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A study of the relationship of territoriality and teacher sense of efficacy to job satisfaction of elementary school teachers

Smith, Barbara Elizabeth, Ed.D.

The College of William and Mary, 1992

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**300 N. Zeeb Rd.
Ann Arbor, MI 48106**

**A Study of the Relationship of Territoriality
and Teacher Sense of Efficacy
to Job Satisfaction of
Elementary School Teachers**

**A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**


**by
Barbara Elizabeth Smith
Spring, 1992**

**A Study of the Relationship of Territoriality
and Teacher Sense of Efficacy
to Job Satisfaction of
Elementary School Teachers**


by

Barbara Elizabeth Smith

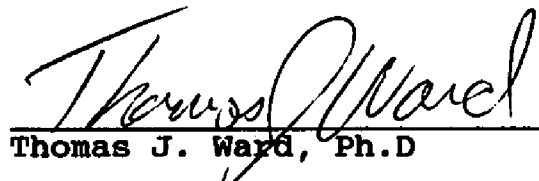
Approved Spring, 1992 by



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Dedication

To my mother, Barbara I. Smith, for her love,
guidance and emotional support and for helping
me in so many ways to realize my dreams.

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To Professor G. William Bullock Jr., who has served as my advisor throughout my graduate program, I express my sincere appreciation. Dr. Bullock has given of his time, his expertise and has offered many words of encouragement and support, sprinkled with constructive criticism and reminders to strive to set scholarly goals. I am grateful to my committee members, Professor Robert Hanny and Professor Thomas Ward for their valuable assistance and guidance.

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**The Relationship of Territoriality and
Teacher Sense of Efficacy to Job
Satisfaction of Elementary School Teachers**

Chapter 1

Introduction

Concerns about the quality of education in elementary schools have become more focused in recent years. Efforts have been made to uncover factors impacting on teacher performance in the classroom as part of the larger goal of upgrading the quality of education in all public schools. Important elements to examine are teachers' perceptions of territoriality and their sense of efficacy. A teacher's perception of territoriality refers to the use of physical space, responsibility to students and autonomy in respect to teaching methodology. Efficacy, on the other hand, refers to beliefs that teachers can influence pupil learning. Both constructs appear to play a part in teacher satisfaction.

Theoretical Rationale

The concept of territoriality has its roots in the study of territorial behavior of animals, particularly birds. Oliver Goldsmith (1774) coined the term "territory" to describe the behavior of the birds he observed marking and defending territory. Animal studies eventually evolved into an interest in human territoriality. Edney (1976) refers to the term "human territoriality" as a catchall description of a set of behaviors that an individual displays related to the physical environment which he calls "his" and that he (or he with others) uses more or less

exclusively over time. According to Edney, the concept of human territoriality has been related to populations, dominance, status, resource distribution, aggression, control and freedom, privacy, security, possession, and identity. While many researchers (Goffman, 1963; Sommer, 1966; Altman and Haythorn, 1967; Edney, 1976; and Taylor, 1988) have attempted to study and define the concept of human territoriality, no single recognized theory of human territoriality has emerged.

The concept of efficacy as used in this research study has its origins in the work of Bandura (1977, 1982, 1986). Bandura's theory of self-efficacy concerns a person's conviction that he or she can execute a behavior required to produce an outcome. Self-efficacy is defined as a person's judgment of his or her capability to organize and execute courses of action required to attain certain types of performance (Bandura, 1986). According to Smylie (1990), Bandura's theory of self-efficacy is grounded in the perception of personal ability, instrumentality and control which is linked to specific future acts.

Gibson and Dembo (1984) applied Bandura's theory of self-efficacy to their construct of teacher efficacy. In this construct, teacher efficacy concerns the degree that teachers believe the environment can be controlled, which means the extent a student can be taught given family background, intelligence and school conditions (outcome

expectancy) and teachers' evaluation of their ability to bring about student change (self-efficacy).

The concept of job satisfaction has evolved from the work of Herzberg, Mausner, and Synderman (1959). They studied perceived positive and negative aspects of the job based on interviews with a sample of engineers and accountants. The resulting Two-Factor Theory of Motivation outlined motivational factors which can lead to job satisfaction and maintenance factors which when not present lead to job dissatisfaction.

Vroom's (1964) research led him to conclude that the most significant factors which contribute to job satisfaction include high pay, promotional opportunities, considerate and participative supervision, a chance to interact with one's peers, varied duties, and a high degree of control over methods and pace at work.

Smith, Kendall and Hulin (1969) define job satisfaction as feelings "associated with a perceived difference between what is expected as a fair and reasonable return . . . and what is experienced, in relation to alternatives available in a given situation" (p. 6).

To review, the three main concepts discussed concern territoriality, teachers' sense of efficacy and job satisfaction. Territoriality has been explored with regards to animals as well as humans. This concept concerns behavior related to the physical environment and is a viable

topic that has elicited much interest in the recent past. Efficacy has strong roots to the theory of self-efficacy, developed by Bandura (1977, 1982, 1986). Gibson and Dembo (1984) have successfully developed a construct regarding teacher efficacy. Job satisfaction also claims deep roots as it is based on extensive work concerning motivation and outcome expectancy. Smith et al. (1969) have constructed an instrument to measure job satisfaction.

Statement of the Problem

The purpose of this study was to investigate the relationship of territoriality and teachers' sense of efficacy to job satisfaction. This study was designed to answer the following specific questions:

1. Are teachers' perceptions of territoriality related to job satisfaction?
2. Do teachers' sense of efficacy relate to job satisfaction?
3. Is there a relationship between teachers' perceptions of territoriality, sense of efficacy and job satisfaction?
4. Is there a relationship between teachers' perceptions of territoriality, sense of efficacy and job satisfaction when certain demographic variables (age, years of experience, educational level, gender, and team or non-team teaching assignment) are held constant?

Hypotheses

The general hypotheses for this study were:

1. There is a significant correlation between teachers' perceptions of territoriality as measured by the Teacher Territory Questionnaire (TTQ) and job satisfaction as measured by the Job Descriptive Index (JDI) and the Job in General (JIG) scale.
2. There is a significant correlation between teachers' sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the JDI and JIG.
3. There is a significant correlation between teachers' perceptions of territoriality as measured by the TTQ, teachers' sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the JDI and JIG.
4. There is a significant correlation between teachers' perceptions of territoriality as measured by the TTQ, sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the JDI and JIG when certain demographic variables (age, years of experience, educational level, gender, and team or non-team teaching assignment) are held constant.

Significance of the Study

The ultimate goal of education is to provide for the educational needs of students. The people directly involved in achieving this goal are the teachers. Teachers need to have organizational support in order to allow and encourage them to be effective and productive. There are many factors that impact on the overall satisfaction of teachers. The two selected for this study are teacher territoriality and teacher sense of efficacy. A review of the literature reveals that research addressing the relationship of teacher territoriality to job satisfaction has not been explored. This study was designed to determine if territorial factors relate to job satisfaction and thus should be addressed with regards to the consideration of working conditions for teachers.

Efficacy concerns teachers' perceptions of responsibility for student learning. Research has shown a positive correlation between a teacher's sense of efficacy and student achievement. Several researchers (Smilansky, 1984; Wirth, 1988 and Ashton and Webb, 1986) have supported the belief that there is a positive relationship between sense of efficacy and job satisfaction.

Studies in both industry and education suggest that job satisfaction may impact employee effectiveness and productivity in the work place as well as lessen absenteeism

rates and job turnover. Excessive absenteeism and teacher turnover deplete school systems of the needed resources to provide quality education for students. Recruiting efforts that secure competent teachers need not be done so in vain as teachers leave the teaching profession possibly due to decreased satisfaction with the job.

Limitations of the Study

This correlational research did not establish if a causal relationship exists between the independent variables, territoriality and teachers' sense of efficacy and the dependent variable, job satisfaction. The population of respondents was composed of a random sample of K-5 teachers in the Commonwealth of Virginia. Generalizing the findings to elementary teachers in other states should be done with caution. The potential for respondents to answer the questionnaires in a manner based on how they feel teachers should respond rather than with complete honesty was also a potential limitation of this study.

Definitions

The following definitions were considered important to the understanding of this study:

Control of Resources. A teacher's perception of control over and possession of curriculum materials and physical space.

Elementary School Teachers. Public School teachers teaching in grades K-5 in the Commonwealth of Virginia

during the 1991-1992 school term.

Job Satisfaction. An affective state that results from a personal evaluation of a work role.

Openness of Teaching. Teaching style of importance to the teacher and something in which to be proud.

Responsibility for Students. A teacher's perception of responsibility for students inside or outside of the classroom.

Teacher's Sense of Efficacy. A teacher's belief that his or her capabilities as a teacher bring about student learning.

Territoriality. A teacher's perception of his or her control of resources, responsibility for students and openness of teaching.

Overview of the Study

A review of relevant literature and related research concerning territoriality, teacher sense of efficacy and job satisfaction is presented in Chapter 2. The design and procedures used in conducting this research, including a discussion of the sample, instruments, methodology and data analysis are found in Chapter 3. Chapter 4 presents the findings and results of this study. Conclusions and implications for further research are presented in Chapter 5.

Chapter 2

Review of Related Research

Related literature and a review of research formed the theoretical background for this study. The literature is organized into three areas: 1) concept of territoriality and related issues; 2) relevant literature on teacher sense of efficacy and 3) concept of job satisfaction with regards to the field of education.

Territoriality

The richest source of historical concepts about territoriality comes from the writings of those interested in birds and their behavior (Carpenter, 1958). According to Malmberg (1980), more than two thousand years ago Aristotle wrote that a pair of eagles demands an extensive space and will not allow other birds to nest in close proximity. In his review of the concepts of animal territoriality, Carpenter (1958) discussed the work of Willugby (1678). Willugby wrote of observations made concerning the male nightingale. He believed that the nightingale occupied or seized a place which he termed a "Friehold". It was into this area that the nightingale would not admit others except its mate.

According to Nice (1941) the word "territory" as it applies to the study of birds was later coined by Oliver Goldsmith in 1774. Nice quoted Goldsmith's reflection

about territoriality; "the fact is, all these small birds mark out a territory to remain in; they guard their domains with the most watchful resentment and we seldom find two male tenants in the same hedge together" (pp. 442-443).

Eliot Howard (1948) in his book Territory in Bird Life developed a systematic approach to identifying the elements, functions and nature of territorial behavior. Howard's specialty was the warbler. Based on his observations, he reported that birds spend much time and energy defending and holding territories. He concluded that songs were part of the territorial system and functioned to warn off challengers as well as invite a female companion to share a nesting site.

Since then, much has been studied concerning the territorial behavior of other animals such as fish, reptiles, seals, rodents, deer and primates (Carpenter, 1958; Maier & Maier, 1970; Altman, 1975, and Taylor, 1988). Brown (1975) summarized a working definition used in the study of animal territoriality as a fixed area where intruders are excluded by some combination of advertisement, threat, and attack.

Eventually concepts of territoriality with respect to animals were extended to include explanations of territoriality as related to humans. According to Lorenz (1970), the study of animal territoriality, particularly concerning birds provides an excellent starting point to the

understanding of human territoriality. He argued that birds exhibit a lower number of observable behaviors which provides insight into the origins of certain behaviors in the highest mammals, including man.

Human territoriality, as a subject of research is a young endeavor, but has attracted attention during the recent decades from researchers focusing on the social sciences including psychology, sociology, geography and anthropology as well as from those interested in architecture and urban and regional planning (Taylor, 1988). According to Altman (1975), the concept of human territory traces its roots to the sociological analyses of urban life, beginning in the 1920's. These early studies concerned observations of social groups at restaurants, bars, and neighborhoods and later the study of gang behavior.

Bakker & Bakker-Rab dau, (1973), Edney (1976), Malmberg (1980), and Taylor (1988) are several of the researchers who have attempted to explore the various definitions of human territoriality. One definition that appears to encompass the nature of territorial functioning was developed by Taylor (1988).

Territoriality is an interlocked system of attitudes, sentiments, and behaviors that are specific to a particular, usually delimited, site or location, which, in the context of individuals in a group, or in a small

group as a whole, reflect and reinforce, for those individuals or groups, some degree of excludability of use, responsibility for, and control over activities in these specific sites (p. 81).

The issue of whether territoriality is innate or learned behavior has been raised and remains unresolved (Lorenz, 1965, 1969; Ardrey, 1966; Tiger, 1969; Altman, 1975; and Taylor, 1988). Many have argued that territoriality has a biological or instinctive quality. Others feel that social behavior is learned and that humans are especially responsive to environmental and cultural influences. Nevertheless, the demonstration of territorial behavior in animals and later in humans has been established through research.

