TEACHER JOB SATISFACTION: A QUALITATIVE CASE STUDY EXAMINING

THE PERCEPTIONS OF JOB SATISFACTION OF TEACHERS AT A

SECONDARY SCHOOL SETTING

by

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DEDICATION

I dedicate this dissertation to teachers. Thank you for making a difference in my

life, especially those who taught me the lesson of LINSA.

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TABLE OF CONTENTS

LIST OF FIGURES

Figure   **Page**

ABSTRACT

The purpose of this case study was to examine teachers' perceptions of job satisfaction in a secondary school setting in a Central Texas school district following the Texas Teacher Evaluation and Support System (T-TESS) appraisal process. The methods used to collect perspectives from teachers were an online interview survey and teacher interviews. I analyzed 21 responses from the online survey interview and six teacher interviews. The findings showed teachers perceived the T-TESS appraisal system to be a coaching model but were frustrated with components of the process. Overall, I found the T-TESS appraisal process did not affect teachers' job satisfaction. Results showed teachers feeling valued and the depth of the workload were things that affected a teacher's job satisfaction. This study supports the importance of seeking out feedback from teachers on the T-TESS appraisal process and making sure teachers feel valued in their work by reducing some of their workload.

I. INTRODUCTION

It has been reported that approximately 40%–50% of new teachers leave the teaching profession after 5 years (Haynes, 2014, p. 3), which means more money is spent on the hiring process and increased time is spent on professional development. Of course, more personnel walking away from teaching means more school district leaders are trying to find applicants to replace them. Thus, school district leaders must ask, "Why do teachers leave a profession they have worked hard to get into only to walk away early in their career?"

Imagine spending multiple years in college preparing yourself for your dream job of becoming a teacher. During these years, you spend countless hours reading and writing about how to be a great teacher. Also, you dedicate multiple hours of professional development to improving your teaching practices, along with other tasks such as interning and student teaching. Most teaching programs require students to complete a student teaching internship in order to gain classroom teaching experience. In student teaching, a teacher shadows a master teacher to learn the teaching systems and processes involved in becoming a teacher, such as grading papers and developing lesson plans. All of these aspects of preparation should, in theory, prepare you for your dream job of teaching.

Now, fast forward to the day your dream job becomes a reality. You have gone through the interview process, were chosen for the position, went through the job orientation, and were given the keys to your classroom. In your mind, you are excited and prepared for the year to begin. You feel all the books you have read and your prior experience have prepared you well, and you cannot wait for students to walk into your

classroom on the first day of class. That being said, it is important to understand what goes into an average day of teaching. The following are the requirements of a high school teacher in merely 1 day of the work week:

- Monitoring students for approximately 30 minutes at a specific location before and after school (duty);

- Documenting and describing how instruction will take place in the classroom (lesson plans);

- Placing lesson plans in a school's software program and making them visible somewhere in the classroom (objectives & agenda);

- Making photocopies of assignments for 100 or more students (copies);

- Presenting the material to students in a fixed number of minutes, six times a day (instruction);

- Managing the behaviors of at least 30 diverse students in a classroom six to eight times a day (classroom management); and

- Eating in 30 minutes or less and using a period of approximately 40 minutes without students to complete all other teaching requirements (lunch & conference period).

This list can go on and on, to include grading papers, calling parents, attending required school meetings, responding to emails, and so on. Also, and perhaps most importantly, teachers listen to and counsel students through the hardships that are occurring in students' lives. Then, multiply this list by 187—the number of days in a teacher's annual contract. Just imagine completing these tasks day after day and week after week in an

approximately 9-month span. The amount of work described above provides some insight into why teachers decide to leave the profession.

School district leaders have always been interested in finding ways to keep teachers satisfied with the job as a means of increasing retention. Maforah (2015) affirmed teacher retention is an important area on which to focus as it is becoming difficult to keep teachers in the profession. Additionally, teachers who are satisfied with their work are necessary to maintain a quality school climate and culture of a school (Msuya, 2016). For example, school climate and culture influence job satisfaction when teachers work in a collaborative environment, student discipline is under control, and the atmosphere in the school is positive (Leithwood & Mcadie, 2007). These are a few examples related to teacher job satisfaction.

In the following chapters, I discuss the impact of teacher job satisfaction on school districts and the plan I followed in conducting this research study of teachers' fulfillment in their work. Furthermore, I discuss the background of job satisfaction, the problem statement, the purpose, the conceptual framework, and the significance of the study.

Background of the Study

Job satisfaction is described as how an individual feels about his or her work and how the organization's leaders are meeting the needs of the staff in the workplace (Song & Mustafa, 2015; Xu & Shen, 2007). For example, if the work creates feelings of pleasure, delight, or contentment, then employees will enjoy working at their jobs. Thus, job satisfaction in the workplace should be of interest to organizational leaders to support and nurture employees. Spector (1997) noted three reasons for the emphasis on job

satisfaction in the workplace. The first is people value being treated with respect and fairness, which will generate a positive attitude and a sense of well-being. Second, the approach an organization's leaders take toward treating their staff influences the organization's operations, whether positively or negatively. Third, feedback from employees regarding satisfaction is crucial in recognizing the areas in need of improvement. In addition, leaders need to know the effects of job satisfaction in the workplace to avoid factors that may affect the organizational culture and lead to low productivity and high teacher turnover. In the remaining sections, job satisfaction is discussed as it occurs within the educational setting.

An educational organization is broken into multiple parts. For instance, a school organization is known as a district, which is broken into different mini establishments such as the central office and elementary, middle, and high school buildings. The buildings have staff members, which consist of administrators, teachers, and custodians, and each group has specific jobs in the organization. Staff members must perform their duties as assigned to ensure the school district runs smoothly. Thus, to ensure school employees fulfill their job responsibilities, school district leaders must address employees' satisfaction with their work. The focus in this study of job satisfaction involved the teacher perspective.

Teacher job satisfaction reflects how content a teacher feels regarding his or her work in a school. Some teachers are happy, whereas others do not enjoy their work. A teacher's job satisfaction affects how much effort he or she will put into students' learning outcomes (Msuya, 2016). School leaders who focus on teachers' job satisfaction foster an environment of nurturing and positivity (Sass, Seal, & Martin, 2011) as they

4

understand a teacher's job satisfaction can influence the school's culture or performance (Hosseinkhanzadeh, Hosseinkhanzadeh, & Yeganeh, 2013). Song and Mustafa (2015) encouraged school district leaders to increase teachers' job satisfaction by improving working conditions that have been shown to contribute to improved student learning and achievement, as teachers' pleasure in their work is necessary for students to learn (Collie, Shapka, & Perry, 2012). School leaders who focus energy on their teachers' job satisfaction ensure their organizations are running effectively.

Teachers' job satisfaction is a crucial component of high performing schools. Ilyas and Abdullah (2016) stated teacher job satisfaction has a positive effect on student performance in the classroom. For instance, school organization leaders who support and encourage their teachers regarding their learners' performance increase student achievement in the classroom (Tabancali, 2016). In addition, teacher job satisfaction influences the success of a school district leader's effort in educating students in the classroom (Tabancali, 2016, p. 270). Because the performance of a school is affected by teacher job satisfaction, employers are prioritizing factors that increase gratification in schools.

School district personnel reflect on what they can do to ensure teachers are satisfied in the workplace. Factors that have been shown to increase job satisfaction include positive student relationships, staff interactions, a competitive salary, job security, organizational environment, climate, and connectedness (Edwards & Peccei, 2007; Lawrenson & Mckinnon, 1982; Maforah, 2015; Tamayo, 2001). Moreover, Josanov-Vrgovic and Pavlovic (2014) asserted, "The most frequently included factors of teachers' satisfaction are nature of the work, working conditions, interaction with

students, teacher autonomy, and the ability to contribute to the growth and development of students" (p. 43). When these components are fulfilled, teachers' job satisfaction increases.

