White teachers. Because many teachers were still trying to develop a true sense of their colleagues, teacher TC felt that getting to know your fellow teachers and administrators would help. "The whole building is distressed because you don't know who you're dealing with or anything about them. You don't know how they will react to situations or what their policies are," said TC.

It is important to reiterate that divisions in School A are closely associated with both race and gender. DX concurred, describing that a discussion took place at a recent faculty meeting highlighting how teachers not knowing each other lead to conflicts that ultimately made the cliques stronger. Hence, part of showing respect to people was trying to get to know them and having things in common. JC also discussed this faculty meeting, noting that "part of what we talked about was getting to know people on a personal basis outside of the school and having more respect for them." Unfortunately, JC also saw this suggestion of establishing relationships as contributing to the school's problem of cliques as opposed to an effort to address and disband them. For example, JC noted "I think that even if you do have personal relationships outside of school, I don't think that it should ever be obvious inside of the school building." JC felt this action was



a problem due to teachers deliberately coming back saying they had been together on the weekend, which created more staff divisiveness due to decisions made in their favor.

Table 4 displays of how teachers noted that the principal created or failed to create a welcoming climate. Two teachers noted that the principal did not go out of his way to make the school climate welcoming and inclusive for teachers from different ethnic backgrounds and genders, whereas the other two teachers could not directly respond to the question. One teacher noted the principal's "getting to know you" activities for new staff at the beginning of the year as an effort to help them become acclimated, but did not see this as especially aimed at teachers from different ethnic backgrounds or genders. Two of the four teachers highlighted the principal's friendliness and desire to communicate as positive, although many examples demonstrated otherwise. For instance, TC shared that teachers could talk to him if they had a problem regardless if it was classroom or family related. Whereas teacher JC felt that the principal failed to demonstrate sensitivity toward the demographic make-up of school body by hiring another African American male as second in command. She believed the school would have been more balanced with a female in authority regardless of her ethnicity. Teacher KM concurred by noting the school diversity although he felt the principal does very well to not make it a point or directly acknowledge differences.

Table 4

*School A: Welcoming School Climate*

African American Male Principal	
Teacher	Welcoming school climate
DX White/ F	- New teacher introductions and “get to know you activities” - He's always friendly in the hallway, popping in our classrooms greeting us
JC POC/ F	- He doesn't especially goes out of his way to do that - I don't think he was aware and sensitive to all needs of the school body
KM White/ M	- I just think he does very well to not make it a point - Our diverse group is obvious although not directly acknowledged
TC POC/ F	- His door is always open, if you have a problem it doesn't matter if it's within the classroom or with your family

Three of the four teachers indicated that the principal treated all staff equitably, whereas one teacher noted biased behaviors toward members of the school clique (Table 5). More specifically, teacher JC felt that the principal wanted to be friends with staff, which negatively affected the school organizational justice due to his biases toward them. For example, JC noted, “I just think that his leadership style is pretty indecisive. That's really what it boils down to...sometimes you just have to make a tough decision weighing all sides.” Ironically, she admitted to taking advantage of the principal's indecisive leadership by complaining about a situation to the degree that the decision was made in her favor.

On the contrary, teachers KM and DX had the impression that all teachers were treated equally regardless of race or gender. KM noted “I think when there have been situations it's been handled to a satisfactory level. People feel that he's fair and will hear out both sides.” According to DX, the principal communicates with all teachers and ensures that everyone receives informational updates via daily bulletins. TC indicated a

Table 5

*School A: Teacher Justice*

African American Male Principal		
Teacher	Treatment of teachers	Promote fairness/ justice
DX White/ F	- He treats all students and teachers equally no matter the race or gender	- He's very good about communicating via a daily bulletin of expectations and collaborations
JC POC/ F	- Has personal relationships with cliques outside of school - He bends over backwards for them like their race is superior	- His leadership style is pretty indecisive - He wants to be friends with everybody and sometimes you have to make a tough/ fair decision
KM White/ M	- Tries to treat everyone equally and fair, but equal for you and what's equal for me it going to be different	- Situations have been handled at a satisfactory level People feel that he's fair and will hear out both sides
TC POC/ F	- He understands that life happens and he sees the big picture - Having him understand and acknowledge life is very powerful	- He's been very supportive, if you have a problem you can talk to him - He can help you address issues and make suggestions, that is being fair

different feeling regarding the principal promoting fairness. TC viewed the notion of principal fairness as being supportive. “He can help you address the issues, he can make suggestion to you and that for me is being fair,” TC stated. Overall, teachers recognized differential treatment given by the principal based on race and gender that negatively influenced the school’s organizational culture. Additionally, in certain cases direct responses to questions contradicted teachers' perceptions of their principal's race and gender attitudes. For example, JC noted that the principal demonstrated favoritism by bending over backwards for White female teachers yet stated, “I don't think race or gender has anything to do with the way that he responds to me being an African American or as a female teacher.”

## Race and Gender Influence on Job Satisfaction in School A

All teachers at School A perceived that their principal's attitudes affected their job satisfaction in both positive and negative ways. As displayed in table 6, only one teacher was positively affected by the principal's attitudes based on what he stood for regardless of race, gender, and his personal characteristics of being an African American male. KM shared, "I think the principal's attitudes affect my job satisfaction. I think a big reason why I'm here is because of the principal. I really like the things he stands for and wants to accomplish. I feel that his best interest can echo my best interest; they're intertwined in a way." Accordingly, teacher TC, a person of color, believed the fact that the principal was an African American and a male made School A an even better environment. "He doesn't have to say anything; just him being there the kids respond to it and that is a big thing to me," said TC.

Table 6

### *School A: How Principals' Attitudes Affect Job Satisfaction*

African American Male Principal		
Teacher	How principals' attitudes affect job satisfaction	Quotes or examples
DX White/ F	<ul style="list-style-type: none"> <li>- He could address the lack of discipline and respect issues more</li> <li>- More acknowledgment of the teachers</li> <li>- We're just being reprimanded a lot</li> </ul>	- Something happens to one teacher and the whole staff is held accountable for that one issue
JC POC/ F	- His bias affects satisfaction and school environment	- He has a tendency to lean towards the cliques White females friends of the wife
KM White/ M	- He really does have everybody's best interest at heart	- His best interest can echo my best interest, which influenced my decision to come
TC POC/ F	- Not following through with disciplinary issues	- That's a big issue for teachers who send students to the principal's office and two seconds later they come back

Certain behaviors had also negatively influenced teachers' satisfaction. Three teachers noted that the principal's failure to address the issues of respect, inconsistency with discipline, decision-making biases, and the lack of appreciation resulted in lowered satisfaction. For instance, TC shared that the principal failed to follow-through on school discipline programs; students were not reprimanded and quickly returned to the classroom after being sent to the principal's office. Decision-making biases were previously noted by JC as having a negative impact of teacher satisfaction and the school environment due to the principal's tendency to lean towards White females in the clique who were friends of his wife. Moreover, teachers believed that the principal's capacity to address the lack of respect and the lack of discipline to improve satisfaction was crucial. In particular, teacher DX did indicate that the principal took the first step in addressing the issue of respect and trust saying, "If you have an issue with another teacher, talk with them personally and try to resolve it." All teachers in School A desired to receive more acknowledgment from the principal upon accomplishing great tasks as opposed to simply being reprimanded. DX shared that:

Something happens to one teacher and the whole staff is held accountable for that one issue. It almost seems to me that the one teacher should be talked to personally. I know that would probably be uncomfortable for that teacher, but the staff is being reprimanded for something that doesn't concern them.

For example, teacher DX shared her experience in a staff meeting when the principal discussed an inappropriate expression from a teacher to a student in the hallway. At that time every teacher was reflecting upon his or her own behavior and was wondering if he or she had done that. Therefore, DX believed that it would have been better, yet probably

uncomfortable, if the principal took that issue directly to that teacher. Accordingly, DX mentioned several examples of similar avoidance behaviors by the principal.

### *Race and Gender Association*

In an attempt to understand the findings about race and gender in School A, I compared both similarities and differences in the teachers interviewed. I found that the two teachers of color did not have similar perceptions about their principal. One of the teachers described the principal as demonstrating indecisive leadership, poor building management, and displaying biases, whereas the other person of color expressed satisfaction regarding the principal's being an African American male in authority because he set the school's tone and served as a positive role model. A similarity existed between both White teachers' perceptions of the principal. Both teachers proclaimed not having any problems or issues regarding the principal's race and gender attitudes.

As far as gender similarities, the male teacher supported the principal and was in full agreement with his leadership and interest in student success. For example, teacher KM noted, "I really like the things he stands for and wants to accomplish." A difference between the male and females did in fact exist in how teachers perceived the principal. As previously stated, two females felt the principal treated all staff equally, whereas one completely disagreed.

### School A Summary

School A was under the leadership of a male person of color. Although there were elements of both satisfaction and dissatisfaction, teachers identified numerous issues at

School A that led to increased levels of dissatisfaction. According to all teachers, this site was plagued with issues of distrust, a lack of respect among staff, teacher cliques, and high turnover. Support and appreciation were areas of overlap in School A. Although some teachers noted feeling supported individually, as an overall faculty they felt a lack of support. All teachers indicated that they could easily talk with the principal when seeking support; however, it was also noted that the principal's lack of disciplinary support, blame, and inconsistency frustrated teachers. In contrast, individual teachers did express feeling that their work was appreciated; nevertheless, the principal failed to articulate that sentiment often. In short, more appreciation was desired from all teachers.

In regard to the principal's attitudes, teachers recognized differential treatment given by the principal based on race and gender. This unjust behavior on the part of the principal was seen as a major cause for the cliques within School A. Unfortunately, the principal was not described as a leader who would purposefully go out of his way to make the school climate welcoming and inclusive for teachers from different ethnic backgrounds and genders. Consistent with the aforesaid description, teachers indicated that the principal did not acknowledge racial or gender differences. Interestingly, despite being an African American male, they perceived that the principal demonstrated favoritism or a "colorblind" approach toward White teachers. This example of essentializing attitudes send a message about teachers' implicit expectations of their principal's leadership being more-race oriented simply because he is an African American. Overall, School A seemed very dysfunctional with major problems of principal support and a negative organizational culture dominating teachers' perceptions.

To that end, all four teachers agreed that the principal's behaviors and leadership actions did in fact influence their overall job dissatisfaction.

### School B

School B is under the leadership of a White male principal. Teacher race and gender demographics are displayed in table 7. During the interviews, top issues influencing teacher job satisfaction and dissatisfaction consisted of working conditions and interactions with colleagues and students. Job satisfaction themes included positive relationships with both colleagues and students, a positive feeling of teacher appreciation and ease of obtaining necessary principal support for effective teaching. Principal support was a major issue at School B that contributed to both job satisfaction and dissatisfaction. Additional themes influencing job dissatisfaction included students' lack of academic enthusiasm that resulted from the perceived lack of parental support and the effects of excessive teacher turnover.

Table 7

*School B: Teachers' Race and Gender*

Teacher	Race	Gender
FC	Person of Color	Female
MD	Person of Color	Male
UG	White	Male
NI	White	Female



## Job Satisfaction in School B

Primary areas leading to job satisfaction at School B included relationships, appreciation, and principal support. Interactions with colleagues and students was identified as a major contributor to teachers' job satisfaction. More specifically, positive relationships with both colleagues and students were noted.

### *Relationships*

Three of the four teachers interviewed identified personal relationships with both colleagues and students as a major contributor to high job satisfaction, whereas one teacher desired to have a stronger relationship with students. Teacher FC shared that teaching was all about relationships, as she described that “I feel like I have improved my co-worker familiarity and that has been very helpful. We can talk about issues, we can solve problems together, and we can plan if we need to.” From a relationship standpoint with the students, teacher FC noted, “I feel like I am doing what I’ve wanted to do. I am meeting them, getting to know them, and helping them I believe.” Teacher MD also appreciated relationships and support from coworkers as well as deepening more relationships with the kids. According to MD, “I’m gaining more trust and overall the kids are pretty good.” Teacher UG held a leadership position within School B which provided a close relationship with administrative staff. UG believed the principal had a high concern for teachers' job satisfaction and treated them well. UG noted that this principal's concern is clearly indicative of his teacher appreciation.

### *Appreciation*

Appreciation was another area leading to teacher job satisfaction. Three teachers felt appreciated by the principal, whereas one teacher expressed a lack of appreciation. One of the three teachers, UG, also noted receiving appreciation from students. "I don't really look towards getting appreciated from the administration, although they acknowledge us through email or at faculty meetings. I look towards what the kids are getting from their opportunity to learn." Teacher NI shared her feeling of being appreciated when nominated as teacher of the week. Another teacher, MD, identified being recognized in a faculty meeting for stopping a fight as his source of appreciation. UG believed that the principal's demonstration of appreciation evolved into teacher support by asking what he can do and what teachers needed.

### *Principal Support*

Principal support was a major issue at School B that contributed to both job satisfaction and dissatisfaction. Two teachers felt principal support was the most important contributor to job satisfaction and identified receiving ample support at School B. On the contrary, two teachers indicated not feeling the principal was always supportive. Teacher NI noted that:

The principal is always visible in the hallways; he's in and out of the rooms three or four times a day. He has a very good rapport with the kids and a good rapport with us. I think if I went to him and said I am really unhappy, he would try and help me work it out.

NI also believed the administrative support in regard to student disciplinary issues had highly influenced her job satisfaction. NI shared, "I think that the school does a good job

they act upon it, I think, appropriately.” Another teacher, UG, highlighted administrative support as vital to his satisfaction: “Even though the principal is busy, he's willing to stop in my room and talk if I have an issue. I just feel like administration does a good job supporting us.” Teacher UG shared an example from one of the school's coaches: “I do really feel like the administration back their coaches like they back their teachers. Currently our sports programs are not doing well, but the coaches don't feel their jobs are in jeopardy.” UG acknowledged this feeling as positive considering many teachers in other school districts have been threatened with termination associated with their athletics team performances.

#### Job Dissatisfaction in School B

Although teachers expressed feeling supported by their principal, issues demonstrating a lack of support seemed to dominate in School B. All four teachers declared a lack of principal support as contributing to their job dissatisfaction based on disciplinary concerns, communication, inconsistency, and resources. Principal lack of support was identified as an area of frustration regarding student academic concerns. Teacher FC shared that “administration is not always behind us in ways of enforcing that students do homework, for instance we can not assign a disciplinary action towards an academic issue.” FC further explained, “My first year I tried to give a 15 minute detention if students were not going to do homework. They could either come in and serve that time or they could actually do their homework in which case I would still give them points.” Unfortunately, FC shared her experience of receiving notification that

serve that time or they could actually do their homework in which case I would still give them points.” Unfortunately, FC shared her experience of receiving notification that teachers could not implement a disciplinary penalty for students based on their lack of academic effort.

### *Communication*

Teachers at School B also noted a lack of communication and several misunderstandings between administration and faculty. For example, MD believed that School B's current contract negotiation led to some uncomfortable issues in the school's organizational culture. This teacher, MD, noted a personal indifference regarding principal support. “I don't feel supported or unsupported by him; I don't see the principal too often. Maybe if the principal was more visible, it would lead to more support for teachers.” MD believed that the principal had a very business-like relationship with teachers and he did not require relational support because it was provided by his coworkers. Although teacher MD felt that the principal's actions were minimal, he believed that the principal would be there for him if needed.

### *Inconsistency*

Another teacher, UG, highlighted inconsistency as his major issue with principal support. UG noted the school initiated many different approaches to make teachers better. “We began the process of writing a new curriculum by departments. Throughout the year we touch on it a little bit and it kind of takes a back seat. Then later on in the year we touch on it again, and it takes a back seat. Then all of a sudden we have other things they

want us to do.” Unfortunately, UG declared that the principals set standards and then changed them dramatically.

### *Resources*

Teacher resources were the final area identified under a lack of principal support. Two teachers shared their desire to have more academic and professional development resources made available to them by the principal. FC felt that the principal could do more to seek out resources for teacher improvement. “I was told at my evaluation that one of the ways to improve myself would be to attend conferences, but they could not inform me of my resources.” Another teacher's story almost replicated the aforementioned resource concern. UG noted, “They want us to make sure we get our state test scores up, but don't necessarily give us how to do that, it's just 'Hey, we need to get these test scores up' without identified resources.”

### *Student Academics*

In addition to principal support, other reasons played a role in teachers' dissatisfaction at School B: students' academics and teacher turnover. Although the primary focus in this study is on principals, students' lack of academic enthusiasm and the perceived lack of parental support played a role in teachers' job dissatisfaction. Two of the four teachers at School B discussed their frustrations with students' lack of academic enthusiasm. Teacher FC noted, “Students are lazy, so that's frustrating. I wish that they would work harder, but perhaps that's me not pulling them in and making it more interesting.” FC further shared in regard to homework, “It's a struggle to say I've assigned this, please do it and have the students actually do it,” Teacher NI mirrored FC's

frustrations in the fact that students seemed to have such low motivation levels to learn. According to NI, students did not see the “big picture” of how missing assignments could snowball into a deficit in graduation credits. “They come to school and their hearts are not in it. I wish I could inspire the children more. I feel like sometimes I’m talking to deaf ears,” NI stated. In addition to the students not seeing the “big picture,” both teachers believed that students' parents also demonstrated a deficit in their academic vision. While teachers asserted that some parents were really supportive, the perceived lack of academic parental support was paramount. Unfortunately, teachers felt that the principal has yet to take an active role in helping parents to support their children and avoid deficit thinking and, thus, enhance parental involvement within the school.

### *Turnover*

Teacher turnover was the final area of concern leading to job dissatisfaction at School B. All four teachers interviewed stated that School B had a relatively high turnover rate. One teacher, UG, noted that he has the highest seniority in his department after only five years due to turnover. Reasons leading to turnover included a lack of appreciation, salaries, and the challenging student population. Although MD previously shared being acknowledged in a faculty meeting, he believed the lack of mutual respect and appreciation was a reason leading to school's B turnover. “I think a lot of encouragement and appreciation would go a long way. Even humility on both sides, which would be good too.” Salary was another area MD believed affects teacher turnover. Teacher FC identified salary as well stating, “Monetarily I don’t think I get paid nearly enough, I know that there are districts that give their teachers more money. I know that

people leave here because of the school or they're necessarily unhappy, I think they leave here because they want to move closer to family or want to move to a different city."

Having quality teachers leave also was connected to hiring young graduates who may settle here to further their degrees or hiring those with a spouse working on the university campus. Overall, some job satisfaction at School B was achieved by way of colleague and student relationships, and staff appreciative of working conditions. In general, lack of principal support was a major issue at School B and contributed to job dissatisfaction. Additional concerns that contributed to teachers' dissatisfaction at School B were students' lack of academic enthusiasm, lack of parental support, and teacher turnover.

#### Principals' Attitudes About Race and Gender in School B

All four teachers interviewed at School B stated that the principal's attitudes regarding race and gender were not an issue for them (Table 8), although additional comments suggested the opposite in response to my direct questions. The principal's attitudes were described as neutral without preference one way or another. More specifically, one teacher, FC, did not perceive the principal as racist. FC stated that the principal embraced differences and his attitude about race built school cohesion. However, FC contradicted this perception and also noted feeling excluded as a teacher of

Table 8

*School B: Race and Gender Attitudes and Acknowledgment*

White Male Principal		
Teacher	Principals' attitudes about race and gender	Principals' acknowledgment of race and gender
FC POC/ F	- I don't see my principal as a racist or a sexist (but felt excluded)	- Student acknowledgment only, not staff
MD POC/ M	- We have a more culturally diverse teacher population now	- Acknowledgment regarding disciplinary issues
NI White/ F	- He has not shown any preference for one of the other	- No acknowledgment - I don't think it's a concern here
UG White/ M	- He doesn't make a big deal about race or gender unless necessary	- I don't think there's ever really been a racial discrepancy or anything of that nature

color. Intriguingly, teacher MD related the principal's attitudes about race to recent cultural changes in the teaching population. "We have more Asian teachers now, maybe for diversity or meeting some kind of quota. I don't know if that was a conscious thing that they were looking for," stated MD.