Territories can be categorized as being primary, secondary or public. According to Altman (1975), primary territories are used exclusively by individuals or groups and are controlled on a relatively permanent basis. These territories are clearly identified as theirs by others and are central to the day-to-day lives of the occupants. Bakker & Bakker-Rabdau (1973) refer to this territory as a "private domain". They argue that the desire for a private or secure place can be observed in children as young as toddlers. A person's home is usually associated with a primary territory or private domain, however, certain work areas may take on such characteristics. For example,

Goffman (1961) found in his study of a mental hospital that certain areas in the hospital were off-limits to patients and were thus looked upon as personal territories of the staff.

Secondary territories have a durable quality of ownership, but are not wholly continuous or permanent. There is some access by others, therefore, occupancy is not totally exclusive. Offices, work stations and classrooms can be considered secondary territories. Finally, public territories have a temporary quality where almost anyone has free access and rights of occupancy (Altman, 1975).

People demonstrate territoriality not only by "staking out" certain space for themselves, but by "claiming" desks, favorite chairs, rooms that are not to be intruded upon or even particular seats at a table. One way of claiming space involves leaving some possessions in appropriated areas (Mehrabian, 1971).

Haber (1980) conducted a study concerning territorial invasion with students from a Maryland College. It dealt specifically with an experiment concerning "invaders" occupying someone's stably occupied seat while the person was out of the room. His or her reaction upon returning to find that seat occupied was recorded. Reactions ranged from stopping and staring, occupying another seat as close to that seat as possible, or verbally expressing that the seat was theirs.

Haber found that people who have occupied and marked their territory tend to be more likely to defend it when it has been invaded. In most instances, however, whether defended or not, the intrusion upon another's territory was met with some form of reaction.

One example of an earlier study of human territoriality is the work of Humphrey Osmond and his assistant, Robert Sommer. Osmond was the director of a large health and research facility in Saskatchewan. Despite new spacious and colorful conditions in a female geriatrics ward, patients were reported to interact infrequently and seemed depressed. In one experiment designed to examine patient relationships, Osmond and Sommer (1966) found that by increasing a patient's territory with the addition of tables next to beds, verbal interactions increased significantly. Previously, the only territorial characteristics associated with these patients were the bed and the chair. Small tables were brought in and the chairs arranged around them. Although the patients resisted at first to the change in placement of "their" chairs, eventually it was observed that the number of conversations doubled and reading tripled. This study demonstrated that the structuring of semi-fixed features such as furniture can have a profound and measurable effect on behavior.

In a study by Altman and Haythorn (1967), eighteen sailors were paired, each pair assigned to live in a small

room, and studied over a ten day period. The men showed a gradual increase in territorial behavior as the study progressed. Whereas initial behaviors concerned "claiming" part of the room, the bed, and a side of a table, eventually placement of chairs and personal possessions demonstrated increased territorial behavior.

To summarize, territoriality was first recognized as a function of bird behavior, gradually expanding to include studies of territorial behavior in a variety of animals. The study of human territoriality is not as extensive as that of the study of animal territoriality, but over the past several decades has incurred increased interest by researchers. Human territoriality concerns behavior specific to a particular location and includes a certain degree of defense by individuals or groups depending on the perceived space as being a primary, secondary or public territory.

Teacher Territoriality

The concept of territoriality, within the context of education, has been examined infrequently. In fact, four studies are unpublished doctoral dissertations which dealt specifically with this concept as it relates to school personnel. Keller (1972) for instance, investigated the concept of territoriality of elementary principals in terms of ten functions of a principal, such as selection and assignment of teachers, teacher evaluation, and organization

of the school for effective learning as well as "threat agencies" including the superintendent, teacher unions, parent groups and district and state boards of education. Similarly, Donnelly (1975) studied territoriality of secondary principals, while Bell (1974) investigated the concept with district superintendents. Culkowski (1989) not only investigated the concept of territoriality as it related to teachers, but also developed a Teacher Territory Questionnaire, (TTQ) that attempts to measure territoriality of teachers.

According to Culkowski, (1989) teacher territoriality can be defined in terms of three factors including 1) teacher's control of resources, 2) responsibility for students and 3) openness of teaching. Teacher's control of resources deals with a teacher's control over and possession of curriculum materials and physical space. Responsibility for students includes the feeling of responsibility a teacher has for his or her students inside or outside of the classroom. Openness of teaching concerns teaching style of importance to the teacher and something in which to be proud.

Other studies that deal with the concept of teacher territoriality are rare. In a study by Bruckerhoff (1988) extensive field notes concerning "defense of territory" of fourteen teachers in a social studies department of a midwest school were taken over a seven month period.

According to Bruckerhoff, the teacher's use of territories was a covert maneuver to protect these areas from intrusions by administrators, students, and teachers in an opposite clique. The researcher concluded that territories at this school were delineated into four categories: subject matter, classroom, the use of the gym and the professional library. Two categories provided particularly detailed evidence of territorial behavior of these teachers. For example, regarding the selection and sharing of subject matter, Bruckerhoff (1988) reported:

Teachers were selective in distributing such material, for it was territory. To explain further, a teacher who was using the Xerox machine spoke as follows about copies he made about a recently published article on El Salvador: "I don't give this out to every rum dum in the building. There are only 10% who are educable. I only give it to people I think there is any hope for" (p. 16).

The ten percent mentioned were members of the teacher's clique. Bruckerhoff (1988) concluded that the materials for instruction were an important part of subject matter territory and were guarded carefully. The classroom was considered a territory ("my turf") by these teachers as well. A teacher's indication of the classroom as his territory was revealed through activities with regard to the room decor, daily schedule, and classroom access.

To understand teacher territoriality, the concept of autonomy needs to be understood as well. The concept of autonomy, which according to Biklen (1982) is the ability to make independent judgements and to have them trusted is a common thread throughout the three factors included in Culkowski's (1989) concept of teacher territoriality. Proshansky, Ittelson and Rivlin (1976) further defines autonomy as the degree to which the individual can lay claim to and secure an area or an object, maximizing his freedom of choice to perform any behavior relevant to that area or object. People exercise autonomy over something for which they feel responsible.

Research supports the belief that teachers favor the absence of close scrutiny of their work while preferring autonomy in the classroom (Packard, 1976). Packard's research measured autonomy/equality of over 500 elementary teachers working in 38 schools in five eastern states. He found that teachers tended to favor discretion of the individual teacher over the classroom.

In a study by Leon, Omari, Bastors and Blumberg (1982), 550 teachers in four countries: the United States, Brazil, Jordan, and Venezuela were given a 34-item survey focused on teacher autonomy, concerning a teacher's capacity to accept or reject requests from the principal. The assumption was that teachers exercise autonomy over something for which they have responsibility. The survey

contained questions which referred to "activities that are part of teacher territory" (p. 9). On a scale ranging from "absolute freedom" to "absolute restriction", teachers were requested to respond to questions concerning teachers' autonomy when faced with a principal's request. The findings showed that in the United States, teachers felt more autonomy around issues related to the classroom than did teachers in the other countries, such as teaching style and the preparation of teaching materials; moderate autonomy regarding neutral issues, such as taking a more active part in faculty meetings, and least autonomy relative to organizational matters, such as keeping student records and attendance reports.

Cox and Wood (1980) also conducted a study concerning autonomy. Teachers from a midwestern city, who were members of the NEA (National Education Association) or the AFT (American Federation of Teachers) were asked to fill out a questionnaire that measured organizational variables including participation in decision making, hierarchy of authority, job codification, rule enforcement, and the distance from administration. Whereas participation in decision making had a negative correlation to teacher alienation, hierarchy of authority, job codification, and rigidity of rule enforcement positively associated with teacher alienation. Thus, according to Cox and Wood, "lack of autonomy functions also as a critical determinant of

alienation" (p. 5).

Although studies regarding teacher territoriality are infrequent, certain issues may pertain to the concept of territoriality and thus should be explored. This includes research concerning the open-school concept which infers lack of fixed barriers in a school, the concept of isolation, instructional matters and openness of teaching.

The open school concept, popular in the late 1960's and early 1970's presents a unique factor in the study of territoriality. According to Culkowski (1989) "the design of classrooms without walls may disregard boundaries of teacher territoriality" (p. 22). In the open classroom, in varying degrees, the use of space and movement of persons, materials and equipment within it, is less routinized, fixed or invariable than in the formal traditional classroom (Katz, 1972).

When asked to compare organizational climates in open-space schools versus conventional schools, Bernard Spodek (1972) reported that unless there is a faculty which communicates with one another, an open area school can turn into some type of "daily hell" that supports conformity. He further argues that at least a teacher who is by himself with four walls feels a certain amount of autonomy or freedom.

Research by Nations (1972) recounted an observation of teachers in an open-spaced school.

In one of those schools, the factors that would encourage open education were not there. As a result, teachers built walls as the year went on. First of all, they moved bookcases in, and then they started adding things on top of the bookcases, and finally in a short period of time in this beautiful open space, there were self-contained classrooms built up (p. 131).

Seidman (1975) investigated the relationship between physical openness of an open-space elementary school and organizational climate. Ninety-eight randomly selected open-space elementary schools throughout the United States were selected. Seidman found that lacking physical barriers in open-space schools, open organizational climate did not occur with higher frequency than closed climates. Seidman reported from interviews following this initial research that many of the teachers said that had they been offered a choice, they would have chosen to work in self-contained classrooms.

A study by Olszewski and Doyle (1976) focused on environmental influences on professional behaviors of elementary school teachers in the multi-unit open space and conventional structures. In this study, teachers were compared on two variables; range of teaching behaviors concerning the number of behaviors a teacher utilized in the classroom and shared teaching behaviors, which concerned the

commonality of teacher behaviors utilized in a designated teaching unit. Results suggested that although the range of teacher behavior exhibited in the classroom was not affected, the multiunit/open space setting increased the commonality of behavior among teachers. This research supports the view that an open school structure encourages teacher conformity.

The concept of territoriality may also be related to the issue of teacher isolation. According to a study by Goodlad (1983), teachers are normally separated from one another and little is done to encourage teachers to come together in their schools to discuss instructional improvement or curriculum.

In a study of teacher isolation, Rothberg (1986) surveyed 196 elementary, middle school and high school teachers enrolled in various graduate programs at the University of Central Florida. A summary of some of their responses revealed that over 80 percent of each group (elementary, junior/middle, and senior high) felt, that the classroom is a private world which no one besides the teacher and students should enter. Teachers reported that very few colleagues visit classrooms to observe and/or participate even though most elementary and middle/junior high teachers (80%) reported that they would like to visit other classrooms.

McNairy (1988) addressed the issue of territorial

ownership in her study of the effects of multiple staffing in an early childhood classroom. Using informal and systematic observations and formal and informal interviews, she found the teachers acted differently when working in the room together as when working alone. For example, after she expressed feelings of discomfort with the presence of the other teacher in her classroom, a teacher remarked when asked about her time of teaching alone; "In the afternoon, it is finally my room" (p. 8).

According to Canty (1991), teachers work in an isolated environment of their own choosing. He reported that once teachers are in the classroom, the door closes behind them which shuts out most of the available support and guidance. To compound this problem, he continues, most experienced teachers are hesitant to share their craft and discuss their concerns with peers.

Another area to consider when examining the concept of teacher territoriality concerns teachers' feelings of responsibility regarding instructional matters. In a study by Schwille et al. (1983) seven elementary teachers from six schools in three districts were studied to determine if teachers resist external pressure to change methods and materials concerning the teaching of mathematics. Interviews, classroom observations, interviews with principals and district personnel as well as observations of meetings and parent-teacher open houses were recorded. The

researchers found that even though policies had a notable impact on individual teachers, teachers also exercised much discretion. In a related study by Schwille et al. (1983), sixty-six fourth grade Michigan teachers from five districts were asked how they would respond to various pressures to change the content of the mathematics curriculum. These pressures came from parents, upper-grade teachers, the school principal, district instructional objectives, textbooks supplied to the teacher, and published standardized test results. This study found that teachers abdicated their role of autonomous decision maker concerning instruction even when confronted by weak attempts to influence them.

According to Culkowski (1989), openness of teaching concerns a teacher's perception of responsibility for teaching methods, willingness to share such methods and communication with other teachers. According to Sheed, (1984) teachers are secretive about what goes on in their classrooms.