When the factors that lead to teacher job satisfaction are not present, this environment causes stress. Teacher stress is related to teaching content issues, including a lack of teaching material, teaching new content, and creating a new curriculum (King, Rucker, & Duncan, 2013). Similarly, other teacher stress factors include meeting the needs of all students, completing paperwork, analyzing data, grading papers, and student discipline (King et al., 2013, p. 202). In addition to stress factors physically taking a toll on teachers, these factors also exert emotional hardship. Lloyd (2012) acknowledged "the emotional toll that teaching was taking on" one teacher, saying "she referred to herself as 'beat up', 'exhausted', and 'a failure'" (p. 158). This emotional toll can cause teachers to move from empathy to apathy toward students, decrease teachers' encouragement and patience, and cause teachers' passion for teaching to fade. Thus, the stress factors mentioned above influence teachers' satisfaction in the workplace.

Problem Statement

School district leaders are filling vacant teacher positions yearly because teachers whose work environment includes challenges such as difficult students, lack of administrative support, or a high amount of work can feel unsatisfied with their work, which can motivate them to leave the job. Teachers are deciding to leave their work because of poor working conditions, workload stress, and other factors that negatively affect job satisfaction (Lawrenson & Mckinnon, 1982; Lloyd, 2012; Sass et al., 2011). Teachers who are not satisfied with their work environment end up burned out—a critical

factor in teacher turnover—and leave the profession altogether. Mäkelä, Hirvensalo, and Whipp (2014) noted "high expectations and goals, a wide range of students' needs, and bureaucratic requirements are driving some teachers to high levels of stress and burnout" (p. 234). Therefore, the more school district leaders keep teachers satisfied, the less likely teachers will be to burn out and leave the profession (Tippens, Ricketts, Morgan, Navarro, & Flanders, 2013).

Teacher burnout affects teacher turnover because it coincides with dissatisfaction. Sass et al. (2011) stated some components of job dissatisfaction include lack of support or strain experienced by pupils, administrators, and colleagues. Another element of teacher job satisfaction is the degree of participation in the decision-making process. In Maforah's (2015) study, one teacher said, "You feel so stupid when decisions that will affect you are never communicated with you. Sometimes students seem to even know more than us the teachers" (p. 6). Last, teacher dissatisfaction is caused by receiving little to no recognition for the work (Da Silva, Rivera Castro, Dos-Santos, & de Lima Neto, 2018; Hoffman, 2004; Lawrenson & Mckinnon, 1982). Hence, the motivation to leave the profession is triggered by teacher job dissatisfaction.

The general problem in school districts is job dissatisfaction can contribute to teacher burnout, which then plays a role in motivation to leave the profession. Specifically, the reasons for teacher departure can include inadequate administrative support, low pay, isolated work settings, and poor student discipline (Haynes, 2014; Ilyas & Abdullah, 2016; Josanov-Vrgovic & Pavlovic, 2014). When human factors and personal needs are met, teachers are satisfied, and their motivation to leave the job decreases (Tabancali, 2016). School employers know job satisfaction influences a

teacher's decision to leave. So, to maintain their workforce, school district leaders must evaluate critical characteristics affecting teachers' work satisfaction.

A component affecting teacher job satisfaction is how teachers are held accountable for improving their performance. According to Josanov-Vrgovic and Pavlovic (2014), teacher job satisfaction is beneficial because it influences organizational and teaching performance, which affects student achievement and learning. School district leaders hold teachers accountable for their performance with teacher evaluations. Steinberg and Donaldson (2016) acknowledged that teacher evaluations are used as a type of appraisal criteria for teacher effectiveness. *Appraisal* is defined as a teacher's performance as reviewed by an external examiner such as an administrator or instructional coach. This appraisal can be conveyed through formal performance management systems or informal discussions (Deneire, Vanhoof, Faddar, Gijbels, & Van Petegem, 2014). Furthermore, school leaders measure effective teacher performance using observations of teacher practices and instruction, as well as outcomes related to student achievement (Hallgren, James-Burdumy, & Perez-Johnson, 2014). Therefore, the procedures school district leaders use to evaluate and appraise teachers also affect teachers' satisfaction with their schools and jobs (Ford, Urick, & Wilson, 2018).

The specific focus in the current study was to examine teachers' perceptions of job satisfaction following the Texas Teacher Evaluation and Support System (T-TESS) appraisal process experience. Teachers can have both negative and positive experiences with the evaluation process. That said, teacher evaluations can cause stress, add to the workload, and lead to under recognition, all of which negatively affect job satisfaction (Maforah, 2015). Conversely, evaluations that support teachers in meeting the needs of

8

their students can positively affect job satisfaction (Ford et al., 2018). Another example of a positive evaluation experience is when teacher evaluations do not include student test scores as a factor of performance (Lacireno-Paquet, Bocala, & Bailey, 2016). This is not usually the case because students' test scores are often tied to teacher accountability, and how well a student does on a state assessment. For instance, if the student assessment score is tied into the teacher evaluation, then the teachers' experience may be negative.

Researchers have also studied how teachers perceive the evaluation process as affecting their job satisfaction (Haynes, 2014; Lacireno-Paquet et al., 2016; Murphy, Hallinger, & Heck, 2013). For example, Downing (2016) also reported how the evaluation of teachers did not negatively affect their job satisfaction. Also, most researchers have explored the evaluation process and its effect on job satisfaction using a quantitative method. Qualitative inquiry methods might support the results of these quantitative studies by providing a deeper understanding of the impact of the evaluation process on job satisfaction. Lacireno-Paquet et al. (2016) argued that given the challenges of teacher evaluation systems, further research should be done to understand teachers' perceptions of new systems and factors related to successful implementation.

Purpose of the Study

The purpose of this case study was to examine secondary school teachers' perceptions of job satisfaction following the T-TESS appraisal process experience. In the research, job satisfaction for teachers was generally defined as how teachers feel about their jobs. In the remainder of this chapter, I provide an argument as to why a case study was best suited to answer the research questions in this study.

Research Questions

1. What are secondary teachers' perceptions of the T-TESS appraisal process at a Central Texas school district?

2. What are secondary teachers' perceptions of the impact of the T-TESS appraisal process on their job satisfaction at a Central Texas school district?

I intend to use the results of my study to assist with school improvement by examining teachers' perceptions of job satisfaction within a secondary school setting. Results may provide insight into the impact of the T-TESS appraisal process on teachers' job satisfaction. Using a phenomenological approach, I examined the lived experiences of secondary teachers in a public school setting with the evaluation process. Thus, I want to add to the body of knowledge by offering further insights regarding factors that influence teachers' job satisfaction to ensure they are meeting the needs of teachers.