Three of the four teachers specifically discussed their principal's attitudes about gender. Teacher UG believed that the principal did not highlight gender differences in any situation unless it absolutely called for it. For example, "there were four positions for coaching boys' basketball and only three positions for girls' basketball. Administration said this was a Title IX situation and wanted to make sure that we had equal number of positions." Teacher FC shared not seeing the principal as sexist. However, MD made mention of the principal's acknowledgment regarding gender differences encompassing disciplinary issues. According to MD, administration desired to provide more assistance for female teachers when dealing with discipline. "When female teachers need help, they are supported by the principal. I remember the principal assuring them that everything



was going to be okay; that was nice to hear,” said MD. This comment seemed to be a perfect example of a sexist stereotype as it implied that female teachers are incapable of classroom or disciplinary management. Although teacher MD believed the principal meant well in positively assuring female teachers, it is this kind of hidden sexism that perpetuates issues of inequality on which this study is based. Overall, teacher's perceptions about the principal's attitudes toward race and gender were inconsistent at School B.

There was a discrepancy in the teachers' opinions about the principal's acknowledgment of race and gender differences. Two teachers firmly believed that the principal did not acknowledge teachers' race and gender differences. Conversely, two teachers indicated that differences among the student population were acknowledged while comparing student and staff ethnicities (Table 8). Teacher NI stated that there had not been any preferences for one or the other, nor acknowledgment at all: “I don't think it's a concern here among the staff.” FC shared that the principal has made a trivial effort to get teachers to understand the various backgrounds of the students. For example, “the principal talked about race in regards to how different cultures may react about various societal issues or choose different foods for Thanksgiving or for a Sunday meal,” said FC. However, FC noted that the principal has yet to discuss race and gender differences on the next level needed to address the deeper needs of teachers or students from various backgrounds.

Contradicting previous comments, both MD and UG indicated a lack of acknowledgment regarding race. MD noted that the principal did not acknowledge

teachers' ethnicity. According to UG, "He [the principal] has been in this district for a long time and is very familiar with the cultures here. He has made adjustments based on that knowledge." In an effort to understand the students, UG described the population as half White and half of a different ethnic background, whereas teachers seemed to be predominately White. According to UG, a White male, teachers feel respected at School B. "I've never been approached by anybody saying that they have gotten mistreatment due to race or gender. I don't think there's ever really been a racial discrepancy or anything of that nature." Along the same lines, NI recalled a staff training meeting in which teachers learned how to deal with populations in poverty: "The program helped to understand parents that live in poverty and the way they think about their children." Despite good intentions, this example of essentializing attitudes send a loud message about populations in poverty.

Are these teachers being trained to view students from poverty-stricken homes as having a low desire for education? Just because they are poor, could they not have hopes and aspirations? Do they think that these students are just lazy and stupid because they are underprivileged? Unfortunately this insinuation seems to be the case for teachers and administration at School B. Acknowledging that some parents do fail in the area of parental involvement, it is vital to note that this problem exists regardless of socioeconomic status.

Overall, all teachers noted a lack of principal acknowledgment of race and gender differences among teachers. Three teachers believed that their principal made the school climate welcoming for all, whereas one teacher stated the principal does not go out of his

way to make the school inclusive for teachers from different ethnic backgrounds and genders (Table 9). Two of the four teachers related the principal's inclusiveness to his communication ability. MD stated that the principal made the climate warm by "saying Hi in passing, asking everyone how are you doing?" In alignment with the previous example, teacher UG noted that the principal had a very good sense of humor, and it was easy to joke around with him. "I think that anybody could easily approach him whether you're a first year teacher or a freshmen student." Teacher NI concurred with feeling welcomed at School B, although she noted that the principal did not go above and beyond the call of duty to make the environment inclusive. In contrast, FC, a female person of color, shared feeling excluded as a new teacher at School B, "I felt blacklisted or like the odd person out my first year because I did not come from Illinois as did 80% of our teaching population." FC shared her belief that leadership should purposely seek out those who come from a different culture or background to make them feel welcomed as opposed to simply communicating with people having similarities. "I think that my principal finds it easy to spend time with those that he understands well or that he can joke around with," stated FC. Although FC initially felt excluded, she did note the principal's efforts at inclusiveness within the past two years. "Administration has given staff shirts to new teachers, and I think that has been helpful in regards to giving more of a belonging feeling because they blend in when we're supposed to wear our staff shirts," shared FC. Unfortunately, FC wished that teachers who were hired in the previous years, as she had been also were included in that staff shirt gesture as opposed to being overlooked. In retrospect, because of the staff shirts gesture, all teachers felt some level

Table 9

*School B: Welcoming School Climate*

White Male Principal	
Teacher	Welcoming school climate
FC POC/ F	- He doesn't go out of his way to make those from a different culture feel welcomed
MD POC/ M	- He communicates with everyone
NI White/ F	- I don't think anybody feels unwelcomed or excluded here
UG White/ M	- He's easy to communicate with whether you're a first year teacher or a freshmen student

of effort was made to make the climate welcoming. Even though FC recognized that there was a greater effort to make new people feel welcomed, because of her race and gender she still felt excluded.

Teacher justice, or treating all teachers equitably and promoting a sense of organizational fairness, was paramount when considering principals' attitudes about race and gender. Three of the teachers indicated that the principal treated teachers equally or equitably, whereas one teacher disagreed (Table 10). UG stated that the principal did not go out of his way to make it known that he was trying to be fair to all teachers. Although UG noted,

I really think that he tries to take each situation as its own situation and stay consistent and fair based on the circumstances. I think he does a good job taking his time and making decisions based on getting all the facts as opposed to jumping the gun and saying here's what going to happen.

Teacher MD agreed with the equal treatment comment despite acknowledging minimal interactions with the principal other than during faculty meetings. This comment actually supports a possible concern about the principal giving preferential treatment to or

Table 10

*School B: Teacher Justice*

White male Principal		
Teacher	Teacher treatment	Promote fairness/ justice
FC POC/ F	- I think that he does make a distinction based on who he's known for years or have commonalities with	- I think actually he has a blind eye when it comes to promoting a sense of fairness
MD POC/ M	- There's no favoritism or any harshness I see with teachers there	- I don't think he isn't, but I don't know if he actively tries to make the environment reflective
NI White/ F	The kids are all treated equally, I don't see anybody being treated any differently as far as staff goes	- I don't see that as a problem at all - There's nothing that he does that makes us feel he's not fair
UG White/ M	- He tries to take each situation as its own - He makes decisions based on all the facts	- He wants to stay consistent and fair based on the circumstances

interacting more frequently with teachers with whom he had established a relationship. FC, the female of color who gave the one dissenting opinion regarding equal treatment also stated that “I don't think I know my principal, I do not see him.” FC expressed her belief that the principal's treatment was contingent upon his level of comfort with individuals. “I think that he does make a distinction based on who he's known for years or have commonalities. Last year it caused gossip or accusations amongst the ranks due to him being able to joke around with and hang out with certain staff,” shared FC. According to FC, the aforementioned situation led to the observation that the principal's treatment of teachers did not ensure fairness for all. On the contrary, this proved to be another demonstration of favoritism or evoking the “old boys' network” among teachers.

Three teachers declared that the principal did portray a sense of organizational justice or fairness evident in the school, although neither could provide an in-depth example (Table 10). NI noted, “There's nothing that he does that makes us feel he's not fair. I don't see that as a problem or hear a lot of complaints about the administration.”

Teacher MD concurred with NI by stating, “I don't think he isn't [demonstrating fairness], but I don't know if he actively tries to make the environment reflective of organizational justice.” The third teacher, UG, expressed his belief that the principal desires to remain consistent and fair. “He treats us all pretty well.” In contrast, FC declared that organizational justice was non-existent in School B: “I think actually he has a blind eye when it comes to promoting a sense of fairness.” This comment demonstrates colorblind racism. In addition to showing preferential treatment, the principal was described as purposefully ignoring racial differences. Overall, it was apparent that teachers' perceptions regarding principal treatment were associated with racial and gender differences. For example, both teachers of color provided detailed descriptions of how they believed their principal's race and gender attitudes influenced interactions.

#### Race and Gender Influence on Job Satisfaction

Although all teachers at School B initially stated that the principal's attitudes regarding race and gender were not seen as an issue, their comments and stories appeared to state otherwise. Overall, teachers' perceptions regarding their principal's attitudes were associated with different levels of influence. Two teachers felt that the principal's attitudes did weigh heavily on their job satisfaction; one teacher was somewhat influenced, and one teacher noted no impact on her job satisfaction (Table 11). Teacher NI discussed how her job satisfaction was positively influenced when the principal stopped in her classroom daily: “He has a very good rapport with the kids and a good rapport with us. I think if I went to him and said I am really unhappy, he would try

Table 11

*School B: How Principals' Attitudes Affect Job Satisfaction*

White Male Principal		
Teacher	How principals' attitudes affect job satisfaction	Quotes or examples
FC POC/ F	- It does not, I do not see him much	- I don't feel that I have received any negative feedback from him. Or negative attitudes from him
MD POC/ M	- Somewhat, with unprofessional behaviors	- Administration used the threat of firing employees to get us to do something
NI White/ F	- I appreciate the support that I have here	- I've been very happy with the administration - He has a very good rapport with us
UG White/ M	- Yes, the principal does things to help job satisfaction	- Any time I need something I know if I go to them I will get it in a timely fashion

and help me work it out.” UG also noted that the principal influenced his satisfaction by the “willingness to stop in my room at any time and talk if I have an issue.” Teacher MD's job satisfaction was somewhat negatively influenced by administration usage of employees' status as leverage to do something. According to MD, “just telling [us to do something] would be fine, but then continually using the consequence of losing our job is kind of ugh.” FC declared that the principal's attitudes did not in fact influence her job satisfaction, although she shared previous situations in which she was unhappy or dissatisfied due to the principal's behaviors. In an attempt to smooth things over after voicing a number of criticisms, FC commented that she still felt comfortable with the principal and had not noticed any negative attitudes or received any negative feedback. Additionally, FC stated that she felt fine with his lack of involvement, although she had previously stated the principal's lack of sensitivity. Overall, each teacher shared his or her beliefs about how the principal's attitudes affected his or her job satisfaction. Only two of

the four teachers interviewed firmly declared a strong level of principal influence or control over their job satisfaction.

### *Race and Gender Association*

In an attempt to understand the findings about race and gender in School B, I looked at both similarities and differences in the attitudes of the teachers interviewed. I found that the two teachers of color held similar views in terms of principal perceptions. Both teachers indicated that the principal had not acknowledged racial or gender differences among staff. Similarities in other points of view also existed between these two teachers of color, as one noted not hearing complaints about the principal's race or gender attitudes and the other stated that she did not perceive the principal as racist or sexist. However, both teachers of color provided illustrations that clearly contradicted their responses. Interestingly, these teachers also unconsciously identified hidden examples of both racism and sexism within their principal's behaviors. In each case, the teachers of color attempted to ignore or conceal the personal impacts associated with their principal's race and gender attitudes. Both teachers of color also highlighted relationships and support from co-workers and a lack of interactions with the principal. Additionally, only these two teachers identified salary as a motivation for turnover rates. One racial difference that stood out addressed the issue of appreciation. However, the male teacher of color stated he felt acknowledged and appreciated, the female of color declared she felt a lack of appreciation and desired more acknowledgment for her accomplishments.



There were numerous similarities between the White teachers which were identified as simply coincidental, not explicitly due to their race. Both teachers received appreciation from the principal and believed that their principal made the school climate welcoming for all. Both White teachers also described the principal as supportive, easy to talk to, and visible in the hallways. Additionally, both White teachers believed that the principal portrayed a sense of organizational justice or fairness in the school and his race and gender attitudes did positively influence their job satisfaction. No differences between the two White teachers were noticed at School B.

Several gender similarities were identifiable at School B. The two male teachers related the principal's inclusiveness to his communication ability. These two male teachers also noted that School B is currently undergoing contract negotiations, which are negatively influencing to teachers' job satisfaction. Moreover, both males indicated a lack of acknowledgment regarding race. The two female teachers at School B discussed their frustrations with students' lack of academic enthusiasm. These two teachers also identified lack of parental support as a major contributor to the students' lack of enthusiasm. Interestingly, neither one of the male teachers mentioned an issue with the students' academic interest. A gender difference existed between the female teachers' perception of School B's administrative support. Although the White female felt supported with regard to disciplinary issues, the female of color did not and desired administration to be more supportive in upholding consequences related to poor academic performance.

## School B Summary

School B was under the leadership of a White male. According to teachers, this principal did not make race or gender an issue among staff, nor did he acknowledge racial differences. This lack of acknowledgment clearly illustrated the whole notion of colorblindness and ignoring the fact that there are racial differences among teachers. Congruent with this premise, a discrepancy regarding the principal's staff treatment also was noted. White teachers stated that the principal treated everyone fairly. In contrast, the teachers of color noted the opposite. More specifically, demonstration of favoritism or invoking the "old boys' network" among teachers was observed. Accordingly, the principal showed preferential treatment or interacted more frequently with those with whom he had established a relationship. One teacher went so far as to state that the principal had a blind eye when it came to promoting a sense of fairness within the school. Unfortunately, this principal also was described as demonstrating both racist and sexist behaviors. While some discussion suggested that there is a difference between male and female teachers, much of the talk seemed to be based on inappropriate stereotypes that really perpetuate the racism and sexism on which this study ultimately focuses.

In terms of job satisfaction, teachers felt that the principal's attitudes influenced their satisfaction through his hallway visibility, easy accessibility, and open communication. Relationships with colleagues and students as well as teacher appreciation were recurring positive topics for teachers. Principal support was identified as a contributor to both teacher satisfaction and dissatisfaction. Although teachers expressed feeling supported by their principal, many issues demonstrating a lack of

support seemed to dominate in School B. Additionally, this school also was plagued with a lack of parental support and high turnover. During this study, School B was undergoing salary contract negotiations. The teachers' lack of a contract was identified as a reasons for turnover due to instability. Overall, each teacher declared certain concerns as contributing to his or her job dissatisfaction. Teachers' perceptions regarding principal treatment were associated with race and gender, and their principal's race and gender attitudes influenced their job satisfaction.

### School C

School C was under the principal leadership of a White female. Teachers' demographics are displayed in table 12. During teacher interviews, top issues influencing teacher job satisfaction and dissatisfaction consisted of working conditions and interactions with colleagues and students. Receiving personal gratitude from student success was a theme leading to job satisfaction in School C. Teachers' perceptions of adequate principal support and appreciation contributed to both job satisfaction and dissatisfaction. Additional themes influencing dissatisfaction included overly intense parental control as well as dissatisfaction with receiving deficient teaching resources and supplies. In this school, teachers seemed to be more positive in terms of job satisfaction.

Table 12

*School C: Teachers' Race and Gender*

Teacher	Race	Gender
DH	Person of Color	Female
KI	White	Male
KQ	Person of Color	Female
HU	White	Female

Job Satisfaction in School C

All four teachers at School C expressed that the most significant factor influencing job satisfaction came from working with students. Teachers described their love for the profession and the motivation that resulted from student success. "Teaching really makes me feel good about myself. I'm contributing and doing something important, I'm making these kids better students and helping them become better citizens. I love it," stated teacher KI.

HU stated, "My whole job satisfaction is watching the children come in so young and leaving so mature." Teacher KQ said that her satisfaction also came from working with the students, "I like being able to interact with the kids even though they might drive you nuts. When they learn something and they get it that is just wonderful," noted KQ. All four teachers highlighted the school's organizational cultural as positively leading to their satisfaction. Teacher KI commented, "I think that the staff really enjoys their satisfaction here." DH concurred stating, "The overall feel of the school is excellent" which stems from the student population. "The kids are pretty much on grade level and from mostly high socioeconomic status or affluent backgrounds so they have more

experience and their priorities are set,” said DH in regard to student academics and homework. Additionally, each of the teachers interviewed connected this student success to parental involvement at home or within the classroom. In fact, KQ said she felt appreciated by the parents and thankful for their support.

### Job Satisfaction and Dissatisfaction in School C

School C had an overwhelming response of themes overlapping both satisfaction and dissatisfaction. Parents were a vital aspect of teachers' perceptions as they were identified as both supportive and attempting to take over the classroom. Principal support was another subtheme that overlapped in which teachers expressed feeling supported under certain circumstances and a lack of support in others. As with support, teachers noted feeling both appreciated and devalued at times.

#### *Controlling Parents*

Although the parents from School C were known as supportive, three of the four teachers described situations in which parents attempted to control the teachers' classrooms and control student activities. DH commented, “Parents can sometimes second-guess you because they think you’re a first-year teacher, or you haven’t built any relationships with the parents. It's a big lack of trust because they don’t know you.” Principal support in the area of parental concern was identified by all teachers. “When parents thought I was too hard on their kids, I was highly supported by the administrative staff,” said teacher KQ. Another example was provided by KI regarding support dealing with controlling parents. “One student with parents who were university professors

placed a lot of pressure on me and my classroom lessons.” According to KI, he attended a meeting with the parents and the principal. They discussed KI's teaching responsibilities, set up weekly email dialogue, and better communication lines.

### *Principal Support*

According to all School C teachers, most of the principal support was demonstrated through problems involving parents or students. KI stated, “She is good at supporting you and helping you find a solution to resolve things going on.” In addition to all teachers feeling supported in some fashion, two teachers shared examples of receiving support indirectly or as needed. Teacher DH noted, “Support is available to me, she [the principal] lets you know who in the building to go to if you need certain things.” KI agreed with the aforementioned statement saying, “I have a support group of teachers at our school. If I have an issue and I don't feel comfortable going to administration, I can go to that group of teachers.” KI said, “We get together a lot after school, and although not everybody shows up, I think it's great.” HU concurred stating, “we support each other as teachers do.”

Although all teachers felt supported by the principal, three of the four teachers noted situations in which support was lacking. For example, HU stated she felt unsupported when the principal allowed a parent to scream at her without intervening or ending the meeting. Not until after the meeting did HU receive any administrative support. Teacher DH noted, “I feel a lack of teacher support too because a lot of decisions are made based on what parents think. Sometimes the teachers are second guessed and the parents get their needs met prior to teachers voicing their professional opinions.” DH shared an

experience in which she believed the principal sided with a parent simply because of the parent's prestigious position within the community. This action provided a great illustration of how some teachers felt devalued regardless of the principal's acts of appreciation.

### *Appreciation*

Appreciation was another area leading to both teacher job satisfaction and dissatisfaction. Each of the teachers at School C felt appreciated by the principal and believed that she provided a lot of positive reinforcement. Teacher DH commented, "She always gives me praise and highlights things that I do well, paying a lot of attention to the positives." Teacher KI noted that the principal also praised individual students: "I really like how you are being so respectful and listening attentively." Another example of appreciation was provided by KQ: "She'll put a note in your mailbox to thank you, and she'll be specific about things that you have done." All teachers believed that the principal's appreciation was a direct representation of her concern for their job satisfaction. Two of the teachers stated that the principal put forth an extra effort to let teachers know that they were valued on the team. According to KI, the principal has stated, "I am so grateful for what you do, and I want to thank you for this, and I respect you for this." Overall, this acknowledgment was observed as essential at School C. Hence, each teacher felt that the principal's little words of encouragement and appreciation made a huge difference in their job satisfaction.