The fact is, we don't talk to each other. We discuss, or complain about, the pupils, the head and sometimes each other but we don't talk about the business of teaching. We come close to it occasionally when a publisher's representative spills his goods over the staffroom table and invites us, we imagine, to be critical. Then we may air our dislike of a particular

textbook's treatment of this and tell each other that we really don't care for that method at all (P. 23).

Sheed argues that such secretive behavior is simply lack of confidence. He states that teachers are not accustomed to exposing methodology to adult scrutiny and share a common reluctance to do so.

Little (1985) found that a Teacher Advisor Project at the Marion County, California Office of Education resulted in teacher advisors finding it difficult to initiate advisory roles with teachers. Interactions did not proceed easily because in Little's opinion the advisor's presence in the classroom exposed how teachers teach, what they think about teaching and how they plan for teaching. Little found that teachers seemed perplexed about how to proceed and expressed resentment concerning the hours advisors spent in the lounge (trying to drum up business) while teachers were hard at work in classrooms. Teachers were hesitant to propose anything to the advisors that might cast them in the role of "gofer" or aide. At the same time, advisors were reticent to propose specific projects with the teachers for fear of "stepping on toes". Little reported that the result was a "strange dance" transpiring mostly in the teachers' lounge, at a polite distance, and rarely in the more intimate surroundings of the classroom.

Zahorik (1987) conducted a descriptive study of 52

teachers in six elementary schools, investigating the extent of help teachers give and get from each other concerning classroom teaching. He found that teachers spend a relatively small amount of time conversing with colleagues about classroom teaching and more frequently discussed materials, discipline, activities, and individualization. Evaluation, teaching methods, objectives and room organization were discussed much less frequently. Zahorik categorized reasons these teachers gave for why little help was given or received with teaching methods. One such reason was that teacher behavior is personal and private while asking for help about teaching is threatening and fearful. Teachers responded that giving advice could be interpreted as boasting or the information is ignored.

Zahorik also found that in addition to not sharing information, teachers did not observe other teachers nor were they observed. An example of Zahorik's findings can be illustrated in the case of two teachers, Jim and Bill who were very close socially and professionally, taught the same grade at the same elementary school for twelve years, and lived in the same area. They drove to school together and were partners in a house fix-up business. They did not, however, discuss specific teaching behaviors nor participate in peer observation.

Conversation about education matters takes place constantly between them before school, between classes,

during the lunch hour when both are playground monitors, and after school. Their conversation, however, is limited to students' learning or discipline problems and to materials and activities for student use. They rarely talk about more specific teaching behaviors. Bill says that teaching methods are "much too personal" to share with another. Jim says that "teaching is sacred ground. It's his classroom. It's like you don't talk about politics and religion" (Zahorik, 1987, p. 391).

A peer observation program was implemented on a small scale at the school and Jim was required to observe Bill's teaching. Jim chose a free period for the observation and went into Bill's room while a lesson was in progress. Zahorik reported the experience was traumatic for both. Bill's anxiety was quite noticeable and Jim became quite uncomfortable.

Summary

Territoriality refers to the physical, psychological and sociological domains in a school for which a teacher feels responsibility. Studies in animal territoriality and human territoriality paved the way towards interest in the study of territoriality and school personnel. Although studies in teacher territoriality are rare, the study of issues such as autonomy, open-space schools, teachers in isolation, instructional matters and openness of teaching

shed some light on issues pertaining to the concept of territoriality.

Teacher Efficacy

Teacher efficacy has been identified as a variable explaining individual differences in teaching effectiveness (Gibson and Dembo, 1984). According to Smylie (1990), teacher efficacy is considered to be a significant social-psychological factor which influences teachers' work. Although attention which focused on the concept of teacher efficacy faded during the past decade, Lanier and Sedlack (1989) argue that teacher efficacy is a central part of discussions about educational reform, restructuring and quality schooling, and thus has resurfaced as a viable topic of research.

The first studies concerning teacher efficacy can be traced to the Rand Corporation studies (Armor et al., 1976; and Berman, McLaughlin, Bass, Pauly, and Zellman, 1977). In the Rand studies, teachers' sense of efficacy was defined as the extent of a teacher's belief that he or she had the capacity to affect student performance (Berman et al., 1977). This was based in part on Rotter's (1966) locus of control construct which concerns a person's belief that events that happen are a reflection of his own behavior (internal locus of control) or controlled by luck, fate, or uncontrollable circumstances (external locus of control).

In the first Rand study, Armor et al. (1976) evaluated

the effectiveness of the School Preferred Reading Program used in 20 Los Angeles schools. Teacher sense of efficacy showed a significant relationship to student increases in reading. In the other study conducted by Berman et al. (1977), evaluation of approximately 100 Title III ESEA (Elementary and Secondary Education Act) projects found that teacher sense of efficacy had a "strong positive relationship" to the percentage of project goals achieved, extent of teacher change and improved student performance. According to McLaughlin and Marsh (1978), in the Rand analysis the most powerful teacher attribute was teacher sense of efficacy.

In both of the Rand studies, teacher sense of efficacy was measured using the following two questions:

1. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.
2. If I really try hard, I can get through to even the most difficult or unmotivated students (Berman et al., 1977, pp. 136-137).

Several researchers attempting to conceptualize and measure the construct of teacher efficacy turned to the work of Bandura (1977, 1982, 1986). Denham and Michael (1981), Ashton and Webb (1982) and Gibson and Dembo (1984) developed multidimensional models of teacher efficacy based on

Bandura's theory of self-efficacy. According to Bandura (1986) self-efficacy is defined as a person's judgement about his or her capability to organize and carry out courses of action required to attain specific types of performances.

Bandura (1977) argued against relying on Rotter's locus of control construct when determining self-efficacy. He claimed that Rotter's conceptual design is primarily concerned with causal beliefs about action-outcome possibilities rather than with personal efficacy. These possibilities concern a person's estimate that a certain behavior will lead to certain outcomes. An individual may have a strong locus of control, that is belief that outcomes tend to be determined by one's own actions rather than external forces, but does not necessarily mean he or she possesses a strong sense of self-efficacy.

Bandura (1977) suggests that an individual's behavior is a combination of an outcome expectancy (belief that certain behaviors will lead to desirable outcomes), and sense of self-efficacy (belief that one has the necessary skills to bring about the outcome). Thus, personal efficacy is concerned with a person's belief that he or she can successfully execute the behavior required to produce an outcome. Outcome and efficacy expectations are distinguishable because an individual can believe that specific behaviors will produce certain outcomes, but if the

individual does not believe that he or she has the capacity to perform the necessary activities, the appropriate behavior will not be initiated or he or she will not persist in the behavior (Bandura, 1977).

Bandura (1978) asserts that in the event where both efficacy and outcome expectancies vary, behavior can best be predicted by considering both of these variables. He hypothesizes that an individual high on outcome expectancy and self-efficacy will respond in an active and assured manner, while an individual with high self-efficacy but low outcome expectancy will tend to intensify efforts. Individuals low on both variables will tend to give up readily if the desired results are not obtained.

Gibson and Dembo (1984) applied Bandura's theory of self-efficacy to their construct of teacher efficacy and later developed a Teacher Efficacy Scale measuring teacher sense of efficacy. In this construct,

outcome expectancy would essentially reflect the degree to which teachers believed the environment could be controlled, that is, the extent to which students can be taught given such factors as family background, (intelligence), and school conditions. Self-efficacy beliefs would indicate teachers' evaluation of their abilities to bring about positive student change (p. 570).

Research on Teacher Efficacy

Significant relationships between teacher efficacy and different dimensions of teacher work performance and outcomes have been identified. This research supports the belief that teacher efficacy is an important element of the educational process. These relationships concern teacher's classroom behavior, change in teacher practice through staff development, student learning, teacher efficacy and the organizational structure of the school and demographic make-up of the teachers.

Research on teacher efficacy has determined relationships between efficacy and classroom behavior of teachers. Barfield and Burlingame (1974) studied the relationship between a teacher's sense of efficacy and a teacher's "pupil control ideology". They found that teachers reporting a low sense of efficacy indicated a preference for custodial control of students more often than did teachers with a high sense of efficacy. Thus Barfield and Burlingame reported that sense of efficacy may influence a teacher's classroom management methods.

Gibson and Dembo (1984) conducted classroom observations of eight teachers categorized by high and low efficacy scores based on results from the Teacher Efficacy Scale. The observation instrument measured teacher use of time, teacher-student question and answer interchanges, whole group or small group instruction, teacher use of

praise and criticism and teacher persistence in a failure situation such as a student answering incorrectly. They found that high-efficacy teachers spent only 28% of their time in small group instruction as opposed to 50% for low efficacy teachers. High efficacy teachers also spent more time monitoring and checking seatwork, more time in lesson preparation and used praise instead of criticism more often. Low efficacy teachers were less likely to show persistence in a failure situation.

In the Texas Teacher Effectiveness Study, Brophy and Evertson (1977) found that teachers who were successful in demonstrating gains in student learning tended to have higher expectations for their students, tended to maximize time students spent in productive activities and assumed responsibility for student learning.

Although they did not study teacher efficacy directly, Brookover et al., (1978) investigated variables related to school climate that influenced student achievement. They found that teachers in high achieving schools tended to spend more time on instruction, showed more concern for the students and demonstrated greater commitment to student achievement.

Tracz and Gibson (1986) administered the Teacher Efficacy Scale along with classroom observations to 14 elementary teachers at two school sites, investigating the relationship of teacher efficacy to teacher use of time,

student time-on-task, and student achievement. They found that teachers reporting a high degree of confidence in their own teaching abilities tended to spend more time in whole class instruction and yielded higher achievement scores in the area of reading.

Ashton and Webb (1986) conducted ethnographic observations in classrooms in the Middle School Study and reported differences of high and low efficacy teachers with regards to interaction with students. Higher efficacy teachers tended to maintain higher academic standards, employ strategies that minimized negative affect, had higher achievement expectations and maintained on-task behavior by students. Conversely, low efficacy teachers tended to stratify students by perceptions of competency and emphasize academic achievement in terms of the perception of students as capable and thus worthy of attention.

Teacher efficacy has been linked to change in teacher practice resulting from staff development and planned change initiatives (Smylie, 1990). In the study by Berman et al. (1977) teacher efficacy was found to be a significant predictor of teacher change and project goals achieved. Research by Poole and Okeafor (1989) determined teacher efficacy to be significantly related to the use of new curriculum guides as well as implementations of a new curriculum.

In a study by Guskey (1984), however levels of teacher

efficacy declined after participation in a staff development activity concerning a new curriculum. He argued that the new performance "criteria" may have caused teachers to question their own capabilities.

Various researchers have found significant relationships between teacher efficacy and student achievement. Armor et al. (1976) found positive significant relationships between teacher efficacy and reading achievement of minority students. Berman et al. (1977) also found significant relationships between teacher efficacy and student achievement in reading and math.

Ashton and Webb (1986) analyzed teacher efficacy in terms of sense of professional efficacy and personal efficacy to student achievement. In this study, professional efficacy was defined as learning outcomes that teachers expect will result from teaching, while personal efficacy concerns an individuals' assessment of their own teaching competence. They found significant relationships between teacher sense of professional efficacy and math achievement, but not with reading achievement. They did not, however find significant relationships between personal efficacy and math and reading achievement.

Certain organizational and demographic variables have been associated with the concept of teacher sense of efficacy. A study by Bidwell, (1973) found that the school organization can limit a teacher's opportunity to bring

about changes through personal influence, and thus can lower a teacher's sense of efficacy.

Greenwood, Olejnik, and Parkay (1990) conducted a study of teachers in nine "high stress" and nine "low stress" schools in Florida. Teacher efficacy belief patterns and demographic characteristics were examined. Significant relationships were found between efficacy and gender, and between efficacy and grade level taught. Efficacy belief patterns and highest degree held, teaching experience and race/ethnic origin did not yield statistically significant results.

Summary

Briefly, teachers' sense of efficacy concerns teachers' expectations that they can influence student learning. Gibson and Dembo (1984) developed an instrument to measure teacher efficacy, based on Bandura's theory of self-efficacy. Research has shown that sense of efficacy correlates to a teachers' classroom behavior, how teachers react to change through staff development and student achievement. The organizational structure of a school and such demographic variables as gender and grade level taught also relate to teachers' sense of efficacy.