Conceptual Framework

In the following sections, I describe the components of the conceptual framework for this study of teacher job satisfaction (see Figure 1). The following sections detail how personal interest, positionality, teacher turnover, factors affecting job satisfaction, and the literature review shaped the conceptual framework for my study.
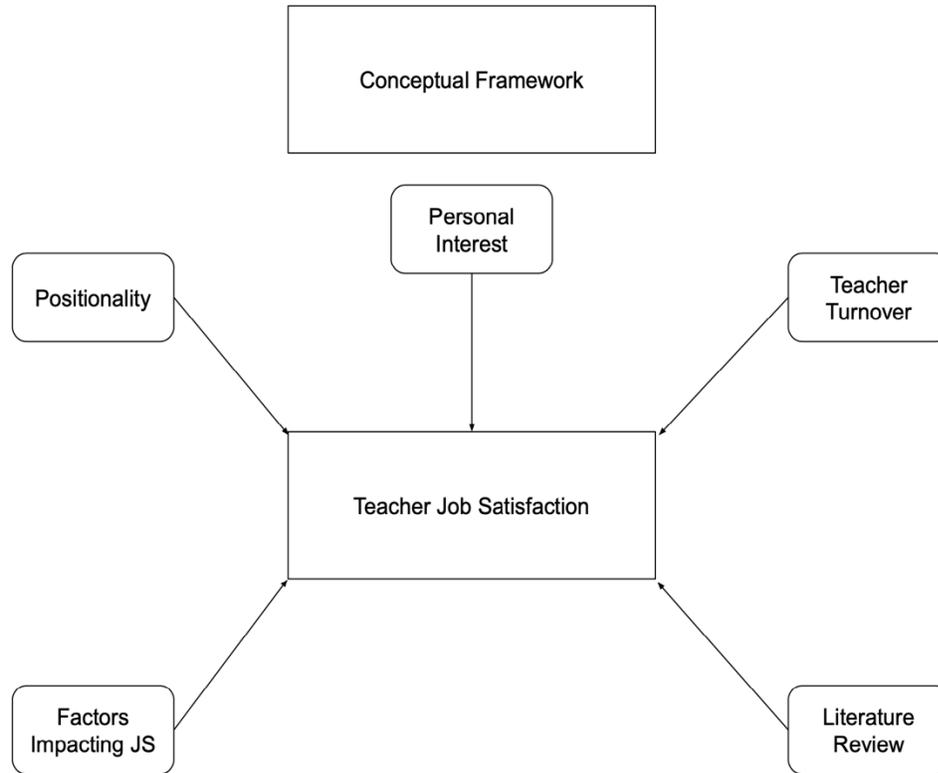
Figure 1. Conceptual framework.

Personal interest. Unfortunately, not all teachers have the same satisfaction with the job and some decide to leave the profession after a short number of years. For example, I began my educational career as a teacher, but after the first couple of years in the classroom, the thought of leaving the profession crossed my mind. The thought of leaving the teaching profession has always bothered me because the amount of time I spent preparing for teaching in college and gaining experience as a teacher intern would have been wasted. The existing research contains many other personal experiences of why teachers decide to walk away from teaching (Ingersoll, 2002; Lawrenson & Mckinnon, 1982; Sass et al., 2011). For instance, teachers leaving the profession list a lack of involvement in decision making, lack of support, low school morale, and salary as some of the experiences they went through in a school year before leaving the profession.

These reasons for leaving the teaching profession and my personal experience piqued my interest in investigating teachers' job satisfaction.

My interest in teacher job satisfaction is only a part of the reason I wanted to focus my research on the topic. My goal of studying teacher job satisfaction also derived from my current administrative role as an assistant principal. This position provides me access to teachers in a school setting and allows me to observe how teachers feel about the job. In fact, in this capacity, I have found a path to my true passion, which is providing guidance and support to teachers. The serving of teachers is one of the primary responsibilities of an assistant principal. This responsibility goes hand in hand with teacher job satisfaction. Skaalvik and Skaalvik (2011a) noted teacher job satisfaction is affected when school leaders create and maintain a supportive school environment. Therefore, the opportunity to provide guidance and support to teachers is what motivated me to examine teacher job satisfaction.

Positionality. My interest and passion for teacher job satisfaction were only a part of my motivation to study this topic. The other piece of motivation appears in the appraisal process. The job of an assistant principal requires holding teachers accountable for teaching and learning through assessing and evaluating teachers. Therefore, the teacher evaluation framework lends itself to influencing teacher job satisfaction. For instance, multiple researchers have explored the relationship between teacher job satisfaction and the evaluation process (Downing, 2016; Ford et al., 2018; Kaushal, Kaur, & Kumar, 2016; Kusumaningtyas & Setyawati, 2015). Results have shown the influence one has on the other comes from the relationships school administrators have with

teachers. Thus, a supervisor can make or break a teacher's job satisfaction through the relationship a teacher has with the administrator (Alzaidi, 2008).

In the sections prior, I explained my personal interests and positionality and their relationship to teacher job satisfaction. In the following paragraphs, I explain what I wanted to study and why. This information is presented to help explain the remaining sections (i.e., teacher turnover, factors affecting job satisfaction, and literature review) of my conceptual framework. Then, at the end of the section I explain why teacher job satisfaction should matter to leaders of public school districts.

The overarching topic of my study was teacher job satisfaction. This is an important topic to study because teachers are essential members of school districts. One of the key aspects of teachers arises from their performance with students. Specifically, a teacher's performance evaluation focuses on the quality of communication with students, delivery of instruction, and the ability to give feedback to students (Kaushal et al., 2016; Kusumaningtyas & Setyawati, 2015; Maforah, 2015). When done well, these types of teacher performances can assist with school districts' overall improvement. Tabancali (2016) affirmed that one of the most valuable resources of a school district is its teachers, and the performance of teachers is the main factor affecting the success of the school district. Thus, investigating teachers in a school setting is what the study entailed as teachers are a focal point to a thriving school district.

Because teachers were the focus of my study, the methods I used to collect data were interviewing teachers and having them complete a online interview survey to investigate their job satisfaction. Thus, exploring teacher job satisfaction was the primary purpose of this research. Teacher job satisfaction has multiple definitions. Wang, Lin,

and Liang (2017) defined teacher job satisfaction as a teacher's comparison between job expectations and real results and his or her heartfelt reactions to teaching. Also, teacher job satisfaction can refer to teachers' pleasure with their work (Tabancali, 2016). Teacher job satisfaction is a multidimensional concept and has been defined in numerous ways by various researchers (Erdamar & Demirel, 2016). Although there are multiple descriptions of teacher job satisfaction, I describe a teacher's job satisfaction as the teacher's level of fulfillment or happiness with the craft.

Teacher turnover. As stated, the central focus of the study was to examine teacher job satisfaction. However, why does studying teacher job satisfaction matter? Exploring teacher job satisfaction is vital because many teachers are leaving the profession. For instance, school district leaders are targeting teacher job satisfaction as an area of importance as it is becoming more and more difficult to keep teachers in the profession (Maforah, 2015).

Hosseinkhanzadeh et al. (2013) commented that leaders of school organizations need to take an active approach to increasing teacher job satisfaction in order to motivate teachers to stay in the profession. The issue of teachers leaving the profession or what is termed teacher turnover (Tippens et al., 2013) has multiple adverse effects on schools. Sass et al. (2011) affirmed that the adverse effects of teacher turnover cause thousands of dollars in hiring new teachers. Also, teacher turnover causes the loss of high-quality teachers (Lloyd, 2012), and the continued increasing trend is one of the most critical challenges in school today (Baker, 2007). Accordingly, there is a need to examine teacher job satisfaction so school district leaders can keep teachers in the profession and students can continue to have access to quality teaching.

Factors affecting job satisfaction. The study of teacher job satisfaction is of importance because teachers continue to leave the profession. School district personnel need to understand why exactly teachers' job satisfaction is affected, and specifically how job satisfaction causes them to choose to leave the profession. Several things affect teacher job satisfaction. For example, teachers have reported a sense of belonging or the degree to which they felt valued were related to their job satisfaction (Skaalvik & Skaalvik, 2011b). Also, Ilyas and Abdullah (2016) reported school leaders' relationships with teachers could influence their job satisfaction. Finally, teacher job satisfaction is affected when there is no opportunity to grow within the organization, a lack of recognition, a lack of communication, and the environment is high stress (Kaushal et al., 2016). These examples of affecting teacher job satisfaction are essential for school district personnel to be aware of so they can put systems in place to keep teachers in their organizations. The more they know about what affects teacher job satisfaction, the better-equipped school leaders will be to combat teachers leaving the profession.

Literature review. The literature review is an essential focus in my conceptual framework. In this section, I discuss how the literature review process assisted with the investigation of what is known on teacher job satisfaction. Also, I address how teacher job satisfaction is researched and identify the gaps in the literature. The goal of the literature review was to use topical research and theories to shape the research study.

Teacher job satisfaction was the topic of my study. I start by defining teacher job satisfaction. Teacher job satisfaction reflects the positive and negative feelings teachers have toward their job (Erdamar & Demirel, 2016). Another way to describe teacher job satisfaction is the feelings a teacher has regarding the job or the fulfillment of his or her

15

needs in the workplace. The definition of teacher job satisfaction is important as my research focus was on factors affecting job satisfaction.