At the same time, three of the four teachers noted that the meeting of expectations by teachers was sometimes overlooked by the principal. Teacher KQ noted a personal

imbalance in the appreciation and support in School C. Likewise, teacher HU noted a lack of principal appreciation for teachers' extra efforts beyond the call of duty:

Teachers are here [at the school] early, they're here late, and they're here on the weekend. If you watch them leave, they are all carrying bags of stuff with them. I don't think the amount of time that teachers give is acknowledged.

Moreover, teacher DH believed that, "There is a lack of positive reinforcement for completing tasks well, and we receive constant emphasis on negative things or weaknesses." This teacher also noted, "You need to have times when you feel valued or good at work because you contributed to the success of the kids, which is the important thing." DH declared that the principal should be able to pinpoint ways in which teachers had brought success to the building and offered support. Teachers identified that support also was deficient in acknowledging that certain expectations are stressful for teachers, and teachers may require guidance. The main concern expressed by three of the four teachers dealt with test score expectations. Teacher HU articulated dissatisfaction that stemmed from changes within the teaching profession. The focus is now on test scores as opposed to teaching, ways to teach, and ways to encourage children to be enthusiastic about learning. "They're not looking at the progress made, only that it is not meeting the Illinois State Assessment Test (ISAT) standards. Therefore you feel like although wonderful accomplishments were achieved, nobody is recognizing or celebrating them," said HU. Teacher KI also expressed, "We understand that test scores are important to everybody, but sometimes it's frustrating that the district is more concerned with getting the test scores up than seeing individual students succeed or understand what it takes to help them succeed." According to KQ, "I just think what they expect from us is



unrealistic in so little time. We need to start prepping the students for ISAT and we have no directions of how to accomplish that desired goals. I do not feel supported, it's stressful." For example, teacher DH stated, "They want us to have 90% of the kids meet standards, but failed to say "these are some things that I know work." In addition to the lack of guidance with teacher expectations, the concern of incomplete supplies was raised.

### Job Dissatisfaction in School C

As previously discussed, School C had many themes that overlapped both job satisfaction and dissatisfaction. However, the subtheme of resources stood alone as a contributor to dissatisfaction only. More specifically, a lack of resources and teaching supplies decreased satisfaction due to the heightened stress levels created.

#### *Resources*

Deficient resources were identified as the final topic that played a role in teachers' dissatisfaction. Two of the four teachers expressed the problem of receiving incomplete supplies and teaching resources. KQ commented on not having all materials by the time the school year began. "We didn't have our math journals for the kids and so we were making extra unnecessary copies from previous journals, they sent us empty tubs" said KQ. Yet another teacher, HU, indicated that the district is deficient in providing necessary materials for the curriculum. "There's a host of materials that are needed to support what you want in the classroom, whether it's a manipulative or supplies," said HU.

Understanding that this deficit could be seen as a district budget issue, HU did not place

full blame for the lack of school resources on the principal. However, it was acknowledged that the principal's leadership responsibilities involve ensuring teaching supply orders are placed in a timely fashion. Overall, all teachers at School C identified student success as a primary topic contributing to their job satisfaction. Principal support and appreciation were areas that overlapped in leading to job satisfaction. The lack of principal support and appreciation is associated with dissatisfaction. Additional areas of teacher concern consisted of parental control and school resources. Although the number of issues leading to dissatisfaction clearly outweighed those identified as positive, teachers were satisfied with the school's organizational culture.

#### Principals' Attitudes About Race and Gender in School C

At School C, all four teachers described the principal's attitudes about race and gender as neutral or nonexistent (Table 13). The two teachers of color, in particular, viewed the principal as open to everyone. DH indicated, "She doesn't come across as somebody that has issues of race, stereotypical views, or preconceived notions." Two teachers noted that the principal only mentioned race and gender when discussing test scores. According to KQ, "In staff meetings she presents the statistics of how the children did overall which is separated by groups, White and Black. We've been focusing more specifically on African American students because our areas have gone down." KQ noted the principal's acknowledgment of deficits regarding student ISAT achievement. Teacher

Table 13

*School C: Race and Gender Attitudes and Acknowledgment*

White Female Principal		
Teacher	Principal's attitudes about race and gender	Principal's acknowledgment of race and gender
DH POC/ F	- No stereotypical views or preconceived notions	- I don't think so
KI White/ M	- Race is a focus due to the district dealing with diversity concerns	- It's never been discussed or acknowledged among staff or seen as an issue
KQ POC/ F	- She's open to anyone, but colorblind - Focus on race when reviewing test statistics	- Not that I know of not unless a question is directly asked of her
HU White/ F	- I haven't noticed anything in particular beyond test scores categories	- No, here I haven't seen it

HU concurred stating, "I have not observed anything that would give me an indication of her attitudes about race. Whenever a discussion about scores come up, it's the general administrator's concern overall, but I don't think it has anything to do with race".

Two of the four teachers also highlighted how the district policies and student racial documentation may influence attitudes about race or the principal's regarding students of color needing more assistance. However, KI declared, "I would never question her sincerity or efforts when it comes to diversity and racial concerns." This teacher believed that the principal was genuinely concerned about African American issues, low socio-economic issues, and the free and reduced lunch students attending the school. KI shared completing several reports to show how students were succeeding in general as well as on test scores. "When doing reports, we're always focused on those students that need the support and how we can bring this student up. The majority of the cases we are dealing with are students of color or diversity issues." said KI. Accordingly,

KQ stated, “We’re trying to zero in on African American students, especially with No Child Left Behind.”

In regard to the principal's attitudes about gender, only two teachers made mention of their perceptions. HU, a female teacher, expressed her gratitude in having a female principal in leadership. KI, the only male teacher, noted, “I believe that she is concerned about hiring minority and male teachers.” KI stated that principal has made efforts to increase the school's ratio of both minority and male teachers since he began five years ago. Consequently, none of the four teachers proclaimed that the principal acknowledged race and gender differences among staff (Table 13). “It’s never been acknowledged among staff or seen as an issue. We just look at each other as good teachers,” said KI. Teacher KQ believed that the principal would only acknowledge staff differences if a question was directly asked of her. For example, when the issue of the principal receiving a salary bonus because of the hiring of more African American teachers was raised, the principal indicated that this was a rumor. This teacher further alleged that the principal displayed the “I do not see color, but people” mentality. More specifically, this teacher stated, “I think that maybe she’s so scared to pull out the fact that I’m Black, so she wants to see everybody as the same.” This act of colorblindness, or not acknowledging differences, seems damaging to the school's culture.

In an effort to describe ways the principal made the school climate welcoming and inclusive for teachers from different ethnic backgrounds and gender, three teachers provided specific details (Table 14). DH commented that the principal takes an interest in things that she knows interests the teachers and talks to teachers about non-work related

topics. "She'll see me and my daughter racing to the car and say little things about our relationship," said DH. Additionally, DH noted the principal's effort to ensure all teachers are made aware of outside celebrations and unspoken rules. "When everybody's meeting somewhere and you may not know anything about it, she'll make sure to tell you," proclaimed DH. Likewise, teacher KQ shared that the principal facilitated a first-year teacher's reflection discussion on how the teacher felt welcomed in the school and how the year went. The principal demonstrated her concern by questioning how the atmosphere felt to teachers. She asked questions such as "Were people friendly?" Describing this initiative as productive, KQ thought it would be beneficial for that discussion to occur more often, especially with the pressures teachers currently feel with raising ISAT scores. For example, KQ said that the principal could encourage teachers by saying something such as "I know I've been pushing 80 million things and in every meeting I've been telling you to try something new, but how are you feeling?" Despite the aforementioned suggestion, teacher KI asserted that the principal was always open to hear if there were concerns. "There are always opportunities for people to say what's troubling them or what their concerns are during faculty meetings and collaborations," said KI. Consequently, KI shared that both teachers and the principal were surprised during a staff meeting when new teachers communicated feeling intimidated, alone, and excluded from outside staff gatherings. According to KI, all staff have since made an extra effort to visit and communicate with new teachers. HU concurred, noting that all staff are now included in staff meetings and beyond the classroom.

Table 14

*School C: Welcoming School Climate*

White Female Principal	
Teacher	Welcoming school climate
DH POC/ F	- Ensures new teachers are aware of outside gatherings and unspoken rules - Takes interest in things she knows that you're interested in
KI White/ M	- She is always open to hear if there are concerns about the climate
KQ POC/ F	- Reflections and discussion on how we felt welcomed in this school
HU White/ F	- We all get together in staff meetings so we're all included in those things

Perceptions of equity and fairness were inconsistent among the four teachers at School C (Table 15). Teacher HU commented, “I can't think of any differential treatment. She jokes a lot, I think that's kind of her style, and of course she knows more jokes about people that she knows more closely.” DH noted how the principal interacted with teachers as professionals, although she shared previous situations where she was unhappy or dissatisfied due to the principal's behaviors. However, to promote a sense of organizational justice, the principal was described as facilitating essential peace activities when a name was pulled from a raffle and three areas of appreciation were highlighted for that teacher. DH believed that this activity was conducted fairly across all staff without valuing any particular person or race over another. Teacher KI's feelings coincided: “I believe that we're all treated equally and fairly. There's no teacher that's treated better than anybody in this school.” Likewise, DH shared her belief that the principal's method of promoting fairness is by highlighting strengths as opposed to

Table 15

*School C: Teacher Justice*

White Female Principal		
Teacher	Teacher Treatment	Promote fairness/ justice
DH POC/ F	- She comes at us like professionals - Essential peace appreciation raffles	- She randomly highlights teacher strengths or who to seek out for assistance
KI White/ M	- I believe we are all treated equally	- She treats everybody fairly
KQ POC/ F	- She's just open to everybody and has the same expectations of everyone	- To treat everyone equal is not necessarily fair, but the way she interacts with students is very fair
HU White/ F	- I can't think of any differential treatment	- She seems committed to getting to all of parents regardless of ethnicity

teachers' weaknesses. "If somebody has a weakness in the building, I don't know about it. It's always praise, praise, praise or that person is good in this, if you need help go to that person," said DH. KI also stated that teachers are recognized in an effort to create a positive organizational culture within School C.

While two of the four teachers associated fairness with the body of staff, the remaining teachers related the principal's fairness to students (Table 15). In support of her previous description of the principal as one to demonstrate colorblind racism, KQ shared her belief that treating everyone equally is not necessarily fair. However, KQ noted that the way in which the principal interacts with students is very fair. "She realizes every student's situation and treats them accordingly, that's what I will commend about her," said KQ. According to DH, the principal is very focused on student achievement: "She comes to us like these are the kids that you have, these are their needs, and how are we going to meet them?" Similarly, teacher HU said that the principal is concerned with all students as well as parental involvement, especially during parent-teacher conference times. "She seems committed to communicating with all parents. I don't know if it's so

much ethnicity or socioeconomic status, as it is a concern for the students,” stated HU. Ultimately, all teachers declared that the principal did display various efforts to create a sense of organizational justice or fairness evident within the school.

#### Race and Gender Influence on Job Satisfaction in School C

In School C, the two teachers of color noted direct race and gender influences on their job satisfaction, whereas the two White teachers solely indicated principal attitudes without any race or gender attribution (Table 16). Teacher DH, a female of color, stated that the principal's gender attitudes positively swayed her job satisfaction. “Gender-wise, she teaches me how to not wear things on my shoulders or let people tear me down, but be able to brush things off and just keep moving,” said DH. According to DH, the principal approached her following an incident with a parent saying, “I need you to let this go. You gotta learn to move on.” The fact that the principal came to DH as a woman influenced her job satisfaction, “I feel like she's human. She understands I was upset and we all make mistakes” declared DH. KQ, another female of color, shared her belief that the principal's racial attitudes affected her job satisfaction. KQ noted that the principal treats each student individually; however, more attention is given to reaching those African American students who did not meet the test scores. KQ supported the consideration for students; nonetheless, she highlighted how stress and high expectations lead to teacher dissatisfaction. For example, “the way request are given to us sometime seem impossible with minimal flexibility like it was last year; administration does not seem to understand the pressures on teachers.”



Table 16

*School C: How Principals' Attitudes Affect Job Satisfaction*

White Female Principal		
Teacher	How principals' attitudes affect job satisfaction	Quotes or examples
DH POC/ F	- Her coming to me as a woman helps influence my job satisfaction - I feel like she's human and she understands we all make mistakes	- She kind of teaches me how to not wear these things on my shoulders and brush things off to keep moving
KI White/ M	- The nurtured heart approach has changed so much how she treats the staff, how she treats me	- She is so much kinder, so much gentler, or more nurturing these last couple of years
KQ POC/ F	- Treating each student individually - The way things are given to us to do just seem impossible - The good not acknowledged enough	- Last year it was more flexibility, this year it's like none and with that, no understanding either - It's all related to reaching those African American students that did not meet the test scores
HU White/ F	- I think teachers are self motivated, but can't operate in a void of being appreciated	- I think it's important to be treated like a professional and not talked down to

KQ stated that School C is an impressive employment site with high test scores in many areas. Unfortunately, teachers felt that the principal should appreciate and acknowledge their individual efforts more frequently. Likewise, teacher HU emphasized how the principal's lack of appreciation could negatively affect job satisfaction. "I think teachers are self-motivated, but you can't operate in a void of being appreciated. I think it's important to be treated like an equal professional and not being talked down to," said HU. The final teacher, a White male, related the principal's attitudes to satisfaction with the absence of race or gender considerations. KI noted that he does not feel a need to satisfy the principal and is not fully influenced by her attitudes due to his independence. Conversely, KI highlighted that the principal utilized the nurturing heart approach. The Nurtured Heart Approach views challenges from a 'success' perspective by emphasizing new techniques and strategies that create thoroughly positive behaviors. "She has

changed how she treats the staff, how she treats me. She is much kinder, more gentler, or more nurturing these last couple of years than she was when I first started,” shared KI. Overall, all four teachers indicated some level of job satisfaction influence based on their principal's attitudes, although only two teachers specifically pointed to race or gender.

#### *Race and Gender Association*

In an attempt to understand the findings about race and gender in School C, I looked at both similarities and differences in the views of the teachers interviewed. I found that both teachers of color noted stress or frustrations due to expectations or issues with parental control. Additionally, both teachers of color also expressed moments of feeling supported and moments of feelings unsupported by the principal. For example, one teacher shared not feeling supported in the sense of receiving insufficient guidance or directions related to accomplishing desired goals. Similarly, both White teachers identified test scores as a major concern leading to dissatisfaction. On the other hand, both White teachers identified students as their main contributor to job satisfaction and their motivation for teaching. In fact, all four teachers noted job satisfaction in terms of the students. A great relationship with co-workers or peer support also was acknowledged by both White teachers but not by the teachers of color. When either teacher of color mentioned interactions with colleagues, it was accompanied by a negative feeling. For example, KQ noted problems collaborating with peers and DH expressed a disgruntled attitude about expectations to collaborate outside of the regular school day. Each of the aforementioned similarities were noted as simply coincidental, as opposed a racial connection.

As far as gender similarities and differences, two females noted that the principal only highlighted race when discussing the break-down of test scores. These same two female teachers indicated a major concern due to a lack of inadequate resources or incomplete teaching supplies. All three females indicated high turnover at School C, whereas the one male highlighted more turnover at the district level than at the school. Moreover, while the male teacher expressed always feeling supported by the principal, each of the female teachers shared an unpleasant experience involving lack support. For instance, the female of color expressed the exact opposite belief that the principal sided with the parent. As consistent with race, gender similarities and differences in School C were noted as fortuitous.

#### School C Summary

School C was under the principal leadership of a White female. According to all teachers, this site has a very positive organizational culture. Although teachers identified some issues leading to dissatisfaction, the overall feel of the school was described as positive and satisfactory. An overlap in both satisfaction and dissatisfaction existed when addressing principal support and appreciation. Teachers expressed feeling devalued and said they were not always appreciated or supported in all situations. For example, major concerns due to parental control and incomplete teaching supplies were noted.

All teachers at School C believed that the principal devoted much attention to the positives when highlighting accomplishments or giving praise. The principal was described as highly organized and concerned about the students, with her main focus

being test scores and achievement. Accordingly, teachers stated that the principal was adamant in focusing on student academic needs and diversity issues. The principal also was known to distinguish between race or gender when discussing ISAT statistics, but failed to acknowledge race or gender differences among staff.

Interestingly, all four teachers described the principal's race and gender attitudes as neutral or nonexistent, although prior comments and stories proved to demonstrate the opposite. Moreover, beliefs about how equitably the principal treated everyone were inconsistent among teachers. One teacher stated that the principal demonstrated colorblind racism when she displayed the "I do not see color, but people" mentality. The two teachers of color noted negative race and gender influences on their job satisfaction, whereas the two White teachers solely indicated principal attitudes to be influences without any race or gender association. Overall, teachers seemed to be positive and were more satisfied than dissatisfied, although some areas were not perfect in this school.

#### School D

School D was under the principal leadership of a female of color. Teachers' demographics are displayed in table 17. During the interviews, primary issues influencing teacher job satisfaction and dissatisfaction consisted of working conditions and interactions with colleagues. Positive and supportive peer collaboration was identified as a theme leading to job satisfaction. Principal support and appreciation were two major concerns that contributed to both job satisfaction and dissatisfaction. Additionally, the negative organizational school culture was a theme leading to dissatisfaction.

Table 17

*School D: Teachers' Race and Gender*

Teacher	Race	Gender
TG	White	Female
JA	Person of Color	Female
QX	White	Male
LX	Person of Color	Male

Job Satisfaction in School D

All four teachers at School D expressed gaining their primary satisfaction from the love of teaching and working with students. Positive relationships with colleagues and supportive peer collaboration was described as essential at School D. Teachers felt that this form of interaction with both teachers and students strongly influenced their job satisfaction.

*Collaboration with Colleagues*

Two of the four teachers stated that being supported by and interacting with colleagues resulted in high satisfaction. “There is a lot of support among the teachers. We look for ways to help each other quite a bit; we have a bit of unity,” said teacher QX. Similarly, LX noted, “teachers here are really kind of like a family. We go out, we sit and talk and get along pretty well, and it’s really a very tightly bonded staff.” On the contrary, one teacher in the building noted not liking certain staff for personal reasons and another teacher expressed having both positive and negative relationships with colleagues. The latter teacher, TG, expressed being fond of working at School D due to collaborating with the people on her grade team. Conversely, this same teacher also expressed a dislike for

working with certain team members: "I'm sick of some of the people in my cohort because I'm one of those teachers who are suffering from their inability to do what they're supposed to be doing." According to TG, teacher effort sometimes lacked on her team, but overall, she felt pretty supported.

### Job Satisfaction and Dissatisfaction in School D

School D had an overwhelming response of themes overlapping both job satisfaction and dissatisfaction. Principal support and appreciation were two vital aspects of teachers' perceptions as they expressed feeling supported under certain circumstances and a lack of support in others. Teachers also noted feeling both appreciated and devalued at times.

#### *Principal Support*

Three teachers spoke of having received support from their principal. JA noted, "I feel supported in that she's always asking if there is something that I need." According to JA, the principal replaced her overhead projector after noticing that it was broken without JA complaining about it. Additionally, JA commented that the principal gave out kudos during meetings to thank teachers for doing small things. "She sends out little mints saying that you "mint" so much to me, she announces teacher's birthdays, and in the beginning of the year she gave us all really nice pens," stated JA. TG, the teacher who fully supported the principal, said, "I like the principal and the support that I get from her. I get an immediate response and no criticism about the way I've handled things in my classroom." Furthermore, TG stated that the principal did walk-through classroom

observations, gave feedback, and provided support when things were not going well.

“Our principal is receiving quite a bit of resistance because she's asking teachers to implement the curriculum and produce results, teachers' refusal is evident in our test scores,” said TG. This teacher also shared one incident in which she did not feel supported by the principal. “The principal wanted teachers to introduce a new curriculum after the school year had already begun. It required too much preparation to immediately implement,” said TG. According to TG, this was the sole situation in which she disagreed with the principal due to inconsistent management.