Job Satisfaction

One of the earliest studies concerning job satisfaction resulted in Hoppock's (1935) book titled Job Satisfaction. In this study, he defined job satisfaction as any

combination of psychological, physiological, and environmental circumstances that causes an individual to say 'I am satisfied with my job'. According to Kottkamp (1990), interest in job satisfaction was generated during the Human Relations Era when it was assumed that job satisfaction is a determinant of job performance. In his review of research on the concept of job satisfaction, Locke (1976) defined job satisfaction as a pleasurable or positive emotional state which results from the appraisal of one's job. Later Smith et al. (1969) developed the Job Descriptive Index as a measurement tool of job satisfaction of employees. They defined job satisfaction simply as "the feelings a worker has about his job" (p. 6).

Herzberg et al. (1959), with the two-factor theory of motivation, have contributed to research on job satisfaction. They investigated the sources of job satisfaction and dissatisfaction of over 200 engineers and accountants by asking them during interviews to talk about times when they felt exceptionally good or bad about the job. The researchers found that positive events tended to refer to intrinsic aspects of the job and were expressed in terms of achievement, recognition, responsibility, advancement, and the work itself. By contrast, negative events concerned extrinsic aspects regarding the context in which the job was done, including company policy and administration, supervision, interpersonal relations,

working conditions and salary.

Based on these findings, Herzberg et al. (1959) labeled the first set of factors as "satisfiers" or "motivators" and the ones relating to extrinsic inputs on the job as "dissatisfiers" or "hygienes". The two factors; satisfiers and dissatisfiers are not opposites, but are separate dimensions of this concept. Thus, removal of a dissatisfier, for example, by a raise in salary could prevent dissatisfaction, but would not represent a satisfier.

King (1970) supported Herzberg's original study stating that motivators contribute more to job satisfaction than to job dissatisfaction and hygiene factors contribute more to job dissatisfaction than to job satisfaction. Sergiovanni (1967) replicated Herzberg's study in the educational setting with teachers. He concluded that factors accounting for positive attitudes related to job satisfaction and those accounting for negative attitudes related to job dissatisfaction. According to Steers and Porter (1979), Herzberg deserves much credit for calling attention to the need for understanding how motivational factors play a role regarding attitudes at work.

Vroom's (1964) expectancy motivation theory also called Valence-Instrumentality-Expectancy (VIE) provides additional insight into the study of motivation to work relating to job satisfaction. Expectancy theory contends that the strength

of a tendency to act in a certain way depends on the strength of a tendency of an expectation that the act will be followed by a given outcome and on the perceived attractiveness of that outcome to the individual. Valence concerns the perceived attractiveness or worth of potential outcomes. For example, an outcome is positively valent when a person prefers attaining it to not attaining it.

Instrumentality refers to the belief that a reward with a particular valence will follow a given performance.

Expectancy refers to a belief concerning the likelihood that a particular act will be followed by a particular outcome.

Using the VIE model, Vroom (1964) studied the determinants of job satisfaction and satisfaction relating to job behavior. He hypothesized that the extent of job satisfaction is related to the extent that the job is instrumental to the attainment of desired outcomes. He also posited that the force on a person to remain in a job is a function of the expectancy that the person believes he will be able to remain in the job. Vroom contended from his work that the significant factors contributing to job satisfaction include "high pay, substantial promotional opportunities, considerate and participative supervision, an opportunity to interact with one's peers, varied duties, and a high degree of control over work methods and work pace" (1964, p. 173). Expanding on Vroom's work, Porter and Lawler (1968) reported that the content of the job can be a

source of positive motivation which can influence an individual's job satisfaction. According to these researchers, job satisfaction may be associated with rewards resulting from good performance, the opportunity for meaningful feedback, and a job that allows for a certain degree of self-control by the worker.

Based on a study of 100 randomly selected heavy equipment parts employees, Griffin (1982) found that a significant positive correlation exists between job satisfaction, productivity, task variety, autonomy and feedback. He concluded that when the work design is enhanced, job satisfaction, as well as productivity may increase.

After conducting factor analytic studies, Smith et al. (1969) concluded that the five most significant areas of job satisfaction were: the work itself, pay, opportunity for promotions, supervision, and people with whom one works. They supposed that job satisfaction can best be explained by a discrepancy between the work motivation of the employees and the rewards offered by the organization. These researchers hypothesized that there is a positive relationship between the level of job satisfaction and the perceived variation between what is expected or desired in the job situation and what is actually experienced.

Job Satisfaction of Educators

Kottkamp (1990) reports that studies concerning job and

career satisfaction are without doubt the most studied of all teacher attributes. Put in terms that apply to educators, Hoy and Miskel (1987) defined job satisfaction as a present or past-oriented state that results when an educator evaluate his or her work role.

According to Lortie (1975), teachers are generally uncertain about their effectiveness and thus not satisfied with teaching. In his study, teachers interviewed were subject to a kind of emotional "flooding" regarding their anxieties about work effectiveness.

Thus a seemingly simple question on problems of evaluating progress unleashed a torrent of feeling and frustration; one finds self-blame, a sense of inadequacy, the bitter taste of failure, anger at the students, despair, and other dark emotions. The freedom to assess one's own work is no occasion for joy; the conscience remains unsatisfied as ambiguity, uncertainty, and little apparent change impede the flow of reassurance. Teaching demands, it seems the capacity to work for protracted periods without sure knowledge that one is having any positive effect on students. Some find it difficult to maintain their self-esteem (p. 144).

Researchers such as Hendrickson (1979), Cichon and Koff (1980), and Dearman and Plisko (1982) contend that teachers are generally dissatisfied with their jobs. Wanberg,

Metzger, and Levitov (1982) found that 40% of teachers surveyed would not choose education as a career. He cited working conditions and perception of women's professional roles were factors relating to teacher job dissatisfaction. A poll reported by Education Week (1990) concluded that teachers are less satisfied with their jobs than in the past regarding the control they have over their professional lives.

In her extensive research on beginning and mid-career teachers, however, Nais (1989) concluded that teachers expressed very high levels of satisfaction with the occupation of teaching. Albert and Levine (1989), as well as Boser (1989) concurred with reports that teachers are satisfied with most aspects of their jobs. Yee (1990) argued that based on extensive survey data, teachers typically reveal satisfaction with their jobs. A Carnegie Foundation (1990) report based on results taken from a national survey of over 20,000 teachers, determined that teachers (86%) are generally satisfied with their jobs.

Although documented research concerning territoriality and teacher job satisfaction has not been completed, certain issues that reflect elements of territoriality have been investigated. While not directly related to educators, Roethlisberger and Dickson (1934) found that people working in isolated jobs were more likely to express irritation, dissatisfaction or feelings of depression on the job. In a

study of automobile industry workers, Walker and Guest (1952) found that isolated workers disliked their jobs. Goodlad (1984) argued that when teachers find themselves restricted and inhibited by problems of the workplace, it is reasonable to expect dissatisfaction to set in. Tye and Tye (1984), however, report that while teachers tend to be isolated in their classrooms, they are satisfied with the situation because they feel in control of what goes on in their own classroom.

In a study of job satisfaction and organizational factors of kindergarten teachers, Avi-Itzhak (1988) found that teachers were more satisfied with the security and social relationships the job offered, but less satisfied with their feelings of autonomy. Super and Hall (1978) argue that people who feel challenged by their work and have autonomy while carrying out their tasks are more apt to be satisfied with their employment. Miskel, Glasnapp, and Hartley (1975) found in their study of certified school personnel in the state of Kansas, that in schools where teachers perceived that there was a potential for personal development such as creative expression and increased responsibility job satisfaction increased.

Conley, Bacharach, and Bauer (1989) analyzed survey data from 87 school districts in New York. One variable in this study concerned the relationships between teacher contact with supervision and other teachers and job

dissatisfaction. A significant negative correlation was determined between the variables. According to the researchers, contact with supervisors and other teachers was a factor in career satisfaction. This was found to be particularly true in elementary schools.

Research concerning teachers' sense of efficacy and job satisfaction also gives evidence that certain relationships exist. Smilansky (1984) examined work satisfaction of elementary school teachers with relation to internal and external variables and reported stress. Significant correlations were found between teacher ratings of work satisfaction and feelings of general self-efficacy. Teacher satisfaction at work was also found to relate mostly to their reported feelings about what happened within the classroom rather than feelings concerning administrative or policy questions. Work autonomy was not related to teacher satisfaction.

Wirth (1988) reported on a study by the Boston Women's Teacher Group concerning indepth interviews with a stratified random sample of elementary teachers. Analysis of the data led the researchers to conclude that teachers' feelings with regard to isolation, job satisfaction, and sense of efficacy were rooted in working relations and institutional structures of the schools.

Ashton and Webb (1986) surmised from their research that a teacher's general satisfaction with teaching would

have a reciprocal relationship with sense of efficacy. That is, "if teachers doubt their competence as teachers, it is unlikely that they will be satisfied with their chosen profession. Similarly, if teachers are dissatisfied with teaching, they may come to question their professional competence" (p. 95).

Certain demographic variables concerning teachers have been found to relate to levels of perceived job satisfaction. According to Lortie (1975) and Chapman and Lowther (1982), women indicate higher levels of job satisfaction than do men. Elementary school teachers as a group were found to indicate higher levels of job satisfaction than secondary school teachers (Kottkamp, 1990). Boser (1989) found a significant positive relationship between years of experience and job satisfaction.

Summary

Briefly, job satisfaction concerns a worker's perception about his or her job. The concept of job satisfaction has been explored extensively in nearly all occupations, including teaching. Research has shown that many teachers express dissatisfaction with the job of teaching, although research has also shown teachers to be highly satisfied with their jobs. A relationship between job satisfaction and elements concerning the concept of territoriality and teachers' sense of efficacy have been

examined. The literature indicates that teachers' sense of efficacy has a positive relationship to teacher job satisfaction. Certain demographic variables have also been shown to relate to teachers' perceptions of job satisfaction.

A discussion of the methodology used in the present study is presented in Chapter 3. This study was designed to examine the relationship of teacher territoriality and teacher sense of efficacy to job satisfaction of elementary school teachers.

Chapter 3

Methodology

A description of the methodology used to investigate the relationships of teacher territoriality and teacher sense of efficacy to job satisfaction of elementary school teachers is presented in Chapter 3. This chapter includes 1) a description of the population and sample, 2) instrumentation, 3) hypotheses, 4) data collecting procedures and 5) data analysis.

Population and Sample

The population for this research included elementary public school teachers working in the Commonwealth of Virginia during the 1991-1992 school term. The sample was limited to grade K-5 teachers and was selected by using a computer generated table of random numbers applied to the master list of all K-5 teachers working in Virginia in the fall of 1991. A list of 350 names and corresponding school employment locations was produced. The employment location number was then matched with the code number for district, school name and school address found in the Virginia Educational Directory 1991.

Instrumentation

Teacher territoriality was measured by the Teacher Territory Questionnaire (TTQ), a 48 item instrument measuring three factors; physical space, responsibility for

students and openness of teaching, developed by Culkowski (1989). This questionnaire was based on a review of relevant literature concerning the concept of territoriality and unstructured interviews with teachers regarding teachers' perceptions of territoriality in schools. From those interviews, a 51-item questionnaire was developed and pilot tested. The Teacher Territory Questionnaire was revised to a 48-item instrument.

The revised form of the Teacher Territory Questionnaire was tested using a sample of 356 K-12 public school teachers from two districts in New York state. The data were factor analyzed to determine the number of factors involved in the concept of teacher territoriality and to determine items with high loadings on each factor. Based on this analysis, the items on the questionnaire were placed into three categories. These categories included "control of resources", "responsibility for students", and "openness of teaching". Control of resources concerns the physical environment surrounding the teacher, including control of the classroom, the furniture in the room as well as possession of curriculum materials. Responsibility for students refers to the feeling a teacher has for students inside or outside of the classroom. Finally, openness of teaching concerns the feeling of responsibility for the style and methods used in instruction.

Participants in this study were asked to respond to

statements using a 7-point scale, ranging from "strongly disagree" to "strongly agree". Factor scores for each respondent were totaled. The factor relating to control of resources contained 20 items with possible total scores ranging from 20 - 140. The factor concerning students contained 13 items with total scores ranging from 13 - 91. Finally, the factor concerning openness of teaching contained 15 items with total scores ranging from 15 - 105. The scoring of Culkowski's (1989) instrument was modified somewhat to account for items needing reverse scoring. For instance, with the statement "Teachers don't mind if other teachers use their classrooms and mess them up", a low score (disagree) would imply territorial behavior. For this reason, the item was reverse scored in order to reflect a more consistent territoriality score.