School district leaders need to take an in-depth look at the way they are serving or meeting the needs of employees in their organizations, specifically teachers. The reason for this is many teachers are leaving the profession. Keeping teachers in schools is one of the most challenging issues within the field of education today (Baker, 2007, p. 77). Losing teachers or driving teachers to change careers is what Tippens et al. (2013) described as teacher turnover. Sass et al. (2011) asserted teacher turnover is a real problem, and high rates are conservatively estimated to cost school districts thousands of dollars to replace each teacher. They emphasized addressing teacher turnover by examining job satisfaction as a means of keeping teachers in the profession.

In addition to addressing teacher turnover, examining teacher job satisfaction can bring to light other issues teachers have with their work. This is necessary to understand because school district leaders want to know what influences teachers' job satisfaction. For instance, in one study, the majority of teachers said they were satisfied with teaching but were dissatisfied with the working conditions (Xu & Shen, 2007). Msuya (2016) showed a school district's leaders were not meeting the needs of teachers in the area of working conditions because of unavailable or inadequate instruction and learning resources. Furthermore, three working conditions that affect teacher job satisfaction are a lack of communication within the school, the mismatch of teacher and administration vision, and the scarcity of feedback given to teachers daily (Leithwood & Mcadie, 2007). Also, other studies confirmed the most frequently included factor affecting teacher job satisfaction is the working conditions (Ilyas & Abdullah, 2016; Iqbal, Aziz, Farooqi, &

16

Ali, 2016; Josanov-Vrgovic & Pavlovic, 2014; Maforah, 2015). Thus, assessing the working conditions in schools is one step school district leaders can take to address teachers' job satisfaction.

Although working conditions are one component of teachers' job satisfaction, other factors also have an influence, such as school culture, job stress, support, and teacher evaluations. School culture includes the values and the way things are done in a school environment (Leithwood & Mcadie, 2007). Teacher job satisfaction is affected when a school culture is positive or negative (Josanov-Vrgovic & Pavlovic, 2014). Second, job stress in teaching can occur as a result of teacher workload, connectedness to coworkers, and rapport with students (Sass et al., 2011). Every one of these job stressors can affect teachers' job satisfaction in one of two ways (Lloyd, 2012). Teachers can describe themselves as upbeat and ready to teach or to give up on teaching altogether. Third, support in teaching can affect teachers' job satisfaction. Skaalvik and Skaalvik (2011a) believed creating a supportive working environment can assist with affecting teachers' job satisfaction. For example, a supportive working environment for teachers means communicating clear expectations and parameters about the work and having supervisors who encourage or help with their teaching (Reaves & Cozzens, 2018). Last, teacher evaluations affect teachers' job satisfaction. Teacher evaluations are tools used to judge teachers on their cognitive strategies, behaviors, teaching skills, and student learning (Murphy et al., 2013). There is mixed research on whether teacher evaluations affect teacher job satisfaction positively (Ford et al., 2018), negatively (Lacireno-Paquet et al., 2016), or have no impact (Downing, 2016). School district leaders who take an active approach to addressing these issues will affect teacher job satisfaction and be able

to create a school environment that motivates teachers to stay in the profession (Hosseinkhanzadeh et al., 2013).

In addition to the factors that affect teacher job satisfaction, the review served to identify the gaps in the literature regarding teacher job satisfaction, specifically the gap related to the methodological approaches that have been used to study teacher job satisfaction. In the past, the majority of the research has used a quantitative approach to studying teacher job satisfaction. Specifically, researchers used surveys and questionnaires as the primary methodological tools when collecting data about teacher job satisfaction (Collie et al., 2012; Downing, 2016; Edinger & Edinger, 2018; Hosseinkhanzadeh et al., 2013; Lacireno-Paquet et al., 2016; Olsen & Huang, 2019; Reaves & Cozzens, 2018). In these research studies, the surveys or questionnaires would be given to a fixed number of teachers at a school to complete. Once the researchers collected teachers' responses, they would analyze the collected data using structural equation modeling or another type of statistical package software (Iqbal et al., 2016; Skaalvik & Skaalvik, 2011a; Wang et al., 2017). Thus, several researchers have recommended a qualitative approach to collect data (Abt, 2019; Hinson, 2018; Martin, 2019). A qualitative methodological approach would allow for an examination of teachers' perceptions of their job satisfaction, allow the researcher to describe a phenomenon, and allow the opportunity for theme-related actions to emerge (Ford et al., 2018; Obasuyi, 2019). Thus, the plan for the current study was to incorporate a qualitative methodology in studying teacher job satisfaction as there are limited studies that used a qualitative method in collecting and analyzing data.

Reviewing the literature supported my thinking by uncovering what teacher job satisfaction is, how it has been studied, and gaps in the literature. Teacher job satisfaction reflects the positive and negative feelings teachers have toward their job (Erdamar & Demirel, 2016). Examining teacher job satisfaction gives insight into what influences teachers' perceptions regarding the job. Examining teacher job satisfaction will aid in uncovering the reasons teachers leave the profession. Sass et al. (2011) affirmed that focusing on teacher turnover by examining job satisfaction is a measure for addressing teachers staying in the profession. Individually, this can be done by not only examining, but studying what affects job satisfaction. As noted, according to the research, working conditions (Xu & Shen, 2007), school culture (Leithwood & Mcadie, 2007), job stress (Lloyd, 2012), support (Skaalvik & Skaalvik, 2011b), and teacher evaluations (Murphy et al., 2013) are all components that influence teacher job satisfaction. Also, the literature review assisted with finding a gap in the literature regarding the lack of studies that used a qualitative approach in collecting and analyzing data. Thus, the plan in my study was to incorporate a qualitative method in the research design. From the review of the literature on teacher job satisfaction, there are many studies on the topic. Therefore, the literature review on the topic and identification of gaps in the research are essential parts of the conceptual framework. These components helped shape this study of teacher job satisfaction.

In the previous section, I discussed the topical research on teacher job satisfaction and how it was studied in the literature. Next, I discuss three theories identified in the literature that link to teacher job satisfaction. I used these three theories to build a focused, refined, and bounded literature review (Ravitch & Riggan, 2016).

According to the research, factors that influence teacher job satisfaction are workload, salary, relationships, recognition, and evaluations (Lawrenson & Mckinnon, 1982; Maforah, 2015; Tabancali, 2016). A number of theories have been used to study teacher job satisfaction. In the following sections, I provide an explanation of each theory, followed by how each of the theories assisted in framing the analysis of the study. The goal was to interrelate the literature review with teacher job satisfaction to support the conceptual framework of the study. The literature review for this study comprised three theories: Abraham Maslow's (1943) hierarchy of needs, Herzberg's (Herzberg, Mausner, & Snyderman, 1959) theory of motivation, and McClelland's (1985) needs theory.

The first theory is Maslow's hierarchy of needs, which details what an individual needs for motivation. Maslow wanted to know what motivates people and felt there were motivation systems in place. Maslow (1943) believed five fundamental needs motivate an individual that follow a hierarchical level within a pyramid: (a) physiological, (b) safety, (c) social, (d) esteem, and (e) self-actualization (see Figure 2).
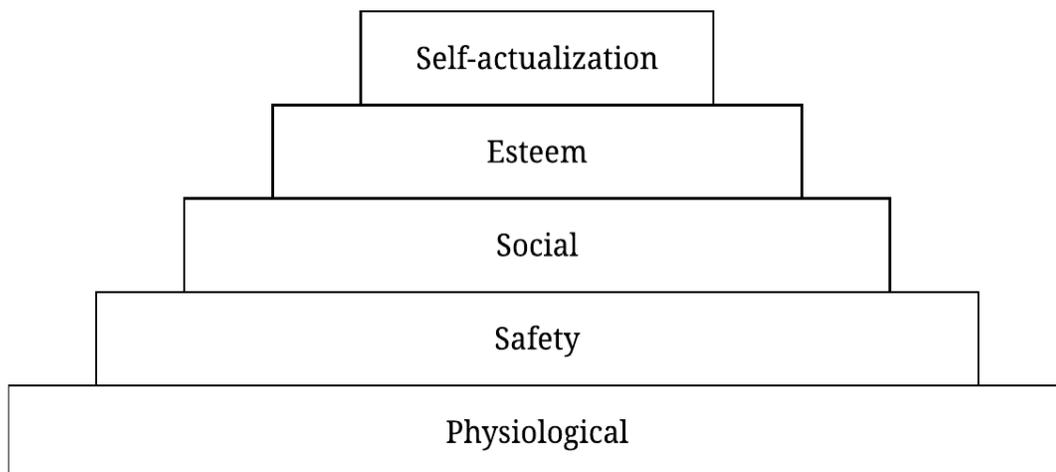
Figure 2. Maslow's hierarchy of needs.