### *Inconsistency*

Inconsistency also was highlighted by two teachers at School D. LX described how teachers could do one thing and then do something completely opposite, yet have it considered wrong both ways. As an example, LX described the events that occurred after he damaged his knee. While waiting for surgery, he walked with a cane and frequently sat down during class. “Following my principal observation, I was written up saying that I didn't move around enough because I was sitting down. Six months later when she was doing another observation, her critique was that I was moving around too much and that was too distracting to the students,” said LX. Yet another teacher, QX, had a similar experience. “A memo goes out from the principal and says from now on it's supposed to be X, it's been X, you should be doing X. Two weeks later we get another memo that says what's wrong with you people. You shouldn't be doing X, it's supposed to be Y.” Teacher QX located and compared both memos to make his point evident. This type of behavior

caused QX to state that the principal is very authoritative and needs things to be done her way even though her way, seems to change daily without notice.

Although QX expressed tremendous dissatisfaction with the principal, he also related an experience of feeling supported in School D. According to QX, the principal occasionally had supported teachers with parents: "If a parent comes in with something that is totally unreasonable she has had a teacher's back. For example, a student went home and told their parents that I had yelled at the class and called them a bunch of lazy jerks." According to teacher QX, the parents were understandably upset and requested a meeting. During this meeting, QX noted that the principal had supported him and said, "That doesn't sound like the kind of things I have heard him say to students. I'm not saying your son is lying, but maybe he misunderstood the situation." Despite this example of feeling supported, QX does not believe that his principal's support is genuine on all occasions.

Consistent with that premise, LX noted that he had never experienced support as an African American male teacher with the current principal. According to LX, "African American women are sometimes more controlling to stroke their ego." For instance, African American females in authority may feel the need to protect their egos from being bruised by maintaining a tighter leash on subordinates. Teacher LX shared that when issues come up with parents, he did not feel that the principal was going to support him, listen to him, or at least be impartial. "She comes to you in attacking mode as an advocate of the parent based on what they have told her, which may or may not be true," said LX.



### *Appreciation*

Appreciation was another topic that contributed to both teacher job satisfaction and dissatisfaction. All four teachers identified some form of appreciation as a contributor to their job satisfaction. Two teachers noted that the principal brought food to faculty meetings and placed it in the teacher's lounge. One teacher, QX, shared information about a weekly bulletin expressing appreciation by the principal: "I've got a great group of teachers working here and they all want the best for students, let's keep going and make it a great week." Another teacher, TG noted that "the principal frequently points out our team at faculty meetings as being collaborators, on top of the curriculum, doing what we're supposed to." This teacher felt the praise from the principal was warranted as evident in their ISAT scores and felt appreciated by her team.

As previously stated, in most schools, the concept of appreciation contributed to both job satisfaction and dissatisfaction. Three of the four teachers at School D believed that the principal's demonstrations of appreciation were insincere and short-lived. This concept mirrored teachers' prior concern regarding their principal's pretense of support on certain occasions. Teacher LX deemed his colleague's responses about the principal to be reflective of the school culture. "It's so bad here that when she does try nice things, people don't believe her. They think she's being fake or putting on a front because she actually treats the staff in a dictatorial way," said LX. Likewise, teacher QX felt that the principal's appreciative acts seemed very "put on," although they might be genuine. "Her appreciation could be misconstrued due to difficulty expressing her thoughts," said QX. He illustrated that the principal reads in the nurturing heart manual that ... "[it says here

that I am supposed to appreciate them so] I appreciate you and your efforts, thank you [pat once, pat twice, third pat, done].” Another teacher, JA, expressed that “the principal would send you an appreciation note and harass you five seconds later. There's no time for appreciation to sink in.” JA stated that teachers have to be ready to change any second due to uncertainty about the principal's demeanor. This stance toward the principal was directly related to her actions of micro managing teachers, which was identified as a major contributor to the negative school climate.

### Job Dissatisfaction in School D

As previously discussed, School D had many themes that overlapped both job satisfaction and dissatisfaction. However, the subtheme of leadership stood alone as a contributor to dissatisfaction only. More specifically, how the principal's leadership negatively influenced the school's organizational culture resulting in job dissatisfaction.

#### *Leadership*

Three teachers expressed dissatisfaction with the way in which the principal managed the building. Teachers at School D stated that the principal expected that every teacher should be teaching every second of the day without acknowledging that circumstances happen. JA shared that, “teachers feel like they're being harassed and hounded, being nitpicked for everything that they do.” Teacher QX noted, “She has the personality characteristics of a bully; one who finds someone seemingly weak and picks on them until they finally stick up for themselves.” In accord with this, LX commented, “Teachers think when you disagree with her on one issue then all of a sudden you're

being examined under a microscope for everything that you do.” Many examples were provided by teachers interviewed about having to explain their every decision. For instance, a teacher showed a movie in class one Friday afternoon and received a note from the principal stating, “Why were you showing that movie, your schedule said you should be doing this....” The teacher’s schedule was highlighted and taped to the note, which also contained a statement requesting an explanation. This same teacher, on Monday of that same week, received an appreciation note saying “Oh I like your incentive board, that’s really nice....” Incidentally, watching the movie on that Friday was actually the classroom incentive per the illustrated incentive board.

JA shared another example: “The principal visited my classroom and saw me helping a student out at the table. She stated your schedule says your kids should be doing independent reading, why are you...” According to JA, some students were doing homework and some students had finished and were coloring, but she had to explain why classroom actions did not perfectly mirror her schedule. Unfortunately, these micro managing behaviors have caused teachers to feel as if they are not trusted or treated as professional educators. One person shared that several meetings had taken place with union representatives and several grievances had been filed regarding the way the principal talked to and treated teachers. During union meetings, the principal indicated an understanding of how these actions caused teachers to feel dissatisfied; thus, the school culture would momentarily improve. Overall, all teachers believed that their collaborative peer relationships played a major role in their job satisfaction at School D. Principal support and appreciation were topics that led to feelings of both job satisfaction and

dissatisfaction for teachers. The school's negative organizational culture was another issue that resulted in teacher dissatisfaction.

#### Principals' Attitudes About Race and Gender in School D

Three of the four teachers described the principal's attitudes about race and gender as positive or not an issue (Table 18), although many examples directly contradicted this stance. Teacher JA, a female teacher of color, noted, "She has never said something to me or not to somebody else because of their race or gender. Also, I think she has done a great job in hiring a lot of minority teachers for this building." JA believed that the principal was doing an excellent job on hiring as there were far more minorities now than when she was first hired. The White female teacher, TG, commented that she did not see any problems with the principal's race or gender attitudes. "I don't see prejudice in her or feel any discrimination whatsoever. I mean every school district wants more male teachers and this district is especially focusing on African American teachers because we do have a large African American population," said TG. Moreover, TG expressed the belief that the principal is not concerned with ethnicities as long as teachers do their jobs. This perception also was expressed by the White male teacher, QX.

According to teacher QX, differential treatment between staff is not based on the principal's race or gender attitudes. However, she noted some inherent racial issues associated with the number of students of color reflected in the district reports. QX acknowledged an effort to improve the school's reputation by making the numbers more equitable related to the achievement gap on test scores and discipline referrals.

Table 18

*School D: Race and Gender Attitudes and Acknowledgment*

African American Female Principal		
Teacher	Principals' attitudes about race and gender	Principals' acknowledgment of race and gender
TG White/ F	- I don't see any prejudice in her at all - I don't feel any discrimination whatsoever	- No, I don't think so, all receive the same treatment - We have more males, but they are not singled out
JA POC/ F	- It's positive - She has hired more minorities - She has never said something to me or not to somebody else because of their race or gender	- Not among teachers, but with students - She does show the breakdown of disparities like the reading gap between the African American and the White students
QX White/ F	- I don't think her attitudes about race and gender changes her treatment towards us	- Racially, it's been acknowledged that we have a pretty diverse staff
LX POC/ M	- My principal thinks I'm too hard on my African American student - She has moved African American males out of my classroom	- Sometimes I think our African American bosses come down harder on African American subordinates

Unfortunately, he believes that the onset of district reports had simply been a numbers game rather than a real solution. QX provided the example of an initiative to improve attendance and tardiness across all grades. "Two students in my classroom were picked for special interventions, a Black male and Black female," said QX. Students received a motivational treat if they made it to school on time for X number of days. Any number of students could be selected per room, but only two from QX's room were selected. According to QX, "I recognized that those two kids are here pretty often and I had kids that were considerably worse off than them; the number one student building-wide was a White girl and number five student in the building was a White male in my class." Nevertheless, as stated by QX, the two students initially selected, a Black male and Black female, were numbers 20 and 30 on the school list. The only difference was race. QX

believes had he not intervened, the two students needing the most assistance would have been overlooked.

Yet another example provided by QX demonstrated the racial effects in School D. According to QX, the principal socially promoted an African American male from his classroom to avoid affecting district report numbers. This student displayed a major lack of effort regarding academic requirements and had serious disciplinary problems. However, this student was promoted despite being placed on the retention list by the teacher. "This was clearly racially motivated; we did not academically support this kid the way he needed help because we can't have too many young Black males failing. That would look bad on those numbers" stated QX in regard to the district reports being a numbers game rather than real solution.

Although the teachers described the principal's attitudes about race and gender as neutral, LX believes that biases, in fact, exist. LX, a male person of color, discussed how female teachers could be much more aggressive in their student interactions than male teachers. Lack of confidence in LX's stance is illustrated by his experience with the principal moving several African American males out of his classroom. In particular, LX stated:

One African American boy tried to play the system because he didn't want to work, although he could do it. I tried to push him to do better, and she thought I was being too hard on him, but my standards apply to everybody regardless of race.

LX provided yet another example of his principal's race and gender attitudes when she fired an African American male and kept White teachers who had not performed as well

as the fired teacher. LX believed this action was racially motivated, although this opinion was disregarded by staff.

Likewise, as previously stated, both teachers of color said that they did not feel supported by their principal of color, which would be considered a direct reflection of race and gender attitudes. JA, a female of color, commented, "I don't feel supported by her because I feel like she doesn't want me to be me. If she had her way, I would be different." JA's considered herself to be a very strict but fair teacher, as her rules and consequences are consistent for all students. However, according JA, the principal constantly suggests that she observe another teacher with a "softer" tone that is not as stern as JA's. The other teacher of color, LX, noted, "I don't feel supported at all in this racial environment as an African American male teacher. There has never been a time that I felt supported with her as the principal. That's a shame." According to the teachers, some responses to the principal's attitudes were reflective of the negative school culture that resulted from the insincere and short-lived acts of appreciation on the part of the principal. "It's so bad here that when she does try nice things, people don't believe her. They think she's being fake or putting on a front because she actually treats the staff in a dictatorial way," said LX. Similarly, LX highlighted his concept of hidden racism: "Sometimes I think our African American bosses come down harder on African American subordinates because they don't want the other people to perceive them as being racist." According to LX, you can discipline an African American student because you're African American and nobody's going to acknowledge racism because you are of that same race, although racism may in fact exist.

Two of the four teachers felt that the principal had not acknowledged race and gender differences among teachers (Table 18). Although JA stated that the principal is doing an excellent job on hiring more minority teachers, she commented that the principal has not addressed a race or gender difference among staff. The principal does superficially acknowledge student differences by subgroups, which will be discussed further in chapter five. According to JA, “She does show the breakdown of disparities like the reading gap between the African American and the White students.”

Correspondingly, QX stated that “the principal has recognized that we've got a very diverse student body and we have celebrated and acknowledged that difference. It also has been acknowledged that we have a pretty diverse staff with a high percentage of male teachers and then we moved on.” Teacher TG concurred stating, “...every school district wants more male teachers and this district is especially focusing on African American teachers because we do have a large African American population.” Overall, the principal also was described as displaying a minimal acknowledgment of differences among teachers in race and gender. Additionally, the majority of teachers provided numerous examples of negative racial attitudes, although they contradicted themselves with positive statements.

In an effort to address the question about ways in which the principal makes the school climate welcoming and inclusive for teachers from different ethnic backgrounds and gender, the two teachers of color indicated that the principal is the source of dissatisfaction within the building. The White male teacher, QX, concurred noting that



the principal had gone out of her way to make things uncomfortable for all people who appear weak. Conversely, the White female teacher, TG, believed the principal tried to maintain a peaceful climate (Table 19). It was unclear whether TG acknowledged this “peace” effort as the principal's major concern and goal for School D. According to JA, a female teacher of color, many teachers left School D after only one year due to their relationship with the principal. “I think the principal has played the biggest role as far as how people feel about this school and how they feel about coming to work,” said JA. In spite of this practice, JA did not think the school had a bad turnover rate. Furthermore, in regard to inclusiveness, JA shared, “I can't necessarily say that I have seen her do anything to make the climate more welcoming beyond hiring more minority teachers.” Consistent with JA, the other teacher of color, LX, stated, “The climate in the building is very negative, and I would say 95% of the teachers are not very happy with what's going on here. They feel that the principal likes to be a dictator and doesn't really listen or support them.” Despite these feelings, LX also noted that the turnover was not bad at School D due to the family bond among teachers. According to LX, “We're willing to stay and wait her out. There's not a lot of turnover, but there's a lot of absenteeism.” TG also described the school's turnover rate as not very high, although for different reasons than presented by her colleagues. Three of the four teachers expressed the opinion that the principal behaves as though she does not understand the big picture. “She picks at details and loses sight of how to run the school,” said LX. More specifically, nothing was

Table 19

*School D: Welcoming School Climate*

African American Female Principal	
Teacher	Welcoming school climate
TG White/ F	- She's best at keeping the climate at peace - We get positive feedback when we do good things and not so positive feedback when you're not doing the right job
JA POC/ F	- I think a lot of dissatisfaction has to do with our principal - We've had a lot of teachers leave because of how she treats staff
QX White/ M	- She has gone out of her way to make things uncomfortable for people.
LX POC. M	- The climate in the building is very negative which has to deal with our principal because teachers don't feel supported. They feel she is really into control and doesn't really listen

identified as making the school climate welcoming. LX related the custom of previous principals of having gatherings at their homes or arranging social outings, but the current principal did not continue this practice.

Interestingly, three teachers believed that the principal had gone out of her way to make things uncomfortable for people as opposed to making the climate more welcoming. The male teacher of color noted that the principal's actions toward White people and people of color were directly opposite. LX stated, "I know some teachers of color have a problem with her because of how she treats staff. For example, LX shared that teachers have had a problem because they were trying to regain control of their classrooms: "They were seen as being racist more so than having weak management skills." QX noted enduring a personal experience as well as observing the experiences of other African American male and female teachers. For example, "There's a teacher in the building with very severe scent-related allergies, it's medically documented, and she's spent time recently in the hospital for this." The principal's usage of lotions and perfumes

was recognized as a strong allergy trigger, yet according to QX, her response had been largely, "You're asking me to change my lifestyle because of her needs." QX did not categorize this incident as cultural due to both individuals being women of color. He simply felt that the principal should demonstrate accommodating behaviors such as putting on her lotions or perfumes after visiting that class or on days when those visits are not scheduled. LX also described this example involving the African American female teacher with severe allergies.

The other teacher of color at School D concurred about not witnessing any particular acknowledgment. However, she divulged that some teachers think African American staff have it easier due to their race: "I've been told by several different teachers in this school that I or any Black teacher could come in and just say or do whatever with the kids." For example, JA shared that if she said something to a Black student, he or she would not come back and say, "Oh she's picking on me." The student would sit down and take it because she was Black. JA does not believe that there has been any special treatment by the principal because the principal is Black. LX, the male teacher of color, somewhat agreed with this teacher's stance saying, "I know I can do and say some of the things that other teachers couldn't say to their students simply because I'm Black." However, contrary to this standpoint, LX has also experienced a gender bias and has been labeled a racist, too harsh with students of color, and not culturally sensitive enough.

A contrasting example was provided by QX, a White male, regarding an African American male teacher accused of being "anti-black boy." "I'm not sure exactly where

that comes from perhaps other than his expectations for everyone and not accepting cultural issues as an excuse,” said QX. According to QX, this teacher believes that a student's home environment does not change the fact that homework must be completed.

He's been accused of being culturally insensitive for that because these kids are acting out due to a cultural thing. Whereas from my standpoint, I might be more willing to look at cultural differences for fear of being called a racist.

Teacher QX shared having to worry about being called a racist, while the teacher next door can say “Hey, quit acting like an idiot. That's not acceptable regardless of your culture.” The one dissenting opinion regarding the principal making the climate more welcoming was given by the White female teacher. According to TG, the principal does her best to keep the atmosphere among students and teachers peaceful. “We get positive feedback when we do good things and not so positive feedback when you're not doing the right job,” shared TG. Additionally, TG noted that the principal encourages all teachers to take advantage professional development opportunities, which would benefit the entire school climate: “She's always saying that in-services are available for us to attend to better ourselves; there are opportunities to get better at doing this curriculum, but you have to choose to go to it.”

The equitable treatment of also was described as inconsistent by School D teachers. In many cases, teachers provided both positive and negative experiences or examples (Table 20). One teacher, however, portrayed a firm stance with a positive perception of principal treatment. TG noted that the principal treated and respected all teachers equally. “People who are doing their job, both ethnicities, all receive the same treatment. I don't see race or gender as an issue,” said TG. Correspondingly, LX declared,

Table 20

*School D: Teacher Justice*

African American Female Teacher		
Teacher	Teacher treatment	Promote fairness/ justice
TG White/ F	- She treats us as equals - I don't see any prejudice or discrimination	- We receive several in-services on ways to get along with each other better and work as a group
JA POC/ F	- She equally gives out kudos and thank you for things she has seen you do - She has had negative experiences with some staff	- She has never said something to me or not to somebody else because of their race or gender - I feel like in appreciation she's very consistent and fair
QX White/ M	- Differential treatment is given when a teacher is having problems - It goes across racial and gender boundaries	- It seems a little haphazard, the same rules don't always apply - There's a lot inconsistency
LX POC/ M	- I think she treat most teachers here equally bad, so if you want to say that's fairly, in a negative sense, yes	- Some of the times she does things that seem like she is trying - She changes back so quickly to the same old person and she just completely lost the staff trust

“I think she treats most teachers here equally bad, so in a negative sense, yes, she is being fair.” QX concurred, stating that the principal was fair in going out of her way to make things uncomfortable for teachers who may appear emotionally weak. More specifically, she gave harsh differential treatment to teachers having problems in their personal lives, whether the problem involved obtaining a divorce or experiencing a medical condition.

For example, QX stated:

Most teachers on the same grade team collaborate and share lesson plans. When I was dealing with my personal medical situation, there was differential treatment or complaints about my teaching, when another teacher using the exact same lesson plan or classroom method was spared.

QX also stated, “this year another teacher on my team is dealing with a personal relationship issue and the principal has come down on him, although we are both using the same lesson plan and techniques.” According to QX, this inconsistency had occurred

across racial and gender boundaries: “She does not treat people differently based on race or gender. The only differential treatment is associated with strong personalities versus those with weaker personalities.”

Although JA shared her lack of satisfaction with School D leadership, she stated that the principal had not displayed any biases toward a particular race or gender. More specifically, JA stated that the principal equally displays appreciation and gives out kudos or a “thank you” for things she has seen teachers do. Teacher TG's perception of the principal was consistent in that she scheduled in-services on ways to improve staff interactions and gave out weekly pamphlets with teaching and classroom tips. LX admitted that he believes the principal has tried to improve the organizational culture, but examples were simply few and far between. “Some of the times she does things that seem like she is trying, but changes back so quickly to the same old person and that staff has just completely lost the staff trust,” stated LX. This comment was previously reflected during the insincere appreciation discussion under job dissatisfaction.