Internal consistency was tested for each of the three categories of the Teacher Territory Questionnaire using Cronbach's alpha coefficients. Results included: .86 for control of resources; .86 for students and .70 for openness of teaching, which support the TTQ as a reliable measure of the concept of teacher territoriality. A copy of the Teacher Territory Questionnaire is included in Appendix A. Questions included in each of the three factors for this instrument follow in Appendices B, C, and D.

Teacher sense of efficacy was measured by the Teacher Efficacy Scale (TES), a 30-item questionnaire developed by

Gibson and Dembo (1984). This scale measures two factors of teacher sense of efficacy, including personal teaching efficacy and teaching efficacy. Personal teaching efficacy concerns a teacher's belief that he or she has the skills and abilities to bring about student learning. Teaching efficacy refers to the belief that any teacher's ability is significantly limited by external factors, including home environment, family background, and parental influence of the student. This instrument evolved from a review of relevant literature, teacher interviews, a pilot study and test revision.

Factor analysis was conducted on the results taken from 208 elementary teachers from 13 schools. Two factors which were extracted based on Catell's screen test concurred with Bandura's (1977, 1982, 1986) two-factor model of self-efficacy. Factor loadings revealed that nine items make up the personal teaching efficacy factor, while seven items concern teaching efficacy (Gibson and Dembo, 1984).

Participants were requested to respond to statements on the Teacher Efficacy Scale regarding their agreement or disagreement using a 6-point scale ranging from "Strongly disagree" to "Strongly agree". Only the 16 items retained by Gibson and Dembo (1984) were actually computed for each factor. The factor concerning personal efficacy, containing 9 items had a total score ranging from 9 - 54. The other factor concerning teaching efficacy was written so that high

efficacy was actually determined by a low score. Thus, to provide consistency with the scoring of the other instruments, this factor was reverse scored. Total scores on the 7 items in this factor ranged from 7 - 42.

Reliability coefficients on the 16 items retained in this instrument were determined using Cronbach's alpha coefficients. Results included .78 for the personal teaching efficacy factor; .75 for the factor concerning teaching efficacy and .79 for the total instrument. Thus, internal consistency measures of the Teacher Efficacy Scale determine that this is a reliable instrument comprised of two distinguishable factors.

Gibson and Dembo (1984) conducted a multitrait - multimethod analysis using intercorrelations between verbal ability, flexibility and teacher efficacy across two methods including closed ended and open ended formats. Verbal ability and flexibility were selected for this analysis because like teacher efficacy, each has shown relationships with student achievement (Berman et al. 1977; Bowles & Levin 1968; and Ekstrom, 1975). Based on the results of these analyses, convergence of teacher efficacy and discriminatibility from the other constructs was supported. Therefore, the construct of teacher efficacy is a distinct construct from verbal ability and flexibility. This provides validation support for the Teacher Efficacy Scale as a tool to measure two factors of teacher sense of

efficacy.

Several other researchers have demonstrated acceptance of the Teacher Efficacy Scale as a tool for the measurement of teacher sense of efficacy. Tracz and Gibson (1986) used the scale and concurred that two independent factors emerge from the total instrument. Saklofske, Michayluk, and Ranolhawa (1988) and Coladarci and Breton (1991) also confirmed the two factors identified in the Teacher Efficacy Scale, while conducting validation studies of the instrument. Recently, Woolfolk and Hoy (1990) used the Teacher Efficacy Scale in their research, retaining the two factors and confirming the 16 items as making up the original assessment instrument. A copy of the Teacher Efficacy Scale is included in Appendix E. The questions making up the two efficacy factors from this instrument are found in Appendices F and G.

Job satisfaction was measured by the Job Descriptive Index (JDI) developed by Smith et al. (1969) and the Job in General (JIG) instrument (Ironson, Smith, Brannick, Gibson, and Paul, 1989). The JDI is a 72-item questionnaire designed to measure dimensions of job satisfaction including work on the present job, pay, opportunities for promotion, supervision and co-workers. The JIG scale is an 18-item questionnaire developed to supplement the JDI measuring general feelings about a job. Both the Job Descriptive Index and the Job in General scale have been revised. Smith

donated the original copyright of these instruments to Bowling Green State University, which also holds the copyright to the revised forms of the JDI and JIG (Balzer and Smith, 1990).

For each area of satisfaction in the JDI and on the JIG scale, respondents are asked to consider their current job and respond to a list of adjectives or short phrases with "Y" (yes), "?" (uncertain), or "N" (no) as each applies to the individual's job. Both the JDI and the JIG contain approximately equal amounts of items worded in a positive and negative fashion. Thus half of the items are scored in reverse.

Scoring on both instruments is weighted with a positive response to a positive item scoring 3 points; a negative response to a negative item = 3 points; uncertain (?) = 1 point; a positive response to a negative item = 0 points and a negative response to a positive item = 0 points. The total score for each facet from the JDI and for the JIG scale ranges from 0 - 54.

Based on studies of 80 employees from two electronic plants, Smith et al. (1969) tested the internal consistency of the JDI. Reliability coefficients, using split half estimates of internal consistency and Spearman-Brown correlations were determined for each dimension of the JDI. Correlation estimates include .84 for work; .80 for pay; .86 for opportunities for promotion; .87 for supervision and .88

for co-workers.

Convergent validity of the JDI was determined by comparing the instrument to the "Faces" rating scale (Kunin, 1955). Smith et al. (1969) found positive correlations of .53 within scales and .55 among the scales. This indicates significant convergent validity.

Vroom (1964) reported that the Job Descriptive Index is a carefully constructed measure of job satisfaction. Research by Golembiewski and Yeager (1978) found that the JDI is a useful tool across various demographic characteristics. The instrument is also highly regarded by Beatty and Schneider (1977).

According to Balzer and Smith (1990), reliability studies of the Job in General scale were conducted at Bowling Green State University. They reported that coefficient alpha reliability exceeded .90. Convergent validity of the JIG scale was obtained by correlating other global measures of satisfaction, such as the Brayfield-Rothe Job Satisfaction Index (Brayfield and Rothe, 1951) and "Faces" scale (Kunin, 1955). Balzer and Smith (1990) reported correlations ranging from .66 to .80. A copy of the Job Descriptive Index and the Job in General scale are found in Appendix H.

Demographic information was collected from each of the respondents. This information included gender, age, education level (for example, B.S. degree), number of years

of teaching experience, current classroom assignment (for example, self-contained) and team or non-team teaching involvement. This instrument is found in Appendix I.

Hypotheses

The general hypotheses for this study were:

1. There is a significant correlation between teachers' perceptions of territoriality as measured by the Teacher Territory Questionnaire (TTQ) and job satisfaction as measured by the Job Descriptive Index (JDI) and the Job in General (JIG) scale.
2. There is a significant correlation between teachers' sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the JDI and JIG.
3. There is a significant correlation between teachers' perceptions of territoriality as measured by the TTQ, teachers' sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the JDI and JIG.
4. There is a significant correlation between teachers' perceptions of territoriality as measured by the TTQ, sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the JDI and JIG when

certain demographic variables (age, years of experience, educational level, gender, and team or non-team teaching assignment) are held constant.

Data Collection

During the month of November, 1991, a packet containing a cover letter explaining the purpose of this study, the Teacher Territory Questionnaire, the Teacher Efficacy Scale, the Job Descriptive Index and Job in General scales and a form requesting demographic information, along with instructions for completion of the instruments was mailed to the sample of elementary school teachers in the Commonwealth of Virginia. An addressed, pre-posted return envelope was included in the packet. Two follow-up post cards were sent at two week intervals to request that those who had not responded to reconsider. Since these instruments were not coded for identification in any way, follow-up efforts were sent to the entire sample.

Data Analysis

Returned questionnaires from the packets were given a number code to facilitate record-keeping. A record-keeping file was established for each of the instruments and raw scores for each individual were entered. The raw scores were separated into the three factors found in the Teacher Territory Questionnaire and the two factors contained in the Teacher Efficacy Scale. Weighted scores were computed for each individual on the Job Descriptive Index and Job in

General instruments. A total raw score for each individual for the three factors measuring teacher territoriality, including control of resources, responsibility for students, and openness of teaching was computed. Similarly, a total raw score for each individual regarding the two factors measuring teacher sense of efficacy, personal efficacy and teaching efficacy was computed as well. Total scores from the five facets of the Job Descriptive Index and for the Job in General scale were recorded.

Total raw scores for each of the three teacher territoriality factors, each of the two teacher sense of efficacy factors and the five facets of the JDI as well as the JIG scores were transferred to a file incorporating the SPSS-X analysis. Demographic information was recorded as well. Analysis was performed using stepwise multiple regressions. Factors concerning teacher territoriality were analyzed against the dependent variable; job satisfaction. The two factors concerning teacher sense of efficacy were analyzed against the dependent variable; job satisfaction. Finally, the factors included in territoriality and teacher sense of efficacy were analyzed against the job satisfaction variable.

The results obtained in the analyses of the relationship of territoriality and teacher sense of efficacy to job satisfaction are reported in Chapter 4.

Chapter 4

Findings

The data obtained in this study are presented in Chapter 4. The findings are organized and presented under each of the four hypotheses formulated for this study.

The population of this research included all K-5 public school teachers in the Commonwealth of Virginia teaching during the 1991-1992 school term. Using the master list of all K-5 public school teachers in Virginia as of the fall, 1991, a computer produced a random list of the names and school employment location of 350 teachers. A total of 255 teachers completed and returned survey instruments representing an overall rate of nearly 73%. Of the total of respondents, 247 (97%) were female, while eight (3%) were male. The age of respondents ranged from 22 to 64 years. The mean age from this sample was 40.9 years. Teaching experience ranged from 1 year to 40 years. The mean number of years teaching experience from this sample was 14.4 years.

The majority of teachers (161/ 63%) reported holding a bachelor's degree. Eighty-seven teachers (34%) have a master's degree and seven teachers (3%) have earned credit beyond the master's level. Ninety-four percent of the teachers reported working in self-contained classrooms. Only four percent of the teachers reported sharing a

classroom with another teacher. Most teachers responded that they were not involved in team teaching (165/65%), while 35% (90) of the teachers were involved in team teaching. The descriptive data concerning the demographic information collected are presented in Table 1.

Total raw scores from each of the three factors in the Teacher Territory Questionnaire, the two factors in the Teacher Efficacy Scale and total weighted scores from each of the factors making up the Job Descriptive Index and the Job in General scale were tabulated for each respondent. Mean scores of the total sample of teachers for each of these factors are presented in Table 2. Stepwise multiple regression analysis was used to determine the amount of relationship among the factors.

Hypothesis 1

Hypothesis 1 stated that there is a significant relationship between teachers' perceptions of territoriality as measured by the Teacher Territory Questionnaire and job satisfaction as measured by the Job Descriptive Index and the Job in General scale. The three factors of territoriality (control of resources, responsibility for students, and openness of teaching) were analyzed against the five factors included in the Job Descriptive Index (satisfaction with work on the present job, pay, opportunities for promotion, supervision, and coworkers) and the results from the Job In General scale. The results are presented in Table 3.