Maslow's (1943) five-stage model is broken up into basic needs (physiological, safety, social, and esteem) and growth needs (self-actualization; McLeod, 2007). One key element from this hierarchical model is that a person's lower level of basic needs must be satisfied before progressing on to meet higher level growth needs. For instance, lower needs such as sleep, food, protection from the elements, and security (physiology and safety) must be met before the satisfaction of higher needs. Thus, Maslow's hierarchy of needs is a theory based on the needs of an individual that must be met and the process the individual goes through to motivate him or herself in reaching growth.

The second theory is Herzberg's theory of motivation, which reflects factors that influence a person's attitude regarding work. He noted two different sets of factors (hygiene and motivators) that affect an employee's attitude at work (Herzberg et al., 1959). Hygiene factors, also known as dissatisfiers, include things such as company policy, supervision, interpersonal relations, working conditions, and salary. Motivators or satisfiers include achievement, recognition, the work itself, responsibility, and advancement (see Figure 3).

Herzberg's Theory of Motivation	
Hygiene	**Motivators**
company policy	achievement
supervision	recognition
interpersonal relations	the work itself
working conditions	responsibility
salary	advancement

Figure 3. Herzberg's theory of motivation.

According to the theory, hygiene factors can create job dissatisfaction, but their appearance does not motivate people in their work (Gawel, 1996). This means interpersonal relationships, working conditions, and salary are generally not factors that motivate a person but ensure he or she is not dissatisfied with the job. On the contrary, advancement, recognition, and achievement factors do fulfill a person's work and have a substantial impact on job satisfaction. In summary, motivators are the relationship a person does with the work, and hygiene factors represent the environment in which the person performs.

The final theory is McClelland's needs theory, which refers to employees' motivation being tied to their need for power, affiliation, and achievement in their work. McClelland (1985) affirmed that all employees are motivated by one of these needs, and these motivators are not inherent but can be developed by culture and life experiences. He asserted that recognizing the dominant need in any employee helps to reveal how that person is motivated. In general, when an employee's needs are met, his or her motivation at work is high.

Maslow (1943), in the hierarchy of needs, described factors influencing a person's motivation at work. As stated previously, the reason I chose to study teacher job satisfaction was because I wanted to examine their level of fulfillment with their work. Thus, Maslow's theory helps to recognize the needs that may influence teachers' job satisfaction. Maforah (2015) acknowledged that Maslow developed a needs theory to determine job satisfaction; specifically, people frequently seek satisfaction and are motivated through a hierarchy of needs (p. 2). This motivation through a hierarchy of needs ties into examining factors that affect teacher job satisfaction. According to the

research, there are a multitude of factors or needs that affect teacher job satisfaction (Tabancali, 2016). Factors that affect teachers' job satisfaction include salary (Razavipour & Yousefi, 2017), working conditions (Haynes, 2014), safety in school (Josanov-Vrgovic & Pavlovic, 2014), a sense of belongingness (Skaalvik & Skaalvik, 2011a), and self-esteem (Foor & Cano, 2011). The level of fulfillment a teacher has in the job and what factors influence this sense of fulfillment was the focus in my study. Thus, I used Maslow's hierarchy of needs theory to examine the factors that affect teachers' job satisfaction.

Herzberg defined hygiene and motivator factors that influence a person's attitude regarding work. This theory links with teacher job satisfaction by listing factors that affect the relationship with work and the environment in which teachers perform. Alzaidi (2008) affirmed that hygiene and motivators are factors that affect teachers' circumstances at work and their responsibilities with their tasks. Also, Herzberg's theory connects with Maslow's hierarchy of needs by dividing factors into basic needs (hygiene) and growth needs (motivators; Foor & Cano, 2011). I used this connection to examine factors that affect teacher job satisfaction. For instance, research shows teachers' job satisfaction is affected by recognition for work accomplishments, relationships with peers, and job security (Ahmed et al., 2010; Kaushal et al., 2016; Msuya, 2016). Therefore, I also used Herzberg's theory of motivation to examine the factors that affect teacher job satisfaction.

McClelland's (1985) needs theory refers to employees' motivation being tied to their need for power, affiliation, and achievement in their work. I used this theory as a lens to understand what teachers need for motivation in schools. For example,

23

McClelland's needs theory assists in finding the importance of human needs for motivation and the effects of need motivation on job satisfaction (Schüler, Baumann, Chasiotis, Bender, & Baum, 2019). Also, Schüler et al. (2019) found advantages to the needs theory as it provides a clear picture for an organization and an understanding to deal with employees. In another study, researchers using McClelland's needs theory found the motivation of individuals in working is important to spur employees to work hard in achieving their goals (Arnolds & Boshoff, 2003). Thus, the needs theory was part of the study as a lens to examine the perceptions of motivation and job satisfaction of teachers at a secondary school setting.

The central topic within my study was teacher job satisfaction. As stated, examining teacher job satisfaction is vital because many teachers are leaving the profession (Lloyd, 2012) and examining teacher job satisfaction can uncover factors that affect their decision to leave the profession (Sass et al., 2011). I chose to use a qualitative approach of an online interview survey and teacher interviews in a secondary school, as collecting data in this manner helped reveal teachers' perspectives on their job satisfaction. Abt (2019) acknowledged that employing a qualitative technique to collect data on teachers' perceptions of job satisfaction is beneficial to capture what causes satisfaction in their work. Thus, I used a qualitative online interview survey and teacher interviews as a method to obtain data on teachers' perceptions regarding their job satisfaction.

Razavipour and Yousefi (2017) stated the extent to which teachers feel satisfied with their job is vital for success in the classroom. They noted two crucial needs that affect teacher job satisfaction are the workplace environment and the organizational

climate (p. 8). In another study, using Herzberg's motivation theory, Kaushal et al. (2016) found satisfier determinants of job satisfaction, such as workload, policy, and performance appraisal. Last, school district leaders want their teachers to be satisfied with the job to ensure high levels of classroom performance. Kusumaningtyas and Setyawati (2015) reported job satisfaction significantly correlated with teacher performance in the classroom. Because a school's performance is tied to teacher job satisfaction (Lacireno-Paquet et al., 2016), teachers' beliefs in their ability to handle the business of teaching are critical.

Furthermore, researchers studying the stressors (e.g., unruly students, creating new curriculum, lack of teaching material) affecting teachers' job satisfaction (King et al., 2013; Lloyd, 2012; Mäkelä et al., 2014; Sass et al., 2011) have found teachers with high levels of affiliation and recognition in their work are more satisfied with their jobs. Thus, I based the literature review on using the three theories as a lens to focus on collecting data that tied to teachers' needs, satisfiers, and beliefs. Using this framework was intended to bring to light other internal and external factors that affect teachers' job satisfaction.