Teacher QX stated that the organizational justice in School D seems a little haphazard; the same rules do not always apply. For example, “The teacher next door to me had a student being pulled out for enrichment, in which she was missing science, the fun hands-on activities. When the teacher did not backtrack to recreate the lesson, he got into trouble for that.” As a result, QX shared that the student was removed from that teacher's classroom and placed in his room. Less than a week later, QX stated that he got into trouble for being behind in science because he had a delayed lesson until his enrichment students returned. According to QX, “You either move on without them or

wait for them. You cannot have it both ways; there's a lot of those examples of inconsistency.”

#### Race and Gender Influence on Job Satisfaction in School D

One teacher noted a direct influence on job satisfaction related to race and gender, whereas two teachers were indifferent. The final teacher indicated the principal's attitudes did not influence her job satisfaction, although she later provided contradictory information (Table 21). LX, a male of color, noted that the principal's attitudes about race and gender vastly affected his job satisfaction, but did not hinder his passion for teaching. Regrettably, LX stated that teachers are concerned about “the next thing that she's going to come down on you for instead of just thinking about the students.” This uncertainty in turn leads directly to dissatisfaction. QX, a White male, declared his belief that “the principal is largely unbiased and her attitudes about race or gender that does not influence my job satisfaction.” However, QX discussed how his job satisfaction was immensely influenced last year by his feeling of being a victim and picked on by the principal. “This year, since I stood up for myself, I am more satisfied; I've learned to let a lot of stuff roll off my back,” said QX. TG, a White female, shared that her job satisfaction was only marginally affected by the principal's attitudes: “I like teaching here and I'm happier here because I feel like there's hope that teachers will improve with this principal.” TG noted that her principal had never demonstrated a preference for a certain race or gender. According to TG, “Every principal would like to hire more males, it's not negative to think that. Also, the district was putting a big emphasis on hiring more ethnicities, not just

Table 21

*School D: How Principals' Attitudes Affect Job Satisfaction*

African American Female Principal		
Teacher	How principals attitudes affect job satisfaction	Quotes or examples
TG White/ F	- A little, I like being a teacher and it does influences me	- I do think that I'm happy here because I feel like there's hope that teachers will improve with this principal
JA POC/F	- Her attitudes regarding race and gender does not influence my job satisfaction	- It doesn't affect my job satisfaction, but it has changed the mood of our building drastically
QX White/ M	- Last year it was influenced quite a bit, but I've learned to let things roll off my back - This year it does not influence me, I'm more satisfied	- My principal is largely unbiased and her attitudes about race or gender - It just seem to be strong personalities versus weak personalities
LX POC/M	- A lot, but it's not going to stop me from doing what I'm doing because I really enjoy what I'm doing	- We have to think about the next thing that she's going to come down on us with instead of just thinking about the students

African American and I think that's a good thing too." Unfortunately, TG proclaimed frustration with teachers in her school for resisting the principal, who she believed was dedicated and wanted the best for students.

Lastly, JA, a female of color, stated that the principal's attitudes regarding race and gender did not influence her job satisfaction: "It doesn't affect my satisfaction, but it has changed the mood of our building drastically and not in a positive way."

Although JA is not satisfied with the school or happy with the principal's leadership, she does not attribute those problems to race or gender attitudes. According to JA, the principal stays in touch with the teachers' main concerns via meetings and grievances. "I think sometimes she tries to make an effort towards changes, but they don't last and aren't consistent. If things aren't going the way that she wants it, then her real self comes out," said JA. For example, JA mentioned a discussion during a faculty meeting about the



principal's suggested changes. When the conversation did not go in the direction that the principal wanted it to, she became defensive. Overall, three of the four teachers indicated some level of job dissatisfaction influenced by their principal's attitudes regarding race or gender.

### *Race and Gender Association*

In an attempt to understand the findings about race and gender in School D, I looked at both similarities and differences in the responses of the teachers interviewed. Both teachers of color indicated that the principal is the source of dissatisfaction within the building. However, both teachers noted that School D does not have a high turnover rate, although there is excessive teacher absenteeism. Additionally, both teachers of color shared their ability to connect with students of color on a deeper level. For example, they are able to speak, treat, and interact with students of color differently than White teachers simply due to their own race. A race similarity/gender difference was acknowledged as the White male noted that the principal had gone out of her way to make things uncomfortable for all people who may appear weak. Conversely, the White female expressed the belief that the principal tries to keep the atmosphere peaceful and feels supported by the principal in all classroom decisions.

A gender similarity was acknowledged as both female teachers described themselves as being strict in the classroom and both male teachers noted great collaborative relationships with colleagues. Another overlap existed between race similarity and gender difference as the female of color and male of color indicated an

opposite stance on being perceived as a racist or getting away with strict treatment toward students.

### School D Summary

School D is under the principal leadership of an African American female. This school has a very diverse student and staff population with a high percentage of male teachers. Despite this diversity, the majority of teachers believe that this school has a negative climate and view the principal as the main source of dissatisfaction. One teacher stated that she believes the principal tries to keep the atmosphere peaceful in the midst of teacher resistance to curriculum demands. Conversely, other teachers highlighted that dissatisfaction arises from the school's organizational culture. More specifically, the principal's micro managing of teachers results in feelings of distrust. For example, the principal makes surprise visits to classrooms and checks lesson plans to see if teachers are actually mirroring their lesson plans. Teachers receive nasty notes or warnings with a request for an explanation if any diversion is found.

The principal was described by teachers as dictatorial, a “bully,” fake, insensitive, and inconsistent. One teacher noted inconsistency and rules not equally applying for all teachers on all occasions, especially teachers with softer personalities or those dealing with personal issues. Although teachers did note that the principal sometimes attempts to show acts of appreciation and support, they are almost always followed by negative or insincere encounters. Some teachers believe that the principal goes out of her way to make things uncomfortable for people as opposed to making the climate more

have positive staff interactions are perceived as an impersonation. Because of this dissatisfaction, all teachers noted frequent teacher absenteeism. The low turnover was attributed to the teacher's tight family bond and ability to establish positive relationships among themselves.

All teachers at School D stated that their principal's attitudes about race and gender are positive or not an issue, although many examples proved otherwise. Acknowledging that the principal exerts an effort to hire more minority and male teachers, elements of hidden racism, and racially motivated biases also were recognized. One teacher noted examples of the principal manipulating district report numbers to positively portray the school, making sure that students of color are not overrepresented in special education or on the expulsion and retention lists. Moreover, it was stated that the principal socially promotes African American students or moves them from certain classrooms with strict disciplinary structure to avoid affecting district numbers. Additionally, some teachers believe that preferential treatment is given to certain ethnicities. While the male teacher of color expressed receiving harsh treatment or being reprimanded by the principal regarding his student interactions, he stated that female teachers are supported when they communicate more aggressively. Unfortunately, this teacher noted that he never feels supported in this school, which is a powerful statement considering the principal is also an African American.

Interestingly, White teachers believe that the African American teachers have it easier due to their race and the principal's race. More specifically, one White teacher expressed the belief that an African American teacher can discipline an African American

student without racism being questioned. Overall, a minimal acknowledgment by the principal differences among teachers' race and gender was recognized by all staff. Three of the four teachers indicated some level of job dissatisfaction based on their principal's attitudes regarding race or gender.

### Cross Site Analysis

In this cross site analysis section, I discuss the common themes that evolved across all four schools. While highlighting similarities and differences, I recognized cross-case relationships and patterns among my four framework themes: job satisfaction, job dissatisfaction, race, and gender. These themes identified teacher perceptions of the role their principals played in overall job satisfaction. I also explored relationships that existed between my two research questions: teachers' perceptions and their job satisfaction. For example, what did teachers perceive about their principals and did this perception influence their job satisfaction? I discovered the importance of the direct and indirect roles that race and gender play for both job satisfaction and dissatisfaction.

#### *Job Satisfaction*

Job satisfaction is the extent to which a staff member or a staff collectively has favorable or positive feelings about work or the work environment (DeNobile, 2003). As discussed in my literature review, common job satisfaction themes identified are working conditions, interaction with colleagues and students, professional autonomy, and opportunities for advancement. Partially consistent with the literature, top themes influencing teacher job satisfaction in my study consisted of collaborative working

influencing teacher job satisfaction in my study consisted of collaborative working conditions and positive and respectful interactions with colleagues and students. More specifically, teachers from each school identified the subthemes of principal support, appreciation, and collaborative relationships as high contributors to their job satisfaction (Table 22). The three subthemes correspond to what was found in the literature.

Table 22

*Cross Analysis Job Satisfaction Sub-themes*

Job Satisfaction Sub-themes	
School A	Student success, Teacher relationships, and Principal support
School B	Teacher and student relationships, Appreciation, and Principal support
School C	Student success, Principal support, Teacher relationships, and Appreciation
School D	Appreciation, Principal support, and Teacher relationships

*Principal Support*

In terms of principal support, Billingsley and Cross (1992) reported that job satisfaction is influenced by leadership support. Furthermore, employees are more satisfied when their managers are good leaders (Bavendam, 2002). Interestingly, in my study, principal support was one of the subthemes that contributed to both job satisfaction and dissatisfaction. While all teachers expressed that their principals are supportive in some fashion, those same principals also are described as unsupportive under certain circumstances. I found that the extent of teacher motivation differed when they discussed principal support. Some teachers noted not needing to feel supported by the principal to do their jobs, whereas others felt that a lack thereof would cause dissatisfaction. An example was provided by three of the four teachers at one school who expressed their love for the profession, which led to increased satisfaction regardless of principal support.

Nevertheless, their personal passion for the profession still intrinsically motivated them to be productive at work.

### *Motivation/Appreciation*

Motivation was one of the two perspectives discussed in my literature under job satisfaction. My study revealed that teachers are motivated and influenced by their school's organizational culture. Consistent with Herzberg (1966), the teachers reported feeling motivated when their principals recognized or displayed appreciation for their efforts. As such, appreciating and recognition of teachers directly leads to higher motivation and job satisfaction. According to Herzberg (1964), recognition is one of five factors that stand out as strong determiners of job satisfaction. Likewise, Schmidt (1976) also concluded that people are highly motivated by recognition. Coincidentally, I found that appreciation was identifiable as a primary theme in three of the four schools. In most instances, teachers enjoy their jobs and being appreciated for their deeds. More specifically, two of my four schools have principals who follow the nurturing heart approach. This method consists of principals taking a proactive approach in expressing care for teachers by using public comments or notes stating "I am really happy to have you on our team or I really like how your class operates." This act of recognition was demonstrated in the form of acknowledgment during a faculty meeting, an incentive reward for selected teachers, or a note in a teacher's mailbox. Some principals went as far as providing food or giving the entire staff a small token to display appreciation. One teacher shared her feeling of appreciation when nominated as teacher of the week. Another teacher was pleasantly surprised during a faculty meeting when her principal

recognized a program initiated in her classroom. These feelings actually correspond to examples of ways to enhance staff motivation reported by Nelson (1997) and presented in the literature review. For instance, monetary incentives, professional development, recognition awards, appreciation giveaways, and school social outings were suggested. It is my belief that when principals pay attention to and recognize their teachers in positive ways, satisfaction increases. During this study, I also noted that teachers receive appreciation from the students as well. One teacher highlighted gaining appreciation from students' opportunity to learn and understand new material. These thoughts were associated with positive student relationships that influenced job satisfaction.

### *Relationships*

Interaction with colleagues and students was a consistent theme across both those findings and the job satisfaction literature. Teachers from all four schools identified relationships as vital to their job satisfaction. These relationships included both peer collaborations and student interactions. Teachers shared that collaborating with others provides opportunities to brainstorm ideas, solve problems, and support one another. Teachers at one school in particular noted a strong unity among staff and described their interactions as a tight family bond. Additionally, teachers described how interacting with students led to the feeling of self-efficacy and about making a difference in society. My study findings contribute to the literature by demonstrating that one of the greatest influences on the teachers' job satisfaction came from working with the students. As such, establishing relationships with both students and colleagues is paramount to teachers' satisfaction. Likewise, Brunetti (2001) found that interactions with students or colleagues

were identified as an intrinsic reward. Additionally, Syptak et al. (1999) declared that part of the satisfaction of being employed is the social contact it brings. I found this notion to be true for most teachers as job camaraderie leads to higher job satisfaction.

Contrary to my study, the literature indicates that interpersonal relations are highly dissatisfying factors (Herzberg, 1966; Schmidt, 1976). In Sergiovanni's (1967) study, interpersonal relations with peers and students were identified as one of four factors contributing to teacher dissatisfaction. Surprisingly, in my study, only one out of 16 teachers noted dissatisfaction due to not liking her colleagues. However, this teacher did include her relationships with students and the teaching profession itself as contributors to job satisfaction.

### *Job Dissatisfaction*

Job dissatisfaction is described as unfavorable or negative feelings toward work (Dinham & Scott, 1996; Muchinsky, 1993). Primary concerns influencing teacher job dissatisfaction fall under both the working conditions and interaction with colleagues and students themes. More specifically, lack of principal support was the main subtheme leading to job dissatisfaction in all four schools. In most cases, the lack of principal support was found in multiple areas, such as academic or disciplinary inconsistency, lack of guidance when dealing with expectations, and lack of provision of necessary supplies. Additionally, a negative organizational culture and high teacher turnover were recognized in at least two of the four schools (Table 23).



Table 23

*Cross Analysis Job Dissatisfaction Sub-themes*

Job Dissatisfaction Sub-themes	
School A	Negative organizational culture, Poor building management/ lack of support, Inconsistent disciplinary interventions, and High turnover
School B	Students' lack of academic enthusiasm, Lack of parental support, Lack of principal support (e.g., resources, communication, and inconsistency) and High turnover
School C	Overbearing parental control, Lack of principal support (e.g., appreciation, expectations, and resources)
School D	Insincere appreciation, Inconsistent leadership, Negative organizational culture, and Lack of principal support

As previously acknowledged, teachers may like and dislike various aspects of their jobs which could lead to job dissatisfaction and possibility result in teacher turnover. Consequently, job dissatisfaction has been reported as a teacher's primary reason for school transfer or leaving the teaching profession (Birkeland & Johnson, 2003). Although research states that nearly 50% of teachers leave the profession after five years, I found this to contradict teacher's actions at one particular interview site. Three of four teachers at one school expressed dissatisfaction with certain principal behaviors; however, they were determined to remain in their position. It was surprising that these teachers shared their hope of the principal being replaced as opposed to seeking other employment. I found this action to be in a direct contrast to the results reported in the literature in regards to feelings of job dissatisfaction leading to teacher turnover.

*Lack of Principal Support*

During my interviews, I learned that the lack of principal support was a primary subtheme leading to teacher job dissatisfaction. Reasons for discontentment varied from leadership and organizational culture to academic inconsistency and deficient resources.

In terms of leadership and organizational culture, one teacher declared that her principal lacks decision-making integrity by basing decisions on individuals who yell the loudest. Because of this, indecisive leadership the school's organizational culture was negatively infected with issues of distress and disrespect. Another example entailed the principal displaying excessive micro management, which in turn created a very hostile and stressful work environment. Directly relating to the literature, Bavendam (2002) declared that when negative stress is continuously high, job satisfaction is low. Likewise, Johnson (1967) and Schmidt (1976) also stated that working conditions, policy, and administration are associated with job dissatisfaction. More specifically, supervision or poor leadership in both aforementioned schools resulted in lowered satisfaction. These findings are consistent with the literature, as principal behaviors do in fact contribute to teacher dissatisfaction (Bogler, 2001).

### *Inconsistency*

Inconsistency and deficient resources were additional teacher concerns resulting from a lack of principal support. Herzberg (1964) noted that sometimes people do not clearly articulate their desires or express the opposite of what they believe. I found this to coincide with teachers feelings regarding their principals' inconsistency. Teachers from three of the four schools identified circumstances in which their principal displayed inconsistency or indecisiveness that increased their dissatisfaction. For instance, teachers described receiving a directive from their principal one week and receiving instructions to do the exact opposite one week later. Another example involved the principal's lack of

follow-through in regard to student disciplinary concerns. Both situations have resulted in negative responses from teachers.

### *Resources*

In terms of resource support, teachers associated lack of resources with a lack of principal support. In each case, the teachers stated that it is their principal's responsibility to ensure that they receive proper supplies to teach. More specifically, some teachers received empty supply tubs at the onset of this school year. Other teachers were directed to supplement instruction to enhance test scores but were not provided with necessary materials. While acknowledging that the literature may view this lack of principal support as a teacher's challenge to heighten their professional autonomy, teachers expressed the belief that they could have been more productive with assistance. Nevertheless, Kim and Loadman (1994) noted professional autonomy via challenges as a contributor to teacher job satisfaction, in contrast to my findings. Overall, my findings contribute to the literature by noting the importance of principals' supportive interaction and intervention with teachers whose race and gender differ from their own. Accordingly, patterns among my job satisfaction and dissatisfaction framework themes point to teacher perceptions of the role their principals played in their job satisfaction. I now shift my focus to connect my identified themes to the theoretical framework by which this study was guided.

### *Race*

As previously stated in Chapter Two, race is one of the foci of this research study. At the onset of this chapter I discussed how both the schools and teachers were selected, in part, according to a race criterion. Hence, two schools were selected with African

American principals and two with White principals. Additionally, two teachers of color and two White teachers per school were selected for interviews. No patterns existed among responses of teachers of color across all four schools. However, in general teachers from the two schools with African American principals did express the most concerns with the leadership. More specifically, teachers at schools A and D discussed problems interacting with their principals, feeling disrespected either directly or indirectly, and witnessing ill effects of decisions made by their principals.

A pattern was found in the responses of the two teachers expressing a level of dissatisfaction from both schools, each of whom described the principal's failure to treat teachers equally. Additionally, the two White principals in my study were described as "colorblind," one in her attempt to avoid crossing race barriers or appearing as a racist and the other in purposefully avoiding acknowledgment of racial differences. Favoritism on the part of the principal was described at School A; however, one teacher also noted benefiting from it. In School B, situations involving the principal's behavior were described as leading to feelings of unhappiness or dissatisfaction, although no job satisfaction influence was acknowledged. These findings may be explained by teachers' attempts to smooth things over after voicing a number of criticisms about the principal. Ultimately, the race similarities of teachers in these examples were a contributing factor in how teachers responded to their principals.

### *Gender*

Consistent with race as a primary study focus, gender also was an essential component in the research. As previously noted, principals and teachers were selected, in

part, according to their gender. Unfortunately, due to a shortage of male teachers, I had 10 females and only 6 male participants. Three out of the six males interviewed indicated having some level of job satisfaction. It was discovered during an interview that one male inadvertently marked the wrong satisfaction level on his survey and actually felt satisfied with his job. As a result of this change, two males from the same school shared a major level of job dissatisfaction due to principal interactions and working conditions. Additionally, two males from another school both noted a level of job satisfaction, although their perceptions of their principal differed slightly. One male principal was identified as displaying a sexist stereotype by implying that female teachers are incapable of classroom or disciplinary management. This principal also was described as demonstrating favoritism through the “old boys' network” among teachers by showing preferential treatment toward those with whom he had established a positive relationship. It is these acts of sexism that prevent our forward movement in regard to accepting and displaying appropriate gender roles.

#### Cross Site Analysis Summary

I recognized cross-case relationships and patterns of teachers' perceptions of their principal's influences by schools. In particular, School A and School D principals' attitudes, actions, and biases associated with race and gender which influenced teachers' job satisfaction in and outside of the classroom. At School A, a teacher of color stated that her principal demonstrated favoritism toward White teachers. Likewise, a male teacher of color at School D expressed receiving harsh and unsupportive treatment by his principal,

although recognizing favorable treatment toward female colleagues. Interestingly, Schools A and D are both under the leadership of African American principals (one male and one female) and received the negative feedback from teachers of color representing the opposite sex. All teachers at the two schools with White principals, Schools B and C, stated that their principals' race and gender attitudes were neutral, although both were described as displaying a “colorblind” mentality. Overall, teachers' understanding of how their job satisfaction is influenced by their principals' attitudes on race and gender varied at each school (Table 24).