Table 1
Demographic/Personal Data
of Elementary School Teachers (N=255)

Description	Category	No.	Percentage
Gender	Male	8	3%
	Female	247	97%
Age	2-25 years	12	5%
	26-30 years	27	11%
	31-35 years	31	12%
	36-40 years	55	22%
	41-45 years	51	20%
	46-50 years	41	16%
	51-55 years	21	8%
	56-60 years	16	6%
	61-64 years	1	> 1%
Educational			
Level	B.S. or B.A.	161	63%
	M.S. or M.A.	87	34%
	Masters +	7	3%
No. of years			
Experience	1-3 years	25	10%
	4-6 years	21	8%
	7-9 years	26	10%
	10-12 years	28	11%

Description	Category	No.	Percentage
	13-15 years	30	12%
	16-18 years	51	20%
	19-21 years	28	11%
	22-24 years	19	7%
	25-27 years	13	5%
	28-40 years	14	6%
Classroom			
Assignment	Self-contained	240	94%
	Share-a-room	9	4%
	Floater	1	> 1%
	Other	5	2%
Teaching			
Assignment	Team teaching	90	35%
	Non-team teaching	165	65%

Table 2
Means and Standard Deviations
of Scores from Job Satisfaction, Territoriality
and Efficacy Factors

Variable	Mean	Standard Deviation
Satisfaction with present job	36.04	7.07
Satisfaction with pay	15.26	12.80
Satisfaction with promotion opportunities	13.32	10.71
Satisfaction-Supervision	38.65	13.33
Satisfaction-Coworkers	44.31	9.70
Job in General	42.95	9.37
Territory - Control of Resources	104.17	8.28
Responsibility for students	65.98	7.18
Openness of Teaching	57.91	9.51
Personal Efficacy	42.12	5.25
Teaching Efficacy	22.47	5.33

mean = average

Table 3
Multiple Regression of Territoriality Factors
and Job Satisfaction Factors

Satisfaction with:						
	Present Work	Pay	Promotion Opportunity	Supervision	Coworkers	Job in General
Control of Resources	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached
Responsibility for Students	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .1527 * (b)
Openness of Teaching	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .2366 * (a)	.05 limits reached

(p<.05) level of confidence

Details of significant correlations

* (a)		* (b)	
Openness of Teaching	Satisfaction X with coworkers	Responsibility for Student	Satisfaction X Job in General
Multiple R	.2366	Multiple R	.1527
R Square	.0560	R Square	.0233
Adjusted R Square	.0522	Adjusted R Square	.0194
Standard Error	9.4404	Standard Error	9.2738
F = 14.9451		F = 6.0166	
Signif F = .0001		Signif F = .0149	

.05 limits reached = variables not entered into the equation

No statistically significant results were found between control of resources and the job satisfaction factors. No significance was found between responsibility for students and satisfaction with present work, pay, opportunities for promotion, supervision and satisfaction with coworkers. No significance was found between openness of teaching and satisfaction with present work, pay, opportunities for promotion, supervision and satisfaction with the job in general. A significant positive correlation of .2366 was found between openness of teaching and satisfaction with coworkers. A significant positive correlation of .1527 was found between responsibility for students and the job satisfaction factor, satisfaction with the job in general. Thus, with respect to the territorial factors; responsibility for students and openness of teaching and the variable job satisfaction, Hypothesis 1 was accepted.

Hypothesis 2

Hypothesis 2 stated that there is a significant relationship between teachers' sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the Job Descriptive Index and the Job in General scale. The two factors concerning teacher efficacy, personal efficacy and teaching efficacy were analyzed against the factors included in job satisfaction. No significant results were found between personal efficacy and satisfaction with pay, opportunities for promotion,

supervision, coworkers, and the job in general. A positive correlation of .2754 was found between personal efficacy and satisfaction with present work.

No significant positive relationships were found between teaching efficacy and satisfaction with pay, opportunities for promotion, supervision and coworkers. A significant positive relationship of .2246 was found between teaching efficacy and satisfaction with present work. A significant relationship of .2852 was found between teaching efficacy and satisfaction with the job in general. Based on these results, Hypothesis 2 was accepted. The results are presented in Table 4.

Hypothesis 3

Hypothesis 3 stated that there is a significant correlation between teachers' perceptions of territoriality as measured by the Teacher Territory Questionnaire, teachers' sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the Job Descriptive Index and the Job in General scale. When multiple regression was performed using the three factors in territoriality, two factors in teachers' sense of efficacy and the five factors concerning job satisfaction facets and the satisfaction with the job in general factor the significant correlation of the territorial factor, responsibility for students and satisfaction with the job in general was stronger ($r = .3137$) than in previous analyses.

Table 4
Multiple Regression of Efficacy Factors
and Job Satisfaction Factors

Satisfaction with:						
	Present Work	Pay	Promotion Opportunity	Supervision	Coworkers	Job in General
Personal Efficacy	r= .2754 * (a)	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached
Teaching Efficacy	r= .2246 * (b)	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .2852 * (c)

(p<.05) level of confidence

Details of significant correlations

* (a)		* (b)		* (c)	
Personal Efficacy	Satisfaction X with present work	Teaching Efficacy	Satisfaction X with present work	Teaching Efficacy	Satisfaction X Job in General
Multiple R	.2754	Multiple R	.2246	Multiple R	.2852
R Square	.0759	R Square	.0505	R Square	.0814
Adjusted		Adjusted		Adjusted	
R Square	.0685	R Square	.0467	R Square	.0467
Standard Error	6.8265	Standard Error	6.9059	Standard Error	8.9941
F = 10.3000		F = 13.3885		F = 22.3165	
Signif F = .0001		Signif F = .0003		Signif F = .0000	

.05 limits reached = variables not entered into the equation

The addition of efficacy factors impacted the analysis of this territorial factor and job satisfaction. Correlations were also found between personal efficacy and satisfaction with the present job ($r = .2754$), teaching efficacy with satisfaction with the present job ($r = .2246$) and satisfaction with the job in general ($r = .2852$). The territorial factor, openness of teaching correlated positively to satisfaction with coworkers ($r = .2366$). These correlations were consistent with the results found in the first two hypotheses, indicating that the introduction of all of the factors did not affect the analysis. For instance, the correlation of teaching efficacy and satisfaction with present work was not impacted by the addition of the territorial factors into the regression equation. With respect to responsibility for students and satisfaction with present work, Hypothesis 3 was accepted. Results are shown in Table 5.

Hypothesis 4

Hypothesis 4 stated that there is a significant correlation between teachers' perceptions of territoriality as measured by the Teacher Territory Questionnaire, teachers' sense of efficacy as measured by the Teacher Efficacy Scale and job satisfaction as measured by the Job Descriptive Index and the Job in General scale when certain demographic variables (age, years of experience, educational level, gender, and team or non-teaming assignment) are held

Table 5
Multiple Regression of Territoriality Factors, Efficacy
Factors and Job Satisfaction Factors

Satisfaction with:						
	Present Work	Pay	Promotion Opportunity	Supervision	Coworkers	Job in General
Control of Resources	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached
Responsibility for Students	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .3133 * (d)
Openness of Teaching	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .2366 * (c)	.05 limits reached
Personal Efficacy	r= .2754 * (a)	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached
Teaching Efficacy	r= .2246 * (b)	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .2852 * (e)

(p<.05) level of confidence

Details of significant correlations

*

Responsibility Satisfaction
for Student X Job in General

Multiple R	.3133	
R Square	.0982	
Adjusted		
R Square	.0910	F = 13.6598
Standard Error	8.9296	Signif F = .0000

*a, b, c, and e - details of
these correlations may be
found in Table 3 and Table 4

constant. A significant relationship was found between the territorial factor, responsibility for students and satisfaction with the job in general ($r = .3133$) and between openness of teaching and satisfaction with coworkers ($r = .2588$). A significant relationship was also found between personal efficacy and satisfaction with present work ($r = .3338$) and between teaching efficacy and present work ($r = .2922$) and the job in general ($r = .2852$). Thus, Hypothesis 4 was accepted.

Entering the demographic variables into the regression equation had little effect on these relationships. For instance, when the relationship between personal efficacy and satisfaction with present work was tested using all of the demographic variables, the change in the r value was $r = .2754$ to $r = .3338$. This means that the addition of the demographic factors increased the amount of r by .06 or added 3% to the variance that can be explained by the variables. Thus, controlling for the effects of the demographic variables had little effect on the correlation of the territory, efficacy and job satisfaction variables. The data are shown in Table 6.

Mean Scores

While statistical significance of the results found in this study was limited, and the most variance accounted for by the strongest relationship was nine percent, there are practical points, derived from mean scores worthy of

Table 6
Multiple Regression Analyses of the Relationship of
Territoriality and Teacher Sense of Efficacy to Job
Satisfaction when Demographic Variables are Held Constant

	Satisfaction with:					
	Present Work	Pay	Promotion Opportunities	Supervision	Coworkers	Job in General
Demographic Variables	r= .2083 * (a)	r= .1445 * (b)	r= .1989 * (c)	r= .1529 * (d)	r= .1461 * (e)	r= .1152 * (f)
Control of Resources	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached
Responsibility for Students	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r = .3133 * (g)
Openness of Teaching	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .2588 * (h)	.05 limits reached
Personal Efficacy	r= .3338 * (i)	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached
Teaching Efficacy	r= .2922 * (j)	.05 limits reached	.05 limits reached	.05 limits reached	.05 limits reached	r= .2852 * (k)

(p < .05) level of confidence

.05 limits reached = variables not entered into the equation

Details of Significant Correlations

* (a)		* (b)		* (c)	
Demographic Variables	Satisfaction X Present Work	Demographic Variables	Satisfaction X Pay	Demographic Variables	Promotional Opportunities
Multiple R	.2083	Multiple R	.1445	Multiple R	.1989
R Square	.0434	R Square	.0209	R Square	.0396
Adjusted		Adjusted		Adjusted	
R Square	.0241	R Square	.0011	R Square	.0202
Standard Error	6.9872	Standard Error	12.794	Standard Error	10.6044
F=	2.2496	F=	1.0571	F=	2.0421
Signif F =	.0501	Signif F =	.3848	Signif F =	.0734
* (d)		* (e)		* (f)	
Demographic Variables	Satisfaction X Supervision	Demographic Variables	Satisfaction X Coworkers	Demographic Variables	Job in X General
Multiple R	.1529	Multiple R	.1461	Multiple R	.1152
R Square	.0234	R Square	.0213	R Square	.0133
Adjusted		Adjusted		Adjusted	
R Square	.0037	R Square	.0016	R Square	-.0066
Standard Error	13.3013	Standard Error	9.6892	Standard Error	9.3962
F=	1.1873	F=	1.0816	F=	.6674
Signif F =	.3159	Signif F =	.3711	Sign F =	.6485
* (h)		* (i)		* (j)	
Openness of Teaching	Satisfaction X Coworkers	Personal Efficacy	Satisfaction X Present Work	Teaching Efficacy	Satisfaction X Present Work
Multiple R	.2588	Multiple R	.3338	Multiple R	.2922
R Square	.0670	R Square	.1114	R Square	.0854
Adjusted		Adjusted		Adjusted	
R Square	.0596	R Square	.0935	R Square	.0707
Standard Error	9.4040	Standard Error	6.7342	Standard Error	5.8130
F=	9.0059	F=	6.2189	F=	5.8130
Signif F =	.0002	Signif F =	.0000	Sign F =	.0002

*g - See Table 5 *k - See Table 4

discussion. Based on results taken from the Teacher Territory Questionnaire, the territoriality factor, control of resources yielded an overall mean score of 104.2, which places it above the slightly favorable end of the scale. Similarly, the mean score for the factor, responsibility for students was 66, which also places it at the slightly agree end of the scale. The overall mean score for openness of teaching was a somewhat neutral score of 57.91. Thus, in terms of mean scores, elementary teachers in the Commonwealth of Virginia demonstrate territorial behavior with respect to control of resources and responsibility for students. The results are presented in Table 7.

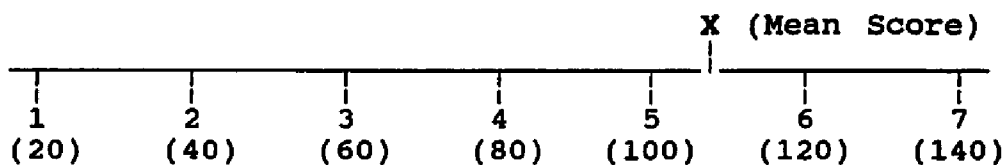
Based on results taken from the Teacher Efficacy Scale, the mean score for the factor, personal efficacy was 42, which places the mean toward the agree end of the scale. The mean score for the efficacy factor, teaching efficacy was 22.5 which is slightly toward the negative end of the scale. Thus, with respect to mean scores, teachers in the Commonwealth of Virginia demonstrate personal and teaching efficacy behaviors. Results are shown in Table 8.