Significance of the Study

Past research has contained a focus on examining factors such as teacher burnout, job performance, stress factors, and workload and their effects on teachers' job satisfaction (Josanov-Vrgovic & Pavlovic, 2014; Lloyd, 2012; Mäkelä et al., 2014; Sass et al., 2011). However, most researchers have studied these factors and their impact on job satisfaction using quantitative methods (Downing, 2016; Ford et al., 2018; Ilyas & Abdullah, 2016; Kusumaningtyas & Setyawati, 2015; Lacireno-Paquet et al., 2016). The

tools used in previous studies included surveys, questionnaires, and data analysis software. Therefore, I designed my study to add to the scholarly research and literature by using qualitative methods to examine teachers' perceptions of job satisfaction within a secondary school setting.

Teacher evaluations are used in schools to evaluate teacher performance in the classroom in a process that supports growth and development of their craft (Ford et al., 2018). Procedures such as walkthroughs, video recordings, analyzing of data, and summative and formative observations (Haynes, 2014) are tools used for teacher evaluations. Some research has shown evaluation systems affect teacher job satisfaction (Ford et al., 2018; Ilyas & Abdullah, 2016), whereas other research has noted teacher evaluation has no impact on their satisfaction (Kusumaningtyas & Setyawati, 2015; Murphy et al., 2013). According to the research, the purpose and process of teacher evaluations affect job satisfaction negatively or positively (Downing, 2016; Lacireno-Paquet et al., 2016; Song & Mustafa, 2015). Therefore, the focus in my study was to examine teachers' perceptions of job satisfaction following the T-TESS appraisal process experience.

I chose the T-TESS evaluation system because I am most familiar with it in my current leadership role. The T-TESS evaluation system was designed by teachers to support teachers in their professional growth (Texas Education Agency [TEA], 2016). In general, the T-TESS evaluation system is fairly new to teachers and I wanted to examine whether or not it affects teacher job satisfaction. The following section contains definitions of the key terms used in this study.

Key Terms

Job satisfaction – Reflects how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. As it is generally assessed, job satisfaction is an attitudinal variable. Job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job (Spector, 1997, p. 2).

Teacher evaluation – School leaders use a process to evaluate teachers in their organizations. The tools or methods used in the process of evaluating the teacher provide sufficient evidence on teacher quality. Teacher evaluations are used to ensure schools are doing an adequate job at ensuring the teaching and learning processes are occurring in the classroom.

Texas Teacher Evaluation and Support System – The TEA developed a new evaluation system for teachers called the T-TESS. The system consists of an evaluation rubric, a goal-setting and professional development plan, and a student growth measure embedded in processes of support that encourage professional growth, goal identification, and the establishment of strengths, as well as professional development needs (TEA, 2016, p. 3).

Summary and Organization of the Study

The current study is organized into five chapters. The introduction of the study was presented in Chapter I. The background of the study, problem statement, and purpose of the study were provided throughout Chapter I. The research questions, conceptual framework, significance of the study, and key terms were presented in Chapter I. Chapter II covers current research on the many factors that affect teachers' job

satisfaction and the reasons why teachers leave the profession. Also, Chapter II contains

a review of past and present understandings of job satisfaction, theories related to job

satisfaction, and components that affect job satisfaction. Chapter III outlines the

methodological research structure of the study and the process of the qualitative case

study. I used an online interview survey and teacher interview questions to collect data

from teachers in one Central Texas school district. Chapter IV presents the data analysis

and results from the current study. Finally, Chapter V includes a summary, conclusion,

implications, and recommendations for future studies.

II. REVIEW OF THE LITERATURE

I conducted this literature review in support of the need to examine teachers' job satisfaction within the school setting, as research shows teachers are leaving the profession and teacher job satisfaction is significant in predicting whether teachers will give up their careers (Sass et al., 2011). The continuous departure of teachers costs school districts thousands of dollars and hours of their time for professional development (p. 212). Furthermore, according to Haynes (2014), the high annual teacher turnover rates seriously jeopardize the nation's capacity to ensure all students have access to high-quality teaching (p. 2). School district personnel must take an active approach to discern teacher job satisfaction to ensure their teachers stay in the profession.

There are various reasons teachers are not satisfied with the job and ultimately decide to leave the profession, including curriculum issues (King et al., 2013), lack of administrative support (Lawrenson & Mckinnon, 1982), negative personal emotional toll (Lloyd, 2012), and salary (Salehi, Taghavi, & Yunus, 2015). The literature review starts with defining job satisfaction, the purpose of the study, and the theories used to study teacher job satisfaction. The literature review also covers the factors that affect teacher job satisfaction and a summary of the influence of teacher evaluations on teacher job satisfaction.

Research into job satisfaction is needed to examine what influences teachers to leave the profession. A potential benefit of this research is that district personnel will be equipped to identify and address additional factors affecting teacher job satisfaction. According to Alzaidi (2008), factors that affect teacher job satisfaction include the morale within the school, the school environment, relationships with students, and

relationships with supervisors (p. 180). These are only some of the factors that affect teacher job satisfaction in the school environment. Thus, this study of teacher job satisfaction is needed to discover ways to motivate teachers to stay in the profession.

In the following sections of the literature review, I discuss how the review of the literature assisted with the topic of the study—teacher job satisfaction. The review begins with the meaning of job satisfaction and the purpose of the study. A brief background of job satisfaction and theories used to investigate teacher job satisfaction is exhibited. This is followed by recurring themes that influence or affect job satisfaction found in the literature. The final segments of the literature review conclude with a teacher job satisfaction influencer known as teacher evaluations.

The central topic of investigation for the study was teachers' job satisfaction. In plain terms, job satisfaction means whether or not an employee likes his or her job. The review of the literature revealed there are various descriptions of job satisfaction. Erdamar and Demirel (2016) noted job fulfillment is being satisfied with what you do and feeling happy in general. Additional researchers have stated job satisfaction reflects employees' joy provided by moral and material profit (Alzaidi, 2008; Tabancali, 2016), whereas others have stated the meaning of job satisfaction is self-explanatory as employees who enjoy their place of work have a positive or pleasant emotional state with their job (Hosseinkhanzadeh et al., 2013). Subsequently, "Job satisfaction originates from employees' comparison between job expectations and real results and is employees' emotional reactions to work" (Wang et al., 2017, p. 764).

Furthermore, job satisfaction is a topic of interest to company leaders and employees in the workplace. The reason job satisfaction is an essential variable in the

workspace is that organizational leaders can gauge staff members' feelings regarding

their jobs and gain a behavioral perspective of workers' job performance. Spector (1997)

wrote:

> Job satisfaction is how people feel about their jobs and different aspects of their
>
> jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction)
>
> their jobs. As generally assessed, job satisfaction is an attitudinal variable. Job
>
> satisfaction can be considered as a global feeling about the job or as a related
>
> constellation of attitudes about various aspects or facets of the job. (p. 2)

Thus, business leaders who discover their workers' emotional responses to job-related

factors can meet their needs, such as finding pleasure, safety, recognition, or praise in the

working environment (Temesgen, Aycheh, & Leshargie, 2018).

Job Satisfaction

Background of job satisfaction. Job satisfaction has to do with how an

employee feels regarding working at his or her occupation. According to Judge, Weiss,

Kammeyer-Mueller, and Hulin (2017), job satisfaction reflects the overall evaluative

judgment made by individuals about where they work and their work as a whole.

Alternatively, as Weiss (2002) implied, job satisfaction is an attitude about one's line of

work. Based on an employee's perceptions, satisfaction with a job would indicate a level

of pleasure in the occupation (Da Silva et al., 2018).

In addition to the attitude of the individual, job satisfaction has an expectation

component. Tamayo (2001) noted satisfaction includes elements of relationships with

peers, pay, organizational environment, and climate. An illustration is when pleasure in

the workplace reflects the attitude of the person and is built on the perception of a person

through self-actualization to maximize skills and potential (Ilyas & Abdullah, 2016).

Additionally, satisfaction with the job is tied to employees reflecting on their experiences

at work as positive and work assignments being closely related to their individual

expectations about their work (Sánchez-Sellero, Sánchez-Sellero, Cruz-González, &

Sánchez-Sellero, 2014).