Table 24

*Cross Analysis Research Questions*

	RQ1	RQ2
School A	Teachers recognized differential treatment given by the principals based on race and gender which negatively influenced the school's organizational culture.	All teachers perceived their principals' attitudes affected their job satisfaction in both positive and negative aspects.
School B	Although teachers believed that the principal's race and gender attitudes were not an issue, examples of favoritism and colorblindness were shared.	All teachers shared their beliefs of how the principal's attitudes affected their job satisfaction although only two firmly declared a strong influence level.
School C	Although the principal's race and gender attitudes were noted as neutral, many examples and stories proved to demonstrate the opposite. As such, the principal was demonstrated colorblind racism in which she displayed the “I do not see color, but people” mentality.	All teachers indicated some level of job satisfaction influence based on their principal's attitudes, although only two teachers specifically acknowledged race or gender.
School D	This school had a negative disposition with the principal as the source of dissatisfaction. Elements of hidden racism and both racial and gender motivated biases were recognized.	Three of the four teachers indicated some level of job satisfaction influence based on their principal's attitudes regarding race or gender.

Similarities existed between Schools B and C. All teachers at both schools indicated some level of job satisfaction based on their principals' race and gender attitudes, although only two interviewees per school were able to identify specifics. School A teachers perceived their principals' attitudes affected their job satisfaction in both positive and negative ways while only three teachers from School D indicated some level of job satisfaction influence based on their principal's attitudes on race or gender (Table 24). Ultimately, principal bias impedes teacher satisfaction, school participation, and overall progress.

### Summary

Primary topics influencing teacher job satisfaction at each school consisted of receiving adequate principal support, positive interactions and collaborative relationships, and being provided a sense of appreciation. The major subthemes influencing job dissatisfaction included the lack of principal support in certain circumstance such as consistent leadership, guidance when dealing with expectations, and incomplete supplies or deficit resources. An overlap of support and appreciation also was recognized in each school.

In the next chapter, I acknowledge relationships that exist between my two research questions and cross-case patterns that point to teacher perceptions of the role their principals played in their job satisfaction. Additionally, I connect identified themes to my theoretical framework and compare them to the extant literature. I conclude with recommendations, future research, and study reflections.

## CHAPTER 5

### DISCUSSION

In Chapter One, I discussed the significance of this study, my personal background, guiding research questions, and the theoretical framework. This research is important because of the link that scholars have found between the level of job satisfaction and rate of teacher turnover (Birkeland & Johnson, 2003; DeNobile & McCormick, 2005; Fimian & Blanton, 1986; Gersten et al., 2001; Muchinsky, 2000; Shreeve et al., 1987; Singh & Billingsley, 1996; Spector, 2000). With a teacher shortage continuously increasing (ECS, 2005; Ingersoll & Smith, 2004; NCES, 2005; NEA, 2002), principals must understand how their behaviors and attitudes influence teacher job satisfaction and implement strategies to retain teachers in the profession. As an African American and former administrator, I was personally interested in addressing how the literature lacked a sufficient examination of race and gender effects on job satisfaction. Because I have endured racial and gender motivated experiences and witnessed the effects of dismissive or exclusive leader attitudes on job dissatisfaction, conducting this study was extremely important to me.

Chapter Two provided a literature review related to theories of job satisfaction as well as a more critical leadership perspective. I recognized that many theories of leadership fail to take into account race and gender dynamics and a possible relationship to job satisfaction. In Chapter Three, this study was described as a qualitative research design that used interviews to provide a better understanding of teachers' job satisfaction.



Findings were discussed in Chapter Four where I addressed my research questions through a within-site and a cross-site analysis.

In this chapter, I begin by revisiting my research questions. I then articulate participants' experiences and reveal the relationship that existed between my two research questions: teachers' perceptions and their job satisfaction. Additionally, I connected my theoretical framework and the extant literature to each question. I conclude this chapter with recommendations, future research, and study reflections.

### Overview of the Study

I postulated that race and gender attitudes play a significant role in teacher job satisfaction, which is the gap in literature I address in this study. My research was intended to identify how teachers' job satisfaction is influenced by their perceptions of their principals' behaviors and attitudes on race and gender. Through a series of interviews, this study aimed to understand what comprises satisfaction and dissatisfaction for teachers and the principal's role in creating a welcoming work environment with specific focus on race and gender. Because the literature points to a relationship between low job satisfaction and principals' attitudes, I set out to address this essential concern in hopes of discovering a solution related to acceptance and consideration of diverse human relationships. This study was guided by two research questions:

Research Question 1. How do teachers describe their principals' attitudes [as reflected by behaviors] about race and gender?

Research Question 2. How do teachers' perceptions of their principals' attitudes on race and gender influence their job satisfaction?

## Interpretations

In light of my findings, I identify my study assumptions by revisiting each research question while connecting my theoretical framework with the extant literature. More specifically, I discuss how principals' race and gender related behaviors and attitudes influence teachers' job satisfaction and described a potential relationship that may exist between my two research questions: teachers' perceptions and their job satisfaction. Based on teachers' perceptions, my findings conclude three main points as it relates to my two research questions: (a) race perceptions; (b) gender perceptions; (c) principals' leadership styles encompassing organizational matters and communication. I will discuss both race and gender perceptions separately, followed by their connection to principals' leadership styles.

### *Race Perceptions*

The relationship of race to job satisfaction has been a topic of minimal discussion in literature. However, the literature displays a myriad of definitions of what constitutes racism (Crenshaw, 1995; Delgado, 1995; Parker, 1998; Tate, 1997). Because of this, a distinct avenue is required to distinguish things that really matter and truly represent racial discrimination from normal operating procedures in a school that do not relate in any way to race. Some participants in this study seemed to think that any concern faintly associated or acknowledged with race is some type of racism. Therefore, a higher level of understanding is required within leadership about the role that race plays in education. For example, a principal spending an abundance of time with members of a particular

race may be viewed as exercising racism to some individuals of a different race, even though the association may be because of a shared task or interest.

As previously stated, racism continues to exist; however, it now is displayed more discretely in certain environments (Crenshaw, 1995; Delgado, 1995; Dua et al., 2005). Contrary to this premise, Hill-Collins (2004) noted racism as being displayed more explicitly. For example, underrepresented students of color in gifted programs, overrepresentation of those same students in special education, teachers of color shortages, and shortages administrators of color. Moreover, Hill-Collins talked about colorblind ideologies as a new form of racism. Consistent with both Hill-Collins' and Ryan's (2003) findings, two White principals in my study were described as "colorblind," one in her attempt to avoid crossing race barriers or appearing as a racist and the other in purposefully avoiding acknowledgment of racial differences. Likewise, the majority of teachers described their principals' racial attitudes as neutral, not an issue, or nonexistent. While acknowledging that this lack of race recognition is an improvement from principals expressing dismissive or devaluing racial attitudes, neither situation is deemed acceptable. I contend that when principals deliberately disregard racial differences, the action conveys a damaging message of identity discrimination. In my study, when I asked about principals' acknowledgment of racial differences, teachers thought that talking about student achievement by subgroups was equivalent. Interestingly, most principals were reported as acknowledging racial differences only when highlighting students' discrepancies. According to the teachers, principals' lack of true acknowledgment was superficially viewing and understanding race as a labeling concept.

In many cases, racial differences are either overlooked or receive negative reactions from those in authority. My research provides a significant contribution to educational leadership by suggesting that principals should appropriately address teachers' racial identity or view differences as strengths to demonstrate racial acceptance. Unfortunately, my study only revealed one principal who truly demonstrated that skill, although race awareness literature highlights valuing differences (Creighton, 1998) and avoiding "normative standards of whiteness" by ignoring racial groups (Parker, 1998, p.45). As previously stated, research has failed to examine if teachers of color experience more satisfaction working under principals of color. One might predict that teachers of color would have had a higher job satisfaction; however, I did not find this foresight to be the case in my study. The teachers of color were as strong in their dissatisfaction as the White teachers, regardless of their principals' race. This finding reveals that the institutional response of hiring a principal of color with the belief that it will solve all organizational race issues is fallacious. In fact, surprisingly, I found that teachers of color in the two schools with African American principals tended to have the most concerns about possible unfair or discriminatory treatment by their principals. More specifically, teachers reported receiving harsher treatment and observing favoritism toward others based on both race and gender.

During my research, I also learned that teachers' perceptions of each other differed based on their racial backgrounds. In some cases, White teachers expressed the belief that teachers of color have more privileges and were able to display certain behaviors toward students of color without being penalized. For example, teachers of color were perceived

as being able to use a stern tone or disregard cultural excuses from students. Additionally, White teachers expressed their efforts to remain conscious of their actions while interacting with students of color to avoid appearing as racist. This finding is consistent with the literature (Ryan, 2003).

Greenhaus and Parasuraman (1993) noted that teachers of color endure additional challenges. Unfortunately, the question regarding principals' acknowledgment that teachers of color have special challenges was misunderstood by the majority of interviewees. The teachers related this question to personal problems or illnesses. When I think of special challenges related to race, there tends to be the general assumption that a person of color is best equipped to handle certain situations simply because he or she is a member of that ethnicity. As a person of color, I have witnessed principals who were more apt to identify people of color to handle "Black issues" within the school. For example, when a student of color appears out of control and is displaying disciplinary issues or an African American parent is upset and utilizing a harsh tone with profane language, people of color are the first to be called for assistance. This topic also encompasses the request for a teacher of color to chair multicultural events or activities within the school due to their race and "expertise."

When I asked about whether or not there were special challenges faced by teachers of color, there seemed to be a misunderstanding. Most teachers talked about personal problems, rather than thinking about being asked to represent their group in inappropriate ways or to take on extra duties related to multiculturalism, as often reported

in the literature (Gay, 2000; Ladson-Billings, 1994; Ladson-Billings, 1998; Mapp-Embry, 2005; Ogbu, 1992; Riehl, 2000).

In fact, in certain instances, the interpretation of selected interview questions appeared to be an obstacle for acquiring desired information. Because of this study limitation, ensuring that questions were more carefully and clearly worded and conducting a pilot test would have been beneficial. For example, the question of principals acknowledging teachers of color having special challenges was misunderstood by the majority of interviewees. Also, I am inclined to speculate other possible problems with how some questions were asked that may have caused contradictory interview responses. For example, in many cases teachers gave an overall positive response about their principals' attitudes that completely contradicted previously discussed issues. I am unsure if teachers felt the need to provide a positive response in an effort avoid depicting the principals or schools in a negative way after expressing numerous dissatisfying concerns. Additionally, in an effort to distinguish between the degree of leadership versus a race or gender influence on teacher perceptions, a stronger connection to each research question may have been beneficial.

I now shift to address principals' gender attitudes in regard to job satisfaction. In general, teachers reported being quite satisfied when I initially asked about their principals' gender attitudes. However, as the interviews proceeded, many stories and examples actually expressed considerable dissatisfaction.

### *Gender Perceptions*

Principals' behaviors and attitudes about gender also influenced teacher job satisfaction. Gender dynamics about the division of labor have adjusted over the years. However, society continues to guide socially appropriate roles for men and women. My study findings are consistent with Acker's (1990) in revealing that gender roles are deeply embedded in organizational practices. These roles involve a male shortage, lack of appropriate boundaries, and differential treatment. Due to the shortage of male teachers, only six out of the 16 teachers interviewed were males. Interestingly, only two of those males, from the same school, identified a high level of job dissatisfaction. Although these teachers did not highlight dissatisfaction solely based on their gender, this finding did not come as a complete surprise; literature on gender roles displayed positive differences in both salaries (Acker, 1990) and treatment (Butler, 2004) for males. I found it fascinating to learn that two men from the same school believed the current contract negotiations were more stressful for their female colleagues than for males. I admit my initial thought consisted of questioning if an "old boy's network" played a role in which male teachers felt secure in their potential salaries. These two examples regarding male teachers could be viewed as a coincidence as neither participant noting their feelings were directly associated to their gender.

According to Tedrow and Rhoades (1999), traditional male traits lead to higher promotions and males are respected males in senior administrative roles. Consistent with the literature, I found that more men in fact held administrative positions and received promotions sooner than women. One teacher actually mentioned her gratitude in having a

White female principal due to her ease in relating to gender roles. Interestingly, another teacher expressed that same gratitude in having an African American male principal in that she perceived his physical characteristics to set the school's tone and serve as a positive role model for students of color.

The literature illustrated that individuals learn what roles and occupations are appropriate for them as they are reinforced by those in authority (Butler, 2004). My findings both support and contradict this notion. According to Dallimore (2003), females generally are considered to be nurturers and exhibit emotional concerns for students and colleagues, whereas males tend to be viewed as aggressive and independent. In my study, one female principal was described as nurturing toward both teachers and students by implementing a “nurturing heart” approach, whereas the other female principal was described as displaying incongruent actions. In both cases, the principals’ behavior did influence teachers' job satisfaction on some level. Intriguingly, one of the male principals actually displayed nurturing behavior by expressing strong concern for teachers and their personal families, which was inconsistent with the literature. As far as men exhibiting independence in the work force, my findings challenge Dallimore's (2003) stance. In my study, each male teacher expressed enjoyment from interacting with colleagues and described having tight family-bond relationships on the job. Although this may have been a coincidence, findings suggest that gender played a significant role which is consistent with the literature (Acker, 1990; Barak et al., 1998; Butler, 2004; Greenhaus & Parasuraman, 1993).



In terms of differential treatment, my findings revealed that gender roles may have some significance in perceptions of principals' actions toward teachers. The data suggest that male teachers may receive preferential treatment to maintain their job contentment. Unfortunately, some principals may unconsciously treat males as an essential commodity due to the shortage of men in the educational profession. For example, males typically are sought after for occupational openings and are more likely to advance in their careers than are women (Sayman, 2007). Greenhaus and Parasuraman (1993) noted that the way managers perceive themselves influences how they perceive and treat subordinates. I found it interesting that four of the six male teachers never expressed feeling unsupported by their principals. Furthermore, these male teachers shared having an open relationship with administration and the ability to freely communicate. In contrast, female teachers identified the lack of support as a major contributor to their job dissatisfaction. In some cases, these females clearly felt their gender contributed to the lack of support received.

In the two schools with male principals, female teachers of color expressed feeling both differential treatment and a lack of support. Moreover, both female teachers in the school under a White male principal discussed their need for additional support and assistance with student discipline in the school, whereas neither one of the male teachers in that school mentioned an issue with support or discipline. This principal's actions implied that female teachers are incapable of classroom or disciplinary management. This principal also was described as demonstrating favoritism or the "old boys' network" among teachers by showing preferential treatment toward those with whom he had

established a relationship. As a result, one teacher noted feeling excluded as a female teacher of color in this school. While some discussion suggests a difference between male and females, much of the talk seemed to be based on inappropriate stereotypes that perpetuate the racism and sexism on which this study is ultimately focused. Overall, my findings contribute to the literature by noting the importance of principals supportively interacting and intervening with teachers whose race and gender differs from their own. I will not discuss how teachers' race and gender perceptions are tied to their principals' leadership.

### *Leadership Styles*

Principals' leadership styles strongly influences teachers' perceptions regardless of race or gender. In particular, leadership styles influence teacher job satisfaction, for example, as principals' treat teachers differently, or use power in either hierarchical or collaborative ways. This use of leadership power led to various levels of job satisfaction. In addition, teachers' perceptions of principals' leadership style were partially formed by their principals' communication strategies. This study recognized that teacher perceptions around the issues of race and gender may be tied to other complex factors.

As professionals, principals must be mindful of how they address unreasonable expectations in regard to race and gender. Here, one explanation for teachers of color being more dissatisfied with principals of color, may relate to expectations that they might receive special consideration. It is difficult to justify expectations of any type of different treatment based on race or gender; therefore, displaying professionalism and making impartial, fair, but not necessarily "equal" decisions are vital actions. My study

clearly indicates that principals must identify and implement a balance that demonstrates racial and gender awareness and acceptance for all ethnicities to positively influence teacher job satisfaction. Consistent with Furman and Shields (2005), principals should think deeply about culture by displaying respect and absolute regard for the worth and dignity of individuals and their cultural traditions. This respect is displayed by valuing each teacher and his or her differences, something that was not always the case in my study. Therefore, acknowledging the connections among principal attitudes, race and gender, and job satisfaction is a fundamental aspect of critical leadership perspectives.

In the two schools with African American principals, teachers expressed their beliefs that principals are aware of their feelings, yet they fail to adequately correct or counteract treatment. Coincidentally, a genuine attempt to redress the school's negative organizational culture was implemented the week prior to my interview sessions at one school. At this time, the principal acknowledged teachers' concerns as well the level of distrust and disrespect within the building. As a result, teachers were appreciative of the principal's efforts but unsure of his ability to be consistent in addressing these concerns. This finding was consistent with Brown's (2004) suggestion of principals reflecting on their practices of power and privilege by initiating dialogue to work toward positive change. Likewise, teachers in this school felt that their principals could improve their working environments if dialogue actually took place and teacher input was valued. Regrettably, some teachers did not feel secure with the thought of their principals addressing organizational concerns. Nevertheless, I believe that if principals initiated a transformative leadership approach, it would be beneficial. According to Shields (2008)

and Weiner (2003), transformative leaders exercise their power and authority by beginning with questions of justice and democracy. This action is considered the first step to redistribute power and redefine principal leadership roles to demonstrate acceptance and consideration of diverse human relationships. This concept was mirrored by a connection between my study and Foster's (1989) notion to emphasize the moral and ethical quality of human beings. With principals in the key position to create an inclusive and welcoming work environment, my findings suggest that leveling the playing field or displaying equitable treatment for all teachers should be a priority. In addition, acknowledgment of social realities that shape organizations and cultural diversity (Giroux, 2002) is paramount.

Teachers' perceptions of their principals' use of power by far weighed the heaviest on job dissatisfaction. This notion of leadership power was previously discussed by many scholars (Brown, 2004; Giroux, 1995; Rogers & Dantley, 2001; and Shields, 2008). In many cases, teachers perceived that their principal abuses or excessively exerts his or her authority simply to demonstrate control. Unfortunately, the level of dissatisfaction has led to grievances, turnover, and a negative organizational culture in which union meetings with the principal were held to directly address concerns of just treatment toward all ethnicities. These results are clearly an example of what may occur when principals fail to examine and understand their power, as suggested by Shields (2008). Additionally, in this particular school, teachers stated that one underlying cause for the principal's racial conflicts stems from the school's poor reputation and high representation of students of color being expelled, receiving special education services, or the lowest ISAT scores.

Some teachers reported that their principal makes racially-based unjust decisions and manipulates the statistics to positively portray the school and avoid having too many students of color on the retention list.

According to Wharton (2004), employees can have their commitment and energy diminished by inappropriate leader behavior. I found that teachers in my study provided examples directly associated to this concept: (a) an African American teacher expressed her concerns regarding her African American principal's display of biases beneficial to White teachers; and (b) a principal fails to address the lack of discipline and respect issues impacting the organizational culture. Some principals expressed such a dire need to keep the peace within the school building, that they were not willing to acknowledge issues of race and gender. These principals do not want to hold constructive conversations about differences and participate in a practice called colorblind racism, which makes teachers of color feel that they are not valued or included (Bonilla-Silva, 2003). In my study, teachers of color ironically stated that their principal is harder on them simply due to their race and to avoid the appearance of showing favoritism. While people may assume that a person of color would be more sensitive to his or her subordinates of color, the opposite response more often prevailed in their effort to appear neutral. For example, persons of color in positions of authority are more likely to be perceived as having biased attitudes when addressing issues of race simply due to their ethnicity (Pine & Hilliard, 1990).