The mean scores taken from each of the job satisfaction factors in the Job Descriptive Index and the Job in General scale show mean scores for satisfaction with present work (36.04), supervision (38.65), coworkers (44.31) and the job in general (42.95) well above the favorable end of the scale. Mean scores for satisfaction with pay (15.26) and

Table 7

Mean Scores of Territoriality Factors

Teacher Territory Factor - Control of Resources
(20 items)



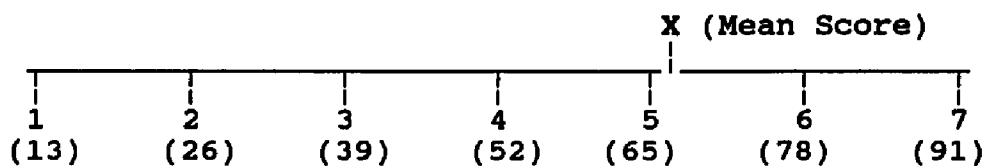
RANGE OF SCORES = 77 - 128

Mean = 104.17

(N=255)

* * * *

Territory Factor - Responsibility for students
(13 items)



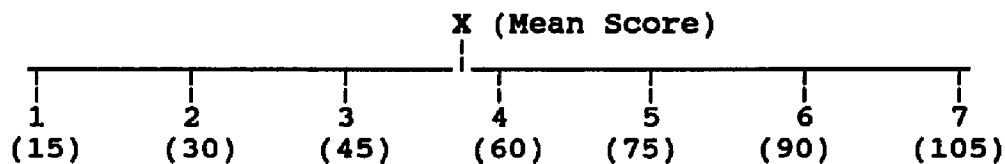
RANGE OF SCORES = 47 - 86

Mean = 65.98

(N=255)

* * * *

Territory Factor - Openness of teaching
(15 items)



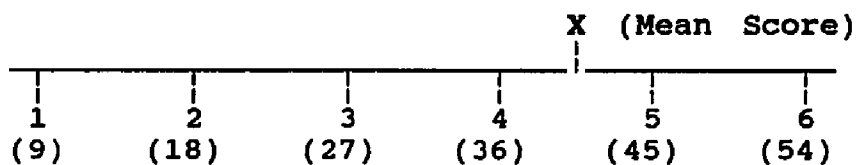
RANGE OF SCORES = 31 - 80

Mean = 57.91

(N=255)

Table 8
Mean Scores of Efficacy Factors

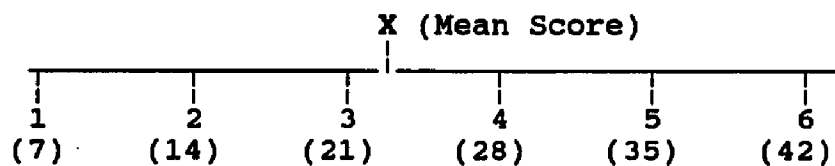
Teacher Efficacy Factor - Personal efficacy
(9 items)



RANGE OF SCORES = 28 - 54
Mean = 42.12
(N=255)

* * * *

Efficacy Factor - Teaching Efficacy
(7 items)



RANGE OF SCORES = 10 - 35
Mean = 22.47
(N=255)

* * * *

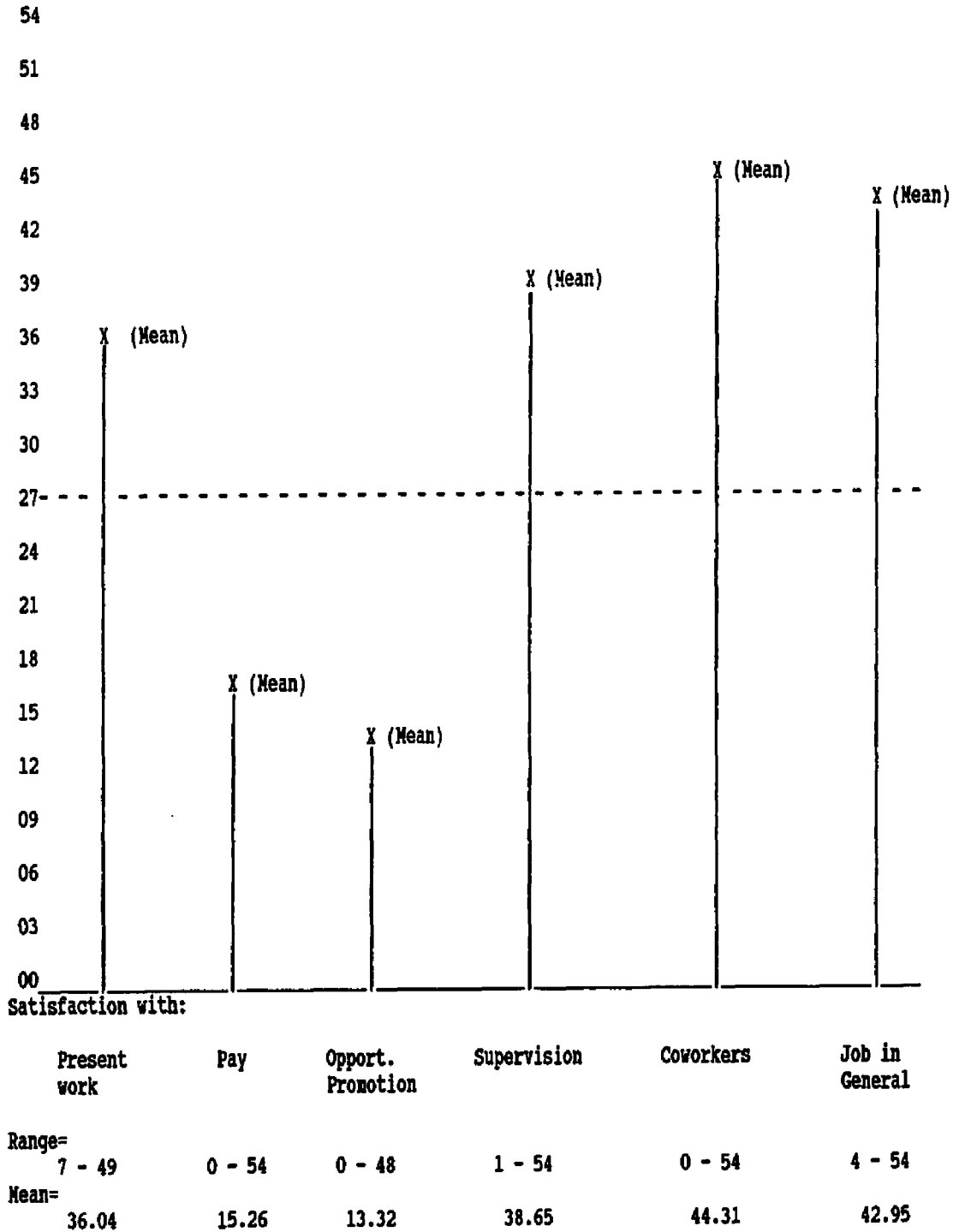
opportunities for promotion (13.32) were placed toward the negative end of the scale. Thus, in terms of mean scores, elementary teachers in Virginia demonstrate satisfaction with present work, supervision, coworkers and the job in general, while reporting dissatisfaction with pay and opportunities for promotion. The data are presented in Table 9.

Summary of Analyses

The findings of this study, based on multiple regression analysis of the raw data concerning territoriality, teacher sense of efficacy and job satisfaction were presented in this chapter. Analyses were performed on the three factors of territoriality, control of resources, responsibility for students, and openness of teaching against the six factors of job satisfaction, present work, pay, opportunities for promotion, supervision, coworkers and the job in general. The results yielded statistical significances between openness of teaching and satisfaction with coworkers and between responsibility for students and satisfaction with the job in general. Thus, with respect to the factors, responsibility for students, openness of teaching, and job satisfaction, Hypothesis 1 was accepted.

Regression analysis of the two factors of teachers' sense of efficacy, personal efficacy and teaching efficacy was tested against the six job satisfaction factors.

Table 9
Mean Scores of Job Satisfaction Factors



Significant correlations were found between personal efficacy and satisfaction with present work and between teaching efficacy and satisfaction with present work and satisfaction with the job in general. Thus, Hypothesis 2 was accepted.

Regression analysis of the three territorial factors, two efficacy factors and the six job satisfaction factors was performed. The results yielded one factor impacted by this analysis. A significant correlation was found between the territorial factor, responsibility for students and satisfaction with the job in general when the efficacy factors were introduced. Thus, with respect to the territorial factor, responsibility for students and job satisfaction, Hypothesis 3 was accepted.

Analysis of data indicated that significant relationships existed between territoriality, sense of efficacy and job satisfaction factors when the demographic variables; age, years of experience, educational level, gender and team or non-team teaching assignment were held constant. This hypothesis was accepted. The addition of demographic variables into the analysis had little effect on the relationships between teacher territoriality, sense of efficacy and the job satisfaction variables.

Based on mean scores, elementary teachers in the Commonwealth of Virginia are territorial with respect to control of resources and responsibility for students. These

teachers demonstrate personal and teaching efficacy and are satisfied with present work, supervision, coworkers, and the job in general. They demonstrate, however, dissatisfaction with pay and opportunities for promotion.

The focus of this chapter concerned the results obtained from the statistical analysis of the data. Chapter 5 presents a discussion of the results from this study and implications for future research.

Chapter 5

Summary, Conclusions and Implications

The purpose of this study was to examine the relationship of teacher territoriality and teacher sense of efficacy to job satisfaction of elementary school teachers. This chapter is presented in two sections. These sections are: 1) Findings and Conclusions, and 2) Implications for Future Research.

Findings and Conclusions

This study was designed to answer the following questions: 1) Are teachers' perceptions of territoriality related to job satisfaction? 2) Do teachers' sense of efficacy relate to job satisfaction? 3) Is there a relationship between teachers' perceptions of territoriality, sense of efficacy and job satisfaction? 4) Is there a relationship between teachers' perceptions of territoriality, sense of efficacy and job satisfaction when certain demographic variables (age, years of experience, educational level, gender and team or non-team teaching assignment) are held constant?

Teacher territoriality was measured by the Teacher Territory Questionnaire (Culkowski, 1989) which produced three factor scores concerning teachers' perceptions of control of resources, responsibility for students, and openness of teaching. Teachers' sense of efficacy was

measured by the Teacher Efficacy Scale (Gibson and Dembo, 1984), which produced two factor scores including personal efficacy and teaching efficacy. Job satisfaction was measured by the Job Descriptive Index (Smith et al., 1969) which measured the facets of satisfaction with the work itself, pay, opportunities for promotion, supervision, and coworkers and the Job in General scale, which yields a global satisfaction score. Total raw scores on each factor were computed for each respondent. Multiple regression analysis was used to determine relationships between the variables. Statistical significance was tested at the $p < .05$ level.

The first hypothesis stated that there is a significant correlation between teachers' perceptions of territoriality and job satisfaction. There were significant correlations found between the territorial factor, openness of teaching and satisfaction with coworkers, as well as between the territorial factor, responsibility for students and satisfaction with the job in general. No other variables entered the regression equation. This finding may indicate that as teachers feel more protective about their teaching style and methods, their satisfaction with coworkers increases. This is inconsistent with the findings of Conley et al. (1989) who found contact with coworkers increased teacher satisfaction. Since the relationship found between openness of teaching and satisfaction with coworkers

explained only six percent of the variance, other factors account for the impact on satisfaction with coworkers. The significant correlation between responsibility for students and satisfaction with present work and the job in general indicates that teachers who feel protective of and responsible for students inside or outside the classroom tend to be satisfied with the job. Thus, with respect to openness of teaching and responsibility for students, there is a positive relationship between teachers' perception of territoriality and job satisfaction.

The second hypothesis stated that there is a significant correlation between teachers' sense of efficacy and job satisfaction. Significant relationships were found between personal efficacy and satisfaction with present work and between teaching efficacy and satisfaction with present work and with the job in general. No other variables entered the regression equation. These findings demonstrate that elementary teachers with higher levels of personal efficacy (belief in personal capabilities) tend to show higher levels of satisfaction with their present work. Teachers with high teaching efficacy, that is a belief that environmental factors do not hinder student learning, tend to demonstrate higher levels of job satisfaction with their present work, as well as for the job in general. Thus, teacher sense of efficacy shows a positive relationship to job satisfaction. These findings are consistent with the

position presented by Ashton and Webb (1986) that teachers with high sense of efficacy are generally satisfied with teaching. This is also supported by the research of Smilansky (1984) where a significant correlation was found between teachers' feelings of general self-efficacy and ratings of work satisfaction.

The third hypothesis stated that there is a significant correlation between teachers' perception of territoriality and teachers' sense of efficacy to job satisfaction. Multiple regression analysis of these factors revealed that the significant correlations that were found between openness of teaching and satisfaction with coworkers, between personal efficacy and satisfaction with the present job as well as between teaching efficacy and satisfaction with present work and the job in general retained the significance (r value) found in analysis of Hypothesis 1 and Hypothesis 2. Thus, the introduction of efficacy factors does not impact on the territorial factor of openness of teaching. Similarly, the introduction of territorial factors does not impact on the relationship between efficacy and job satisfaction factors. The relationship of the territorial factor, responsibility for students and satisfaction with the job in general increased in significance when the efficacy factors were entered into the equation. This indicates that efficacy factors impact considerably on the territorial factor, responsibility for

students. Thus, teachers who tend to feel more responsible for students inside or outside of the classroom and feel confident of their ability to bring about student learning tend to be more satisfied with the job.