Theory. As stated, job satisfaction gives insight into how an employee feels

regarding his or her line of work. As I reviewed the literature, two theories repeatedly

surfaced in discussions of job satisfaction: Herzberg's two-factor theory (Herzberg et al.,

1959) and Maslow's (1943) hierarchy of needs.

Herzberg's two-factor theory. Herzberg explained there are specific factors that

cause individual judgments in connection with job satisfaction (Tabancali, 2016).

According to Herzberg's two-factor theory (as cited in Foor & Cano, 2011), individuals

have two primary sets of needs (maintenance and growth) related to job activities. The

theory affirms that job satisfaction components differ from job dissatisfaction elements

(Herzberg et al., 1959). Some factors of job satisfaction (motivators) include

advancement, recognition, and achievement. Influencers of job dissatisfaction (hygiene)

include job satisfaction, working conditions, and interpersonal relationships. Thus,

Herzberg's motivation-hygiene theory, as it is known, can be used to gain a more

nuanced understanding of motivation and job satisfaction.

Herzberg's two-factor theory is relevant in education with a focus on job

satisfaction and motivation. Motivators and hygiene factors have both been confirmed to

increase teachers' job satisfaction and motivation (Msuya, 2016, p. 15). Ahmed et al.

(2010) acknowledged a relationship between employee satisfaction and motivation

32

factors such as recognition, responsibility, and positive atmosphere. Mainly, motivation is represented as what individuals aim to achieve better and develop when it fills a person's needs. For example, the motivation of teachers in their teaching practice and the work inside the classroom are determinants of Herzberg's theory (Alzaidi, 2008; Salehi et al., 2015). Furthermore, Msuya (2016) affirmed teachers in public secondary schools are satisfied with social benefits (e.g., recognition at work, relationship with colleagues, and job security), which indicates they generally have higher job satisfaction.

   ***Maslow's hierarchy of needs*.** Maslow's hierarchy of needs is based on what a person needs to cultivate motivation. Maslow (1943) believed five fundamental needs motivate an individual: physiological, safety, social, esteem, and self-actualization (p. 373). The five needs are broken into lower levels (physiological and safety) and work their way up to the highest level of self-actualization. Maslow believed each of the five motivational needs affects an individual's willingness to do something.

   Furthermore, once each need (starting at the lowest motivational level) is satisfied, it no longer influences an individual to behave in a certain way. Additionally, lower order needs such as physiological and safety needs are considered to have low motivational potential for teachers, and meeting only these lower order needs will decrease job dissatisfaction but will not increase motivation (Maforah, 2015). Hoffman (2004) noted the foundation of human nature had hierarchies of essential needs that needed to be met so a person could be motivated to become all he or she was capable of becoming in life. Thus, a person's lower levels of basic needs (i.e., physiological, safety, social, and esteem) must be satisfied before progressing on to meet a higher level of growth needs.

In the school setting, organizational leaders must examine the needs of teachers. For instance, teachers whose lower level needs are met are satisfied and motivated to do their jobs. As Ahmed et al. (2010) noted, the relationship between meeting the needs of teachers, job satisfaction, and motivation is summed up as getting the teachers to strive to perform better in their work. Additionally, teachers' internal or intrinsic motivation is produced by meeting lower level needs such as positive communication and relationships with students and parents, as well as a supportive administration (Ford et al., 2018; Josanov-Vrgovic, & Pavlovic, 2014). However, teachers who are not satisfied with the job feel their basic needs are not met by their schools, which can result in low motivation, less commitment, and high teacher turnover rates (Alzaidi, 2008; Maforah, 2015). Therefore, school district leaders must ensure teachers' lower levels of basic needs are met.

School district leaders must view Maslow's hierarchy of needs as a priority. Foor and Cano (2011) stated higher order motivators, such as social, respect, and self-actualization, raised teachers' job satisfaction. On the other hand, the lower order needs such as physical, safety, and security have a low motivation potential for teachers (Maforah, 2015). That is, the realization of lower order needs does not result in high job satisfaction but decreased job dissatisfaction, whereas higher order needs have the potential to enhance levels of job satisfaction and motivation (p. 2).

Organizational commitment and culture. Organizational commitment is an individual's attachment to an organization and is closely tied to job satisfaction. Wang et al. (2017) acknowledged that in terms of the job satisfaction of teachers, the higher their job satisfaction the higher their organizational commitment (p. 764). Maciel and

Camargo (2011) stated satisfaction is a predictor of commitment, and organizations with leaders who are able to keep employees satisfied build morale at the workplace. Da Silva et al. (2018) affirmed that one way to increase organizational commitment is by satisfaction. Thus, corporations in which levels of job satisfaction are increased also have high levels of individual commitment (Tett & Meyer, 1993). Also, employees who have high levels of job satisfaction and commitment contribute to the success of their organizations (Hartnell, Ou, & Kinicki, 2011).

Culture is another area in which company leaders can increase commitment and satisfaction. For instance, employers who focus on human aspects such as job conditions, autonomy, and support can strengthen employees' organizational commitment (Da Silva et al., 2018). Organizational leaders who make an effort to serve their workers in a positive aspect will assist with satisfaction at work and increase organizational commitment (Maciel & Camargo, 2011).

Leaders of school districts who do not focus on increasing job satisfaction run into issues related to teachers having a low commitment to their job. Teachers' commitment to teaching customarily depends on the school's working conditions (Leithwood & Mcadie, 2007; Xu & Shen, 2007); some working conditions have positive effects, whereas others will have adverse effects. For instance, during the school year, teachers work 50 to 53 hours per week performing long lists of tasks, and only about half of their time is devoted to classroom instruction. This hurts teachers' commitment to their school (Leithwood & Mcadie, 2007, p. 42). Similarly, Maforah (2015) reported teachers in inner-city independent schools were dissatisfied with the working conditions (e.g., student discipline, teacher resources, lack of support, and stressful workloads),

which resulted in shallow commitment to do their jobs. Conversely, favorable working conditions such as teachers feeling valued, given autonomy, and supported by the administration have a positive influence on organizational commitment (Kusumaningtyas & Setyawati, 2015).

Teacher turnover. Haynes (2014) reported, "About 13 percent of the American workforce of 3.4 million public school teachers either moves (227,016) or leaves (230,122) the profession each year" (p. 2). Teachers leave the profession altogether in a process referred to as teacher attrition (Ingersoll, 2002). Teachers express various reasons for their decision to leave the profession. Mäkelä et al. (2014) reported the working environment to be strongly associated with leaving the profession. Inadequate administrative support is a primary reason many teachers give for leaving the profession (Baker, 2007). Moreover, teachers decide to move on to other professions because of a massive workload, lack of recognition, and low job satisfaction with their work (Kaushal et al., 2016; Lawrenson & Mckinnon, 1982; Maforah, 2015; Sass et al., 2011).

Maforah (2015) contended the issue of teacher job satisfaction or, more often, their job dissatisfaction has received widespread attention from school district leaders. As stated, teachers who are not committed to the job tend to be dissatisfied and end up leaving the profession. Sass et al. (2011) commented, "It is critical to analyze job dissatisfaction in order to reduce the likelihood of teachers transferring to other schools or leaving the profession altogether" (p. 202). Furthermore, teachers face a variety of school stressors and social support that influence job satisfaction or dissatisfaction and ultimately cause teacher turnover. For instance, some causes of teacher job dissatisfaction are salary and the overwhelming workload such as other duties as assigned

and excessive meetings (Alzaidi, 2008; Kusumaningtyas & Setyawati, 2015; Leithwood & Mcadie, 2007; Xu & Shen, 2007). Similarly, negative relationships with pupils and low self-achievement on the job have been identified as causes for job dissatisfaction (Lawrenson & Mckinnon, 1982; Maforah, 2015). Haynes (2014) believed "teachers departing because of job dissatisfaction link their decision to leave to inadequate administrative support, isolated working conditions, poor student discipline, low salaries, and a lack of collective teacher influence over schoolwide decisions" (p. 3).