One area teachers frequently overlooked dealt with hidden examples of both racist and sexist principal behaviors. During the momentary acknowledgments, I found that

teachers attempted to ignore or conceal their personal and job satisfaction affects associated with their principal's race and gender attitudes. Congruent with this premise, teachers verbally expressed that their principals' race and gender attitudes were not seen as an issue or did not influence their satisfaction; however, they provided many contradictory examples. This inconsistency may be explained by a compelling need for teachers to be nice and attempt to smooth things over after voicing a number of criticisms that clearly influenced their job satisfaction. Because this silence perpetuates many race and gender related issues teachers are experiencing today, my study has begun to address the gaps between teachers' spoken and unspoken needs.

As mentioned above, teachers' perceptions are influenced by the principal's style of communication and the extent to which information is shared and by the amount of dialogue among educators at a school. Although teachers understand that their principals' availability to address questions or concerns may be limited, principals should ensure that needed dialogues take place in a timely fashion. Moreover, acknowledging differences in principals' communication styles when researching teachers' perceptions may prove to be very beneficial. For instance, one principal may be highly verbal and take the time to explain reasoning for decisions made; whereas another principal may be closed in terms of communication which could negatively influence teachers' perceptions. To that end, teachers may have a perception of race or gender discrimination based on the fact that they are not included at a level that allows them to understand exactly why or how policies influence decisions.

Another aspect of influence deals with how the information that principals' share influences teachers' perceptions as there are different levels of information shared in each organization. For example, principals may have knowledge about district budget issues that influence school policies, but not fully disclose detailed explanations for all decisions. That being said, the assumption of poor principal leadership may be made by teachers although principal actions may be driven a responsibility to those in higher authority levels.

In an organization with different levels of shared information, people may respond to and interpret the information in various ways. To ensure a feeling of ownership, researching what principal roles are required to ensure everyone has an understanding of actions driving school decisions is paramount. Teachers are more apt to accept changes if they understand that some policies are generated externally without principal input. As a result, teachers may feel less offended in terms of race and gender and more likely to accept that some decisions are made as necessary steps to ensure the school's progress. Overall, enhancing two-way communication between teachers and principals could possibly address the misconceptions felt by teachers and lead to better relationships within the schools.

### Conclusion

Overall, race and gender are not the only factors that impact teachers' job satisfaction. My research concluded that job satisfaction is very individual. Specifically, job satisfaction was based on teachers' perceptions which are tied to a myriad of complex

factors such as race and gender and principal leadership and communication styles. Furthermore, the principals' communication style and the amount of information shared or teachers' roles in decision making were essential. The relationship between race and gender leadership overlapped throughout this study.

In each school, principals' attitudes about race and gender were reported as affecting teachers' job satisfaction in both positive and negative aspects. However, race and gender did not seem to play as significant a role as I initially expected (at least not explicitly). This finding was due, in part, to teachers' intrinsic motivation and love for the profession regardless of negative principals' attitudes, behaviors, or school concerns that led to job dissatisfaction.

There is abundant literature stating that we need more African American principals for African American students (Jones, 2002); however, research has failed to examine if teachers of color experience more satisfaction working with principals of color. Contradictory to the literature, I found principals' leadership skills to dictate job satisfaction for teachers of color more than their race and gender. For example, if a principal was an African American who displayed overbearing or poor leadership, teachers of color noted less job satisfaction. However, consistent with the literature (Kofi, 1989), some teachers of color did highlight the advantage of having principals of color. For example, there was the sense that an African American principal can be viewed as a positive role model. Whereas African Americans working in schools as maintenance workers, physical education teachers, or classroom aides may not be viewed in the same light. Ultimately, this research concludes that simply having a person of color in



leadership does not solve the issues of race within a school. For example, there could be a situation in which a principal may exhibit poor leadership styles that may attribute to teachers' perceptions of their race and gender attitudes versus simply identifying ineffective leadership.

Interestingly, teachers' responses about race were almost a non-issue in all schools, whereas their attitudes toward gender were more explicitly expressed during interviews. For example, teachers identified principals' favoring male teachers and sexist stereotypes regarding female teachers. However, in terms of race, teachers primarily noted colorblind racism displayed by their principals, yet stated not viewing their principal as racist. Furthermore, when directly asked about principals' racial attitudes, most teachers said they did not have a major problem yet often contradicted themselves. This contradiction poses the question of how teachers' race perceptions relate to their job satisfaction. Some teachers noted not requiring the principals' acknowledgment of their race and gender differences to be satisfied on the job. However, the lack of acknowledgment was felt by the majority of teachers. That being said, it is clear that some teachers may have a higher level of self efficacy or self actualization on which their job satisfaction thrives, thus these teachers may not need their principals' acknowledgment. Contrary to this concept, although some teachers may not necessarily need acknowledgment for job satisfaction, they may in fact benefit from individual recognition as well as enhancing the entire school culture. This concept corresponds to Herzberg (1964) motivation-hygiene theory as some factors are not necessarily hygiene related; however, the absence of attending to these factors could be detrimental. As

previously stated, the lack of attention to interpersonal relationships can result in dissatisfying conditions. Acknowledging that all factors are important; however, if not maintained (which is why they are called hygiene factors) then failure to do so can result in job dissatisfaction.

This study has found that a relationship does in fact exist between my two research questions: teachers' perceptions of their principals' attitudes and their job satisfaction. Hence, it is particularly vital for principals to acknowledge a possible connection between social justice and democratic dynamics and job satisfaction. My study contributes to the literature by demonstrating that negative principal attitudes regarding race or gender do in fact have a strong influence on how teachers perceive and respect their principals and respond to their directives. I will now discuss recommendations and implications for principals' practice.

### Recommendations

It is crucial to understand that teacher job satisfaction relies heavily on principals' behaviors and their acknowledgment of teachers' identity. The perception of negative attitudes or reactions regarding race and gender were found to be detrimental to job satisfaction. Ultimately, this study contributes to the field of educational leadership by supplementing the literature on the importance of acknowledging and accepting race and gender differences. Beyond what has been presented in the literature about principals' need to create an atmosphere in which teachers feel appreciated and valued, they also must understand the many variables that are related to teachers' motivation and job

satisfaction. To provide a better position for principals to improve and maintain a positive work environment, some specific recommendations from my study are as follows:

1. *Acknowledge, discuss, and respect differences.* If principals are to truly strive toward equity, they must first understand the role of race and gender and their personal feelings. If teachers believe that their principals' attitudes reflect negative beliefs about their race and gender, job satisfaction will suffer. Racial and gender differences must be acknowledged and properly addressed (Creighton, 1998; Green, 1998; Shields, 2003b). Because race and gender are important identity markers that influence teacher job satisfaction, it is essential for principals to provide an environment that is reflective of all experiences. Principals can not be afraid to discuss the topics of race or gender but must explicitly and appropriately address differences. In this study, many principals either displayed a mentality of colorblindness or implied sexist or racist stereotypical views. The act of avoiding differences was actually more detrimental to teachers because it sent a negative message that disrespected identity as opposed to honoring diversity. Honoring diversity consist of extending an effort to interact with teachers and establish positive relationships.

2. *Utilize a multi-faceted lens.* Principals should seek to better understand racial and gender dynamics and recognize their personal advantages without assuming everyone experiences the world in the same way. Acknowledging that those in leadership roles encounter a myriad of personalities, it may be difficult to comprehend perceptions that result from personality differences as oppose from

an actual leadership skill. For example, some teachers may be perceived as more engaging or welcoming by simply having an open classroom door versus those who keep their doors closed, hence portraying the message of not wanting to be bothered. To this end, leaders must seek to better understand the consequence of individual personalities as some teachers may be more withdrawn or introverted. Because of this, teachers may feel excluded noting their principal failed to extend him or herself. Principals must be able to supportively intervene with teachers whose race and gender differ from their own. Creighton (1998) states that principals must value differences and see them as potential strengths as opposed to deficits. According to Green (1998) and Kose (2005), principals are responsible for encouraging teachers to respect diversity, which is best demonstrated by assessing their personal transformation and practices.

3. *Avoid essentializing or portraying stereotypes based on race or gender.* To improve organizational sensitivity, building just relationships with all teachers is vital. Principals should ensure teachers from different races and genders are included and feel welcomed (Ladson-Billings, 1994; Shields, 2003a) by providing a safe and trusting space for teacher collaboration. Principals should also understand that some teachers may have additional challenges to endure (Solórzano, 1998). The principal should recognize rather than silence institutional race and gender practices (Goldfarb & Grinberg, 2002; Mapp-Embry, 2005). Moreover, principals would benefit from examining staff professional developments to ensure they encourage and celebrate identity differences.

4. *Promote a sense of social justice by exercising transformative leadership.* This process involves providing teacher support and displaying integrity, consistency, impartiality, and professionalism. Demonstrating a willingness to re-distribute power and implement transformative changes that address inequalities among teachers is suggested (Rogers & Dantley, 2001; Shields, 2008; Shields, 2009). A principal concerned with social justice should place substantial value on diversity, generate trust, and extend respect to the people with whom he or she works (Kose, 2005; Theoharis, 2004). Teachers are major stakeholders in the welfare of their schools and thus, should be given the opportunity to have input and choices concerning the workplace. Principals must understand that an effective organization involves communication with all constituents willing to contribute to accomplish a common purpose (Shields, 2003b; Trice & Beyer, 1993). When teachers believe their voices are valued, a sense of community is achieved which increases job satisfaction. Most districts currently conduct annual job satisfaction inquiries by way of teacher surveys. Principals then are provided with a school satisfaction summary following analysis of these surveys. However, districts have failed to actually implement changes to address concerns of satisfaction noted within the surveys. Findings suggest that districts continue this practice in addition to incorporating a plan of change to address deficits. Furthermore, surveys also should inquire about teachers' perceptions related their principals' attitudes on race and gender.

Implementing these recommendations will be the catalyst for changes that will create a winning situation for all parties involved. Thus, they will aid in developing healthy relationships, opening lines of communication, reducing unhealthy conflict, and improving support and trust. Riehl (2000) and others (Brown, 2004; Foster, 1989; Giroux, 2002; Kose, 2005; Shields, 2003b; Shields, 2008; Theoharis, 2004; Ogbu, 1992) stressed that inclusive leadership practice is rooted in values of equity and social justice that ultimately supports diversity. Once a sense of acceptance, empowerment, and appreciation has been created, I believe that teacher job satisfaction will increase. In acknowledgment of continual effort to improve the field of educational leadership, I now present areas for future research.

#### Future Research

There are several avenues that are recommended for future study. I realize that extending the study population would permit more extensive points of view. I hope to extend my findings to large urban metropolitan school districts with similar populations, noting various differences city-to-city, based on factors such as school funding, student, teacher, and principal demographics, and the balance of novice and veteran teachers. Additionally, incorporating observations would provide descriptive data for a complete “read” on the school climate. Furthermore, interviews with principals should be conducted in an effort to understand their insights and verify or associate them with teachers' perceptions. Another course of action would be to consult with school

leadership teams to coordinate a plan for implementing changes and to actually provide suggestions for organizational success.

As I further reflected on this study, I also realized areas that I completely overlooked: institutional and systemic racism, teachers' expectations and personalities, culturally sensitive leadership, and the effects of principals' race and gender attitudes on students. Also, extending the research design of this study is another area to consider. My findings revealed that multiple factors contribute to teachers' perceptions of their principals' race and gender attitudes. I will discuss each factor in the following paragraphs.

I recognize that teachers' perceptions of race and gender are sometimes tied to routine organizational matters. Although this study focused on individual perceptions, reviewing literature and scholarship on organizations might prove to be useful in the future as it might provide slightly different perceptions. Had I inquired about the notion of institutional and systemic racism and sexism, I might have found different emphases. My findings suggest that this study dealt with numerous routine organizational practices that may not have been intended to be racist or sexist. Unfortunately, some practices result in individuals' feeling as if they have been offended or discriminated against although that may not have been the intent. Because of these possible misunderstandings, one recommendation might be to research both routine practices and individuals in the same context to ascertain if people feel alienated due to race or gender. Had I looked at this aspect during my study, I hypothesize that my findings may have been somewhat different.

This study revealed that teachers' expectations and personalities guide their perceptions about their principals. As a result, it would be beneficial to conduct research on teachers' expectations about professionalism and how they should be treated. To acknowledge that teachers' expectations change when leadership changes around race and gender is vital. For instance, if a woman is the principal, female teachers may have a different expectation regarding how they should be treated by her than the male teachers.

Inquiring about teachers' expectations on how they should be treated professionally also may assist in their interpretations of other individuals' actions. For example, when a point was raised regarding an African American principal showing favoritism toward White teachers, it could be a consequence of their expectations of how that principal should behave toward them. If teachers' expectations were not met by their principal, they may feel as if they are not being treated fairly or that favoritism exists. Ultimately, our perceptions are connected to our expectations.

Teacher personality differences also influence their perceptions. Acknowledging that personality differences are paramount within any organizational environment; therefore, future research on understanding and identifying adequate leadership roles that transcend personalities is suggested. To better understand how teachers' perceptions result from personality differences, principals also must be familiar with the procedures that initiate honoring diversity. For instance, some teachers may be viewed as introverted and require their principal to extend herself in an effort to ensure all teachers feel respected in regards to race and gender differences. Contrary to this premise, an extroverted teacher may not desire his principal to go beyond the call of duty to establish



a relationship, but may seek out his own opportunities to interact with colleagues. Overall, studying how individual personalities influence teacher perceptions could highlight necessary leadership roles and responsibilities to ensure all teachers feel welcomed and included.

Throughout this research, I have begun to understand how principals' attitudes may either foster or hinder teacher satisfaction levels. Acknowledging that the role of race and gender in education has evolved, principal perspectives must also change from viewing people of color as deficient to focusing on their differences. In some circumstances, principals clearly are aware of their behaviors and attitudes, while in other situations their actions could very well be unconscious or unintentional.

This study demonstrated that principals are a key element to establishing a healthy work environment that stems from personal reflections and awareness of attitudes, regarding race and gender. In this study of perceptions influencing teacher job satisfaction, I realized that principals may actually have a different insight regarding their responsibilities. In light of these findings, future research might directly involve school principals. Conducting a study comparing teacher perceptions in association with implementing principal professional development in effective school leadership and management skills could be beneficial. The goal would be to ensure that principals incorporate behaviors that are more positive, thus, increasing teachers' job satisfaction over a series of professional development activities. The objective would be to enhance the principals' performance as experienced by teachers, hence, increasing teacher job satisfaction. To his end, researching the importance of empowerment also would enhance

this study. More specifically, since the principal is in the formal position of authority, it might be important to stress incorporating “power with” as opposed to “power over” to empower staff. (Autry, 2001; Covey, 1990; Lee, 1997).

There are others aspects that are critical and could contribute to the complexity of this analysis. Although this study addresses principals in a context where they need to be culturally sensitive when it comes to acknowledging race and gender differences, another area overlooked consists of culturally sensitive leadership. Taking this area of scholarship into consideration would have informed me more about how leaders could better address issues of cultural differences among teachers. For example, reviewing the body of literature on this topic (Banks, 1991; Delpit, 1995; Hollins, 1996; Ladson-Billings, 1995; Ladson-Billings, 1995b) could have further informed this study.

Lastly, the effects of principals’ race and gender attitudes on students were overlooked in this study. I posit that when educators are dissatisfied in their work environments there are negative implications for student learning. While I foresee difficulties in obtaining student’s viewpoints, I do believe that the teachers’ perceptions of their principals would provide some level of understanding. Another area recommended for future study address a possible relationship between the teachers’ and principals’ length of tenure to job satisfaction considering turnover was highlighted by a number of teachers.

Future research could benefit from a methodological shift to an ethnographic study. This shift would provide an opportunity to gain a better understanding of the school environment and collect data over an extended period of time as described by Gay

and Airasian (2003). The conclusions of the present study were based upon the design in which teachers were interviewed for a small period of time. This design only provides a snapshot view of each school. Because of that, the question is posed, if an ethnographic study was conducted, would similar findings be obtained? Implementing an ethnographic method would provide insights regarding the differences between teachers' perceptions and frustrations versus the principals' leadership. Moreover, replicating this study with an ethnographic methodology is recommended to determine if conclusions are consistent over time. For example, it would be useful to investigate what considerations have been put into place to address various elements identified in each school. These elements include: teachers' expectations of students, effects of teacher collaboration, school-wide behavior management plans, consistency of teacher professional development, diversity awareness training, and diversity within each ethnic group. This study would be a step toward the type of transformational leadership needed to improve working conditions for both teachers and principals.

### Concluding Reflections

I hope that educational leaders will recognize this study as an impetus for taking a step toward acknowledging and accepting teachers' differences as a means to enhance their job satisfaction. More specifically, principals should critically examine their practices for possible race and gender biases to comprehend how their personal attitudes or behaviors could both intentionally and unconsciously influence teacher perceptions. As

previously stated, when teachers believe that their differences are both accepted and respected, they may be more likely to experience job satisfaction.

Ultimately, race and gender do play a significant role in teachers' perceptions, which, in fact, influences their job satisfaction. I contend that future efforts to promote teacher job satisfaction must center on an understanding of these issues of race and gender. Therefore, principals' abilities to clearly comprehend the effects of their interactions or reactions to situations involving persons of color and gender differences will aid in preventing a decrease in job satisfaction levels. This is a small step toward helping principals move in the direction of acknowledging and accepting differences. Furthermore, I believe that when principals illustrate a genuine concern for social justice in theory and practice, the performance of their teachers would improve because they would be more satisfied at work. If principals understand the effect of their attitudes about race and gender on teachers, it may go a long way to encouraging teachers from a non-dominant race and gender to enter and remain in the teaching profession, thus, better serving our increasingly diverse population.

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## APPENDIX A

### PRINCIPAL COVER LETTER

Date, 2008

Dear Principals:

My name is Deneca Winfrey; I am an Educational Organization and Leadership doctor of philosophy student at the University of Illinois at Urbana-Champaign. With the assistance of my advisor, Dr. Carolyn Shields, I am conducting a research project for my dissertation.

The purpose of this study is to examine how teachers perceive that their job satisfaction is influenced by their principal's behaviors and attitudes related to race and gender.

I am seeking your permission to solicit your teacher's voluntary participation in this study. This study will utilize one (1) page surveys to identify eligible participants followed by interviews to gather data. Teacher interviews will consist of a convenient sample totaling four (4) participants. With your permission, I would like to visit your school to explain and distribute surveys. This should take approximately ten minutes. All teachers will receive a letter of information to explain the study, proclaim that their contribution and responses would be voluntary, and request their participation. This form also indicates that selected teachers will be required to identify themselves to the researcher, but reinforce that all responses will be confidential and reported in summary format. Attached to this letter will be the short survey requesting identifying information for study criteria. Teachers will be asked to complete and return the survey during the site visit.

Interviews will last approximately 45 minutes and take place face to face in a designated location within the school or at a different private location per the teacher's preference. To protect the confidentiality of participants, transcribed interview access will be restricted to the researcher and principal investigator. Research data will be kept in a locked file cabinet located in the principal investigator's office within the Education building at the University of Illinois. Upon completion of this study, you will be provided a summary of research results.

I have enclosed a letter of permission and a copy of the interview questions for your review. Should you have any questions or desire additional information, please feel free to contact me by telephone at 217-344-7055 or by email at [dwinfr1@illinois.edu](mailto:dwinfr1@illinois.edu) or Dr. Carolyn Shields at 217-333-0084 or [cshields@illinois.edu](mailto:cshields@illinois.edu).

Thank you in advance for your voluntary participation and immediate response to this request.