Hypothesis 4 stated that there is a significant correlation between teachers' perception of territoriality, teachers' sense of efficacy and job satisfaction when the demographic variables, age, years of experience, educational level, gender and team or non-team teaching assignment are held constant. Regression analysis was used to account for the effects of the demographic variables. The results show that when the effects of these variables are held constant, there is little change in the relationship of the factors of the independent variables, territoriality and sense of efficacy and the dependent variable, job satisfaction.

These findings indicate that with respect to territoriality, relationships exist between openness of teaching and satisfaction with coworkers and responsibility for students and satisfaction with the job in general. Thus, elementary teachers are more likely to be satisfied with coworkers when they have a sense of ownership of their teaching style and methods. Elementary teachers are more likely to be satisfied with the job in general when they feel responsible for their students inside or outside the classroom.

No relationship was uncovered between teachers' sense

of efficacy and satisfaction with pay, opportunities for promotion, supervision and coworkers. A relationship exists between personal efficacy and satisfaction with present work. Thus, elementary teachers are more likely to be satisfied with their present work when they feel confident in their ability to bring about student learning. A relationship exists between teaching efficacy and satisfaction with present work and the job in general. Thus, elementary teachers are more likely to be satisfied with the job when they have expectations that students can learn despite environmental conditions such as family background, intelligence and school conditions.

A combination of teachers' perceptions of territoriality and teacher sense of efficacy does not show a relationship to job satisfaction with the exception of responsibility for students and satisfaction with the job in general when teacher efficacy is included. Teachers who demonstrate feelings of responsibility for students, belief in their capability to bring about student learning as well as belief that environmental conditions do not hinder student learning tend to be satisfied with the job in general. Thus, elementary teachers are likely to be satisfied with the job when they feel responsible for students inside and outside of the classroom, feel capable about their ability to bring about student learning and do not attribute student learning to external factors.

While the statistical significance of the results found in this study was limited, with the strongest relationship accounting for only nine percent of the variance, there are practical points worthy of discussion. Mean scores from the various factors yield some information on the current status of the sample of elementary teachers in the Commonwealth of Virginia. Since efforts were made to obtain a random sample of K-5 teachers teaching during the 1991-1992 term, this information may potentially be generalized to all K-5 teachers teaching in Virginia during this time frame.

The territorial factor, control of resources yielded an overall mean score of 104.2, which places it above the slightly favorable end of the scale. This lends support to the contention that most elementary teachers feel territorial ownership of curriculum materials and the classroom physical space. This is consistent with the research by Bruckerhoff (1988) where subject matter and classroom territory was shown to exist in schools. This is also consistent with the findings of Packard (1976), Biklen (1982) and Rothberg (1986). Similarly, the mean score for responsibility of students was 66, which places it at the slightly agree end of the scale. This implies that most teachers tend to report feeling responsible for students inside or outside of the classroom.

The mean score for the factor, personal efficacy was 42, which places the mean toward the agree end of the scale.

This seems to indicate that teachers in the Commonwealth of Virginia are generally confident of their capability to bring about student learning. The mean score for the teaching efficacy factor, however, was 22.5 which is slightly toward the negative end of the scale. This finding suggests that Virginia teachers tend to feel capable to bring about student learning, but have a slight tendency to view student environmental factors as a hindrance to learning. According to Bandura (1977), individuals who possess high self-efficacy, but demonstrate low outcome expectancy tend to intensify efforts at a task when confronted with failure situations, as opposed to individuals who show high self-efficacy and outcome expectancy and thus maintain a balanced, positive effort. This could result in eventual frustration.

Finally, the mean scores from each of the job satisfaction factors provide some interesting data. It seems that teachers in the Commonwealth of Virginia tend to be satisfied with their present job, are satisfied with the way they are supervised and with their coworkers. Teachers also report satisfaction with the job in general. This finding is consistent with the reports of overall satisfaction of teachers by Albert and Levine (1989), Yee (1990) and the Carnegie Foundation Report (1990). The only factors where mean scores indicate less satisfaction were those related to pay and promotional opportunities.

Dissatisfaction with pay was reported in the findings of Moore (1987) and Tishler and Ernest (1989). Since this study was conducted while the United States was experiencing an economic recession and many educators have had to forgo pay raises during the 1991-1992 term or have been faced with the possibility of cutbacks in personnel, these findings may be situational in nature and reflect current times.

Implications for Future Research

This study examined the relationship of territoriality and teacher sense of efficacy to job satisfaction of elementary school teachers in the Commonwealth of Virginia. The findings seem to indicate that territorial factors have only a slight relationship with job satisfaction of teachers. Teacher sense of efficacy and job satisfaction are slightly related to job satisfaction as well. This implies that there are other factors, concerning the teacher or the environmental conditions of the school that impact job satisfaction of teachers which need to be explored.

Information garnered from mean scores does support the contention that teachers teaching in the Commonwealth of Virginia during the 1991-1992 term are likely to be territorial with respect to control of resources and responsibility for students. These findings imply that teachers are territorial and should be provided adequate space and supplies to carry out the function of teaching. They also tend to feel they are capable to bring about

student learning, although showing slight tendencies to hold the belief that environmental factors impact student learning. This implies that teachers may be facing a certain amount of frustration regarding the job of teaching, and thus may be subject to eventual burnout. Efforts to provide teachers with adequate training, as well as providing opportunities for the expression of concerns about teaching, while receiving support may impact efficacy. Also, since it has been established through research that there is a positive relationship between teacher sense of efficacy and student learning, consideration should be given to the placement of teachers into situations reflective of their levels of efficacy. Thus, only the most efficacious teachers should instruct students experiencing academic difficulties and only with adequate training and support. The teachers in this study are basically satisfied with the present work, supervision, coworkers and the job in general. Teachers report dissatisfaction with pay and opportunities for promotion. Although significant levels were not reached concerning the job satisfaction variable, it seems encouraging to find general satisfaction with the job of teaching. Dissatisfaction with pay and promotional opportunities may be areas that should be addressed by school boards.

Future research may include a reexamination of territorial factors as related to school climate,

collegiality or participative decision making. Research to continue defining the concept of territoriality, to revise the current measure of teacher territoriality, and to compare territorial behavior of elementary teachers, middle school teachers, and secondary teachers is needed. Also, because the issue of teacher territoriality raises an important question concerning current efforts to implement programs using collaborative team teaching, such teaching strategies may not take into account the territorial needs of the individual teacher and thus may create conflict. An examination of teacher territoriality and collaborative team teaching is recommended. Since a stronger relationship between teachers' sense of efficacy and job satisfaction was reported in other research, a replication of the efficacy factors and job satisfaction is suggested. A replication of this entire study, using a sample of teachers in another state may yield different results.

APPENDICES

PLEASE NOTE

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Appendix I

DEMOGRAPHICS

Please circle or fill in
in the following information
about yourself.

1. Gender: Male Female
2. Age _____
3. Education Level: _____
(ex. B.S., M.S., etc.)
4. Number of years
of teaching
experience: _____
5. Current classroom
assignment:

 Self-contained room
 Share a room
 "Floater"
6. Are you involved in
team teaching?

 Yes No

Appendix J

4817 Colonial Lane
Portsmouth, VA 23703
April 29, 1991

Margaret Gaylord Culkowski
4332 Loveland Drive
Liverpool, NY 13090

Dear Margaret,

I would like to thank you for your willingness to allow me to use your Teacher Territory Questionnaire in my doctoral dissertation. I am presently preparing my proposal in hopes that my committee will agree to the topic and the usage of this instrument. You will be cited in the dissertation as the developer of this instrument. I will let you know whether the topic is approved so that you will be aware that your instrument is being used in research.

Sincerely,

Barbara E. Smith

Barbara E. Smith

Enc.

Appendix K

I grant permission to Barbara E. Smith, doctoral candidate at the College of William and Mary to use the "Teacher Territory Questionnaire" developed for use in my dissertation; "Teacher Territory: Concept and Measurement, ["]~~(Staff Development)~~". I will be cited as the developer of the instrument.

Margaret Gaylord Culkowski 5-7-91

Margaret Gaylord Culkowski (DATE)

I grant permission to Barbara E. Smith to make changes as deemed necessary to adapt the "Teacher Territory Questionnaire" to meet the needs of her research. I will be cited as the developer of the original instrument.

Margaret Gaylord Culkowski 5-7-91

Margaret Gaylord Culkowski (DATE)



7171 North Cedar Avenue
Fresno, CA 93720
(209) 449-8000
An Affiliate of MCA Psychiatric Company

Appendix L

November 4, 1991

Barbara E. Smith
4817 Colonial Lane
Portsmouth, VA 23703

Dear Barbara,

Thank you for your request to use the Teacher Efficacy Scale in your research. I am pleased to grant you permission provided that you provide me with a copy of your completed results.

I suggest that you keep the two efficacy factors separate, rather than collapsing them into an overall score since the two factors are relatively independent.

Best Wishes!

Sherri Gibson PhD.

Sherri Gibson
Director of Education

SG:ch



Recycled Paper

Appendix M

14 Kirkland Court
Williamsburg, VA 23185
November 4, 1991

With the approval of my research committee from the College of William and Mary, I have begun an investigation of the satisfaction of teachers in their jobs. We have decided to approach this from the perspective of territoriality and sense of efficacy, both of which are important issues concerning teachers.

Your name was chosen randomly from a list of all elementary teachers in the state of Virginia. Therefore, your part in the study is necessary for its success.

While I know there are many demands on your time, I hope you will nevertheless take about 20 minutes to provide the information requested. The questionnaires have not been coded in any way, making it impossible for me to identify respondents. As part of that process, I have included a stamped envelope for you to use to return the questionnaires.

I hope you will agree to participate. I need your help and appreciate your consideration of my request.

Sincerely,

Barbara E. Smith

Barbara E. Smith
Graduate Student
The College of William
and Mary

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Vita

Barbara Elizabeth Smith

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Education:

1990 - 1992 The College of William and Mary
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 Doctor of Education

1988 - 1990 The College of William and Mary
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1977 - 1979 Old Dominion University
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Abstract

A STUDY OF THE RELATIONSHIP BETWEEN TERRITORIALITY AND TEACHER SENSE OF EFFICACY TO JOB SATISFACTION OF ELEMENTARY SCHOOL TEACHERS.

Barbara Elizabeth Smith, Ed.D
The College of William and Mary in Virginia, 1992

Chairman: G. William Bullock, Jr., Ed.D

Purpose

The purpose of this study was to investigate the relationship of teachers' perceptions of territoriality and sense of efficacy to job satisfaction. It was hypothesized that there is a significant correlation between 1) territoriality and job satisfaction; 2) efficacy and job satisfaction; 3) territoriality and efficacy and job satisfaction and 4) territoriality, efficacy and job satisfaction when certain demographic variables are held constant.

Method

A sample of 350 public school elementary teachers teaching in the Commonwealth of Virginia was selected to complete four instruments. The Teacher Territory Questionnaire was used to measure three factors, including control of resources, responsibility for students and openness of teaching. The Teacher Efficacy Scale measured two efficacy factors, personal efficacy and teaching efficacy. Job satisfaction was measured by the facet scores of the Job Descriptive Index and the global score of the Job in General scale. Demographic data forms concerning age, years of experience, educational level, gender and team or non-team teaching assignment were completed as well. Results from a 73% mail return were analyzed using multiple regression analysis.

Results

Results support a significant positive correlation between the territorial factors, openness of teaching and satisfaction with coworkers and between responsibility for students and satisfaction with the job in general. Significant correlations were also found between sense of efficacy factors, personal efficacy and satisfaction with present work and between teaching efficacy and satisfaction with present work and the job in general. An analysis of the data indicated that the demographic variables had little effect upon the relationships of territoriality, efficacy and job satisfaction variables.

It was concluded that as teachers feel more secure concerning their own teaching methods and teaching style, satisfaction with coworkers increases. Teachers who feel responsible for students inside or outside of the classroom tend to be more satisfied with the job in general. Teachers who feel confident of their ability to bring about student learning, regardless of external forces such as student home environment and parental influences tend to be more satisfied with their present work. Based on information garnered from mean scores, elementary teachers in the Commonwealth of Virginia tend to be territorial with respect to control of resources and responsibility for students. Teachers are satisfied with their present work, supervision, coworkers and the job in general, but report dissatisfaction with pay and opportunities for promotion. Implications for future research were discussed.