Sincerely,

Deneca Winfrey, MSW, M.Ed

## APPENDIX B

### PRINCIPAL LETTER OF PERMISSION

Date, 2008

Dear Principal:

Your school is invited to participate in a research project on teacher's job satisfaction. This project will be conducted by Deneca Winfrey and Professor Carolyn Shields from the Department of Educational Organization and Leadership at the University of Illinois at Urbana-Champaign (UIUC).

The purpose of this study is to examine how teachers perceive that their job satisfaction is influenced by their principal's behaviors and attitudes related to race and gender.

This study will utilize one (1) page surveys to identify eligible participants followed by interviews to gather data. Teacher interviews will consist of a convenient sample totaling four (4) participants. With your permission, I would like to visit your school to explain and distribute surveys. This should take approximately ten minutes. All teachers will receive a letter of information to explain the study, proclaim that their contribution and responses would be voluntary, and request their participation. This form also indicates that selected teachers will be required to identify themselves to the researcher, but reinforce that all responses will be confidential and reported in summary format. Attached to this letter will be the short survey requesting identifying information for study criteria. Teachers will be asked to complete and return the survey during the site visit.

Interviews will last approximately 60 minutes and be audio taped for transcription purposes. Individual names will be removed and audiotapes will be erased after the transcription is completed. The information that is obtained during this research project will be kept strictly confidential. Transcribed interview access will be restricted to the researcher and principal investigator. Research data will be kept in a locked file cabinet located in the principal investigator's office within the Education Building at the University of Illinois at Urbana-Champaign.

We do not anticipate any risk associated with this research project greater than those ordinarily encountered in daily life or during the performance of the teacher's work day. This study benefits teachers by assisting them to identify their job satisfaction as well as factors influencing it such as principals' behaviors related to race and gender. This research will contribute to the field of educational leadership by supplementing the literature of how teacher job satisfaction may be influenced by their principals' behaviors on race and gender. Research compiled from this study is intended for use by educational leaders to serve as a model to address and deter low levels of job satisfaction and reasons for turnover. Data will be provided to enable implementation of programs that attract and retain teachers in the profession. Upon completion of this study, you will be provided a summary of research results. Additionally, proposed forms of results dissemination consists of conference presentations, a scholarly report, journal article, dissertation, and sharing within the education profession. Any sharing or publication of the research results will not identify any of the participants by name.

Your participation in this project is completely voluntary. In addition to your permission, your teachers will also be asked to give their permission and voluntarily participate. You are free to withdraw your permission at any time and for any reason without penalty. Your choice to participate will not impact your job status or affect your relation with your school or UIUC.

If you have any questions about this project, please contact Ms. Winfrey by telephone at 217-344-7055 or by email at [dwinfr1@illinois.edu](mailto:dwinfr1@illinois.edu) or Dr. Carolyn Shields at 217-333-0084 or [cshields@illinois.edu](mailto:cshields@illinois.edu).

Please keep the attached copy of this letter for your records.

Sincerely,

Deneca Winfrey, MSW, M.Ed

I have read and understand the above information and voluntarily agree to participate in the research project described above. I have been given a copy of this consent form.

---

Signature

Date

**If you have any questions about your rights as a participant in research involving human subjects, please feel free to contact the University of Illinois Institutional Review Board (IRB) Office at 217-333-2670 or [irb@illinois.edu](mailto:irb@illinois.edu).**

## APPENDIX C

### TEACHER LETTER OF INFORMATION

Date, 2008

Dear Teacher:

My name is Deneca Winfrey; I am an Educational Organization and Leadership doctor of philosophy student at the University of Illinois at Urbana-Champaign. With the assistance of my advisor, Dr. Carolyn Shields, I am conducting a research project for my dissertation.

The purpose of this study is to examine how teachers perceive that their job satisfaction is influenced by their principal's behaviors and attitudes related to race and gender.

You are provided the grand opportunity to participate in this study by completing the attached short survey. Surveys will be used simply for the purpose of identifying potential teachers who will then be randomly selected for private individual interviews. Teacher interviews, totaling sixteen (16) participants, will consist of a sample of four (4) interviewees per school and last approximately 60 minutes. Selected teachers will be required to identify themselves to the researcher, however all responses will be confidential and reported in summary format.

This research will contribute to the field of educational leadership by supplementing the literature of how teacher job satisfaction may be influenced by their principals' behaviors on race and gender. Your contribution and responses will be greatly beneficial, voluntary, and confidential. I look forward to your participation.

If you have any questions about this project, please contact Ms. Winfrey by telephone at 217-344-7055 or by email at [dwinfr1@illinois.edu](mailto:dwinfr1@illinois.edu) or Dr. Carolyn Shields at 217-333-0084 or [cshields@illinois.edu](mailto:cshields@illinois.edu).

Sincerely,

Deneca Winfrey, MSW, M.Ed

## APPENDIX D

### TEACHER LETTER OF PERMISSION

Date, 2008

Dear Teacher:

You are invited to participate in a research project on teacher's job satisfaction. This project will be conducted by Deneca Winfrey and Professor Carolyn Shields from the Department of Educational Organization and Leadership at the University of Illinois at Urbana-Champaign (UIUC).

The purpose of this study is to examine how teachers perceive that their job satisfaction is influenced by their principal's behaviors and attitudes related to race and gender.

This study will utilize interviews to gather data. Teacher interviews, totaling sixteen (16) participants, will consist of a sample of four (4) interviewees per school. Information obtained during this research project will be kept strictly confidential with access restricted to the researchers. Research data will be kept in a locked file cabinet located in an office within the Education Building at the UIUC.

We do not anticipate any risk associated with this research project greater than those ordinarily encountered in daily life or during the performance of the teacher's work day. To protect for teacher confidentiality of both identity and interview information shared, privacy precautions will be taken to avoid publicity risks. The researcher will mail a copy of the transcribed interview to the participant's home via US postal services. The participant will be given seven (7) days to review the transcribed interview and return the transcript with any corrections or clarifications via the enclosed stamped envelope to the researcher.

This study benefits teachers by assisting them to identify their job satisfaction as well as factors influencing it such as principal's behaviors related to race and gender. This research will contribute to the field of educational leadership by supplementing the literature of how teacher job satisfaction may be influenced by their principals' behaviors on race and gender. Research compiled from this study is intended for use by educational leaders to serve as a model to address and deter low levels of job satisfaction and reasons for turnover. Data will be provided to enable implementation of programs that attract and retain teachers in the profession.

Upon completion of this study, your principal will be provided a summary of research results. Summary format consists of the study's purpose, methods, results, and conclusions. To ensure that teachers are not identified, the summary will encompass all

schools not solely one individual school. Additionally, proposed forms of results dissemination consists of conference presentations, a scholarly report, journal article, dissertation, and sharing within the education profession. Any sharing or publication of the research results will not identify any of the participants by name.

Your participation in this project is completely voluntary. You are free to withdraw your permission at any time and for any reason without penalty. Your choice to participate will not impact your job status or affect your relation with your school or UIUC. You are also free to refuse to answer any questions you do not wish to answer.

If you have any questions about this project, please contact Ms. Winfrey by telephone at 217-344-7055 or by email at [dwinfr1@illinois.edu](mailto:dwinfr1@illinois.edu) or Dr. Carolyn Shields at 217-333-0084 or [cshields@illinois.edu](mailto:cshields@illinois.edu).

**Please keep the attached copy of this letter for your records.**

Sincerely,

Deneca Winfrey, MSW, M.Ed

\*\*\*\*\*  
I have read and understand the above information and voluntarily agree to participate in the research project described above. I have been given a copy of this consent form.

---

Signature

Date

**If you have any questions about your rights as a participant in research involving human subjects, please feel free to contact the University of Illinois Institutional Review Board (IRB) Office at 217-333-2670 or [irb@illinois.edu](mailto:irb@illinois.edu).**

## APPENDIX E

### INTERVIEW QUESTIONS

1. How long have you been employed in this school? What is your present position?
2. How would you describe your satisfaction with your present position?
3. What are your most rewarding experiences as a teacher and, conversely, what experiences have been the most depressing or discouraging?
4. In what ways do you feel supported or not supported by administration here? Can you provide an example?
5. How would you describe your feelings of appreciation by administration and other staff? Can you provide an example?
6. How would you describe the job satisfaction and teacher turnover rate here? What role has your principal played in your perception?
7. Can you describe examples of your principals' behaviors that contribute to teachers' job satisfaction?
8. Has anything been implemented to counteract negative factors?
9. What factors (if any) have influenced you or factors you are currently facing that may lead you to seek other employment?
10. How would you describe your principal's concern for your job satisfaction? Can you provide an example?
11. How would you describe your principal's attitudes about race and gender? Can you provide an example?
12. How do you feel your principal's behaviors and attitudes affect your job satisfaction? Can you provide an example?
13. How would you describe the organizational culture of this school? Can you provide an example?
14. In what ways does your principal make the school climate welcoming and inclusive for teachers from different ethnic backgrounds and gender? Can you provide an example?
15. Can you think of a time that your principal acknowledged cultural and gender differences among teachers?
16. In what ways does your principal treated all teachers equally? Can you provide an example?
17. Can you think of a time when your principal acknowledged that teachers from non-dominant backgrounds may have special challenges in a school?
18. In what ways does your principal promote a sense of fairness and organizational justice? Can you provide an example?



## APPENDIX F

### RESEARCH QUESTION CROSSWALK

#### Research Questions

#### Interview Questions

- Job Satisfaction**
1. How long have you been employed in this school?
  2. How would you describe your satisfaction with your present position?
  3. What are your most rewarding experiences as a teacher and, conversely, what experiences have been the most depressing or discouraging?
  9. What factors (if any) have influenced you or factors you are currently facing that may lead you to seek other employment?
  10. How would you describe your principal's concern for your job satisfaction? Can you provide an example?
  4. In what ways do you feel supported or not supported by administration here? Can you provide an example?
  5. How would you describe your feelings of appreciation by administration and other staff? Can you provide an example?
  6. How would you describe the job satisfaction and teacher turnover rate here? What role has your principal played in your perception?
- RQ1:**
- How do teachers describe their principals' attitudes [as reflected by behaviors] about race and gender?
11. How would you describe your principal's attitudes about race and gender? Can you provide an example?
  12. How do you feel your principal's behaviors and attitudes affect your job satisfaction? Can you provide an example?
  13. How would you describe the organizational culture of this school? you provide an example?
  15. Can you think of a time that your principal acknowledged cultural and gender differences among teachers?
- RQ2:**
- How do teachers' perceptions of their principals' attitudes on race and gender influence their job satisfaction?
7. Can you describe examples of your principals' behaviors that contribute to teachers' job satisfaction?
  8. Has anything been implemented to counteract negative factors?
  14. In what ways does your principal make the school climate welcoming and inclusive for teachers from different ethnic backgrounds and gender? Can you provide an example?
  16. In what ways does your principal treated all teachers equally? Can you provide an example?
  17. Can you think of a time when your principal acknowledged that teachers from non-dominant backgrounds may have special challenges in a school?
  18. In what ways does your principal promote a sense of fairness and organizational justice? Can you provide an example?

## APPENDIX G

### TEACHER RECRUITMENT SURVEY

I want to understand the ways in which your principal's attitudes affect your job satisfaction. All your responses will be confidential and reported in summary format. *Please mark your response for each question.*

**1) My gender is:**

Male  Female

**2) My racial background/ethnicity is:**

American Indian or Alaska Native  
 Asian  
 Bi-Racial or Multi-Racial  
 Black or African American  
 Hispanic or Latino  
 Native American Hawaiian or Other Pacific Islander  
 White

**3) I have been employed in education for:**

1-3 years  4-6 years  7-9 years  10-12 years  13 plus years

**4) My level of job satisfaction in my current position is:**

Highly Dissatisfied  
 Somewhat Dissatisfied  
 Neutral  
 Somewhat Satisfied  
 Highly Satisfied

**5) Are you willing to participate in a confidential follow-up interview to further discuss job satisfaction? Please note: Your Principal will NOT be informed of which teachers participate.**

Yes, my contact information is:

Name \_\_\_\_\_  
Email \_\_\_\_\_  
Phone \_\_\_\_\_

No

## CURRICULUM VITAE

### **DENECA WINFREY**

910 S. Lierman Avenue, Unit C, Urbana, IL, 61802

Home: 217-344-7055, Mobile: 773-727-1913

Email: [dwinfr1@illinois.edu](mailto:dwinfr1@illinois.edu)

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#### **EDUCATION**

**University of Illinois at Urbana-Champaign, Champaign, IL**  
Educational Organization and Leadership- Educational Administration  
Doctor of Philosophy Candidate (May 2009)

**University of Illinois at Chicago, Chicago, IL**  
Master of Education - Leadership and Administration (May 2004)  
Standard Illinois Administrative Certificate (Type 75)

**University of Illinois at Urbana-Champaign, Urbana, IL**  
Master of Social Work (May 1998)  
Standard Illinois School Social Work Certificate (Type 73)

**Jackson State University, Jackson, MS**  
Bachelor of Social Work (May 1996)

#### **PROFESSIONAL EXPERIENCE**

**University of Illinois at Urbana-Champaign, Champaign, IL**  
Educational Psychology Department (January 2008 to May 2009)  
EPSY 220: Career Theory and Practice Instructor

- \* Teach two class sections of 25 students, blend life planning and practical applications with theory to develop instructional materials, stimulate class discussions, and facilitate active learning
- \* Utilize a variety of technologies during lectures, hold office hours, and evaluate assignments

**University of Illinois at Urbana-Champaign, Champaign, IL**  
Summer Research Opportunity Program Research Team Leader (May 2006 to August 2006)

- \* Guided student research refinement, facilitated weekly team meetings, and advised students on campus resources
- \* Strengthened understanding of graduate education and created networks with academic departments

**University of Illinois at Urbana-Champaign, Champaign, IL**  
Educational Organization and Leadership Research Assistant (October 2005 to May 2006)

- \* Transcribed and organized reports, conducted subject interviews, and explored research literature reviews

**University of Illinois at Urbana-Champaign, Champaign, IL**

Graduate Counselor (August 2005 to December 2007 and August 1996 to July 1997)

- \* Assisted student adjustment to the rigors of college, organized time management and study skills
- \* Advised on academic success and finances, career goals, social affairs, and campus resources

**Grand Canyon University, Phoenix, AZ**

Adjunct On-line Professor (July 2005 to July 2007)

Introduction to Sociology and Psychology of Professional Development

- \* Instructed on-line classes as needed within the Colleges of Liberal Arts and Education, created discussion threads, managed collaborative learning communities, and evaluated assignments
- \* Utilized Blackboard and ANGEL system applications and maintained student communications

**Chicago International Charter School-Edison Schools, Chicago, IL**

Social Worker/ Least Restrictive Environment Facilitator (September 2000 to June 2005)

- \* Provided counseling services to kindergarten through twelfth grade students, directed groups and classroom instruction, and administered behavioral consultation to staff and families
- \* Supervised ISBE continuous improvement plan, facilitated monthly LRE collaboration and special education meetings, and oversaw special education student referrals
- \* Coordinated staff developments, academic and social service resources, grant writing and administration of a \$63,000 LRE budget

**Chicago International Charter School-Edison Schools, Chicago, IL**

Special Education Department Head (August 2001 to June 2003)

- \* Coordinated special education services, recruited and supervised departmental staff, and provided in-service trainings, and conducted program planning and development
- \* Facilitated IEP conferences, ensured board evaluations and legal compliance, and completed teacher observations
- \* Collaborated and established relationships with local districts and community agencies, monitored curriculum materials, and coordinated staff caseloads

**Calumet City School District 155, Calumet City, IL**

School Social Worker (August 1998 to June 2000)

- \* Provided regular and special education services to early childhood through eighth grade students

- \* Instituted parent workshops, facilitated early childhood screenings and behavioral modifications

**National Institute of Mental Health-Career Opportunities in Research, Jackson, MS  
Honors Research Trainee (October 1994 to May 1996)**

- \* Researched mental health studies, conducted statistical analysis, completed research internship
- \* Developed and organized reports, published abstracts, and presented studies at nationwide conferences

**PUBLICATION**

Winfrey, D., Williams, R., & Adamek, M. (1996). "The Roles of the Church in Meeting the Emotional and Mental Health Needs of the Congregation and Community." *Journal of the Tenth National Conference on Undergraduate Research Proceedings*, (1), 875-879.

**CONFERENCE PRESENTATIONS**

Winfrey, D. (2008, April). "How Teacher Job Satisfaction is Influenced by Principals' Leadership, Attitudes, and Beliefs Related to Cultural Identity Markers." Presented at the Northwestern University Graduate and Professional Student Research Conference, Evanston, IL.

Winfrey, D. (2007, April). "Leadership Behaviors that Influence School Organizational Success." Paper presented at the Northwestern University Graduate and Professional Student Research Conference, Evanston, IL.

Shields, C.M., Ibrahim, G., Nur, S., Winfrey, D., Mohan, E., Requa, D., & Donmoyer, R. (2007, November). "Educational Diplomacy: The Role of Educational Leaders in Creating and Sustaining Global Understanding and Curiosity." Presentation at the University Council for Educational Administration (UCEA) Annual Meeting, Alexandria, VA.

**AWARDS/HONORS**

Bureau of Educational Research Traditional Dissertation Award (2008)  
University Council for Educational Administration Barbara L. Jackson Scholar (2007)  
Diversifying Faculty in Illinois Fellowship (2006)  
College of Education Thomas L. McGreal Award (2005)

**WINFREY CONSULTING**

Workshop Presentations (August 1998 to present)

Conduct interactive workshops catered to all ages. Workshop topics range from self motivation, stress management, and parents as educational partners to behavioral modifications and accommodations.

Least Restrictive Environment Consulting (August 2000 to present)

Provide consultation and assistance in LRE strategies, plan design, training, and services for staff, parental involvement, and student development.

Individual and Group Counseling (August 1998 to present)

Counseling available to all age groups. Topics range from IEP goals and objectives, student behavior management/modifications, to parenting and discipline, and family and peer relationships.

**ORGANIZATIONS**

Black Graduate Student Association, Graduate and Professional Students of Color, Graduate Social Work Association, Higher Education Student Association, Delta Sigma Theta Sorority, Inc., VIP Step Team Coordinator, Big Sister Mentor, Choir, Ebony Expressions Drama Troupe

**PROFESSIONAL AFFILIATION**

American Educational Research Association

\* Division A-Administration, Organization, and Leadership  
University Council for Educational Administration

**SERVICE TO THE PROFESSION**

Reviewer of presentation proposals

\* UCEA Annual Conference, 2007  
Completed Illinois Coalition Against Sexual Assault 40 hour training and 20 hour child/adolescent counseling training

## AUTHOR'S BIOGRAPHY

Deneca Winfrey was born in Chicago, IL, on June 5, 1974. She spent her formative years in Milwaukee and Madison, Wisconsin. Deneca received her Bachelor degree in Social Work in 1996 from Jackson State University in Jackson, MS. The University of Illinois at Urbana-Champaign became Deneca's initial home for graduate education; Deneca earned her Master of Social Work degree, specializing in school social work, in 1998. While working in the Chicagoland area, Deneca gained years of supervisory experience as Special Education Department Chair and Least Restrictive Environment Facilitator. This prompted Deneca to return to school for an administration certification. In December, 2003, Deneca completed her Master of Education degree in Leadership and Administration at the University of Illinois at Chicago. Deneca was recognized as a leader within Chicago International Charter School (Edison Project) providing advocacy, therapy, and expertise in special education. She conducted numerous mental health related research studies resulting in various publications. In addition, Deneca provided consultation services and facilitated workshops on a variety of topics ranging from stress management and self esteem to discipline. In Fall 2005, Deneca's thirst for knowledge continued as she began her doctoral program at the University of Illinois at Urbana-Champaign in the department of Educational Organization and Leadership.