As noted, different stressors in a school affect a teacher's motivation to leave the profession throughout the school year (Skaalvik & Skaalvik, 2016). Examples of teacher stressors are a lack of school autonomy and financial resources (Alzaidi, 2008). Lloyd (2012) confirmed teachers acknowledged teaching takes an emotional toll on them because they spend many hours away from their own families chasing students around who do not care and who are continually disrespecting them in the classroom. Also, teachers' quality of work life and ability to manage stressful situations have an impact on their decision to leave the profession (Mirzaii, Riazi, Vares, & Alamgard, 2014). Thus, keeping qualified teachers in the nation's schools is one of the most significant challenges within the field of education today (Baker, 2007, p. 77).

Connectedness. An embedded aspect of job satisfaction is how connected an individual is with his or her organization. Edwards and Peccei (2007) acknowledged that a person who feels connected or a sense of belonging in the work environment has a satisfying bond with the organization. A staff culture that cultivates a sense of belonging leads to higher job satisfaction (Proyer, Annen, Eggimann, Schneider, & Ruch, 2012).

Therefore, organizational leaders need to ensure their employees connect in some form or fashion.

In an educational setting, a teacher's connectedness or sense of belonging affects his or her job satisfaction. Josanov-Vrgovic and Pavlovic (2014) agreed that a teacher's connection with colleagues and teamwork positively affect job satisfaction. However, teachers are only with their colleagues for a short amount of time (Sass et al., 2011). Most of the day, teachers are with their students, which serves as a disconnector from their peers. This causes teachers' connectedness to turn into a source of stress.

A teacher's belongingness is associated with and can be affected by a school's culture. Skaalvik and Skaalvik (2011a) indicated schools that have a respectful environment of trust among all groups and parties are a predictor of teacher belongingness. Results of their study indicated teacher belonging is essential for mediating the impact on job satisfaction and motivation to leave the profession. Also, the extent to which teachers sense they share the prevailing norms and values at the school where they are teaching is related to job satisfaction through belonging (Skaalvik & Skaalvik, 2011a, p. 1036). These norms and values are viewed as the working relationship among colleagues and supervisors. Msuya (2016) reported teachers were pleased when working with involved leaders and positively minded coworkers. Moreover, the study revealed teachers' job satisfaction and belongingness positively contributed to wholehearted relations, group solidarity, and status.

Self-efficacy. As stated, job satisfaction has to do with how a person feels, reacts, and believes in working for his or her organization (Weiss, 2002). Thus, the amount of job satisfaction an employee perceives has a lot to do with what Bandura (2001) defined

as self-efficacy. He noted self-efficacy is a person's belief system in him or herself. For instance, a worker who has high self-efficacy is more likely to give full effort and not give up on challenging tasks (Adeeko, Aboyade, & Oyewole, 2017). On the other hand, an employee with low self-efficacy may not be interested or motivated to perform the job. An illustration of self-efficacy in education is a math teacher who, based on past events requires students to be active and motivated with their mathematical ambition, has a higher level of self-efficacy for teaching mathematics compared to teachers who expect students to pay little attention to their instruction (Skaalvik & Skaalvik, 2016).

Teachers' belief in how high they perceive themselves in their job is an essential trait for job satisfaction. For instance, a teacher's self-awareness is viewed by students' growth in the classroom and expressed through feelings of improving students both academically and in the management of their behavior (Lawrenson & Mckinnon, 1982; Skaalvik & Skaalvik, 2016). Leithwood and Mcadie (2007) contended the quality of communication and how well the school's improvement plan matched teachers' views influenced teachers' self-efficacy and job satisfaction. Also, schools with leaders who assist teachers in developing an inspiring and a shared sense of purpose improve teachers' self-efficacy (p. 44).

School leaders who show belief in their teachers' ability to perform their jobs correctly demonstrate encouragement and motivation (Salehi et al., 2015). For example, an institution can exhibit a safe, positive, and supportive school environment to affect teachers' self-efficacy and motivation in their work. Reaves and Cozzens (2018) agreed that teachers who feel secure and supported in their jobs have higher intrinsic motivation and self-efficacy compared to their colleagues who do not feel supported. School

administrators can assist with a safe and supportive environment by actively monitoring

their teaching behavior (Reaves & Cozzens, 2018, p. 59). Furthermore, school district

leaders who understand and increase teachers' self-efficacy significantly affect

motivation, performance, and job satisfaction (Sass et al., 2011).

Stress. There is little doubt that teachers face a variety of stressors regularly.

Sass et al. (2011) acknowledged that school stressors influence job satisfaction and intent

to leave the profession. Furthermore, Skaalvik and Skaalvik (2016) stated "teacher stress

may have devastating consequences both for the teachers and the quality of education"

(p. 1786). For example, stressors such as not having enough time to teach all standards

affect teachers' motivation through emotional exhaustion or lower job engagement.

School district leaders can cause an increase in teachers' emotional exhaustion by

implementing time pressures throughout the school year (Skaalvik & Skaalvik, 2011a).

Another type of teacher stress influencing job satisfaction is an increased focus on

exam-oriented education (Xu & Shen, 2007). Teachers are required to study students'

assessment data, prepare lesson plans, create more exams, and grade the exams to equip

students with the knowledge for the next evaluation (Erdamar & Demirel, 2016). This

stress causes teachers to spend an enormous amount of time studying student exam data.

Kaushal et al. (2016) suggested teachers who are too focused on analyzing student exam

data can become discouraged with their jobs.

Feelings of stress increase when teachers feel their job demands are unfair in

comparison with the work of other teachers in their school or across the district

(Leithwood & Mcadie, 2007). For instance, complicated teaching assignments (e.g.,

teaching multiple contents, 30 plus students per class, and uncooperative pupils) destroy

their sense of job satisfaction (p. 43). Erdamar and Demirel (2016) claimed "a teacher not being able to spare enough time for his family and home due to such reasons as taking work home or having a heavy workload might lead to work-family conflict" (p. 165).

Teacher Evaluations

In the previous sections, I discussed the background of job satisfaction, theories related to job satisfaction, and factors affecting job satisfaction. In the following sections, I focus the literature review on a specific factor affecting teacher job satisfaction—teacher evaluations. I discuss the background of teacher evaluations, types of evaluation methods, and finally, criteria and standards for teacher evaluations.

Background on teacher evaluations. Teacher accountability for educating students in schools is tracked by the teacher evaluation process. Steinberg and Donaldson (2016) acknowledged the evaluation of teachers deals with a type of appraisal criteria on teacher effectiveness that is controversial and debatable in its usefulness because it is often a subjective process. Barry (2010) argued, "Effective teachers know who their students are. They know their students' learning styles, their strengths, and their deficits as learners. They are masters of their subject matter, but more importantly, effective teachers focus on their students' learning" (p. 8). To sum up, school evaluation system criteria measure an effective teacher by observation of teacher practices, instruction, and student achievement (Hallgren et al., 2014).

Types of teacher evaluation methods. Holding teachers accountable for instruction with evaluation processes is a practice school organizations implement. The type of teacher evaluation may vary depending on the school district and the state. These

teacher evaluation techniques can involve written tests, oral exams, rubrics, or feedback communicated during a conference meeting (Clipa, 2015). Isore (2009) noted evaluation techniques can be used to improve instruction by establishing assessments and appraisal procedures. The evaluation method used within a school district is typically some summative assessment such as a multiple-choice exam or quiz (Isore, 2009). The feedback given from an assessment to teachers allows them to enhance student learning and identify strengths and weaknesses in their practice (Isore, 2009, p. 6).

Teacher evaluation criteria and standards. Teacher appraisal criteria and procedures are needed to measure teacher performance and improve teacher practices. The most common technique used to assess teachers in the classroom is classroom observations (Whitehurst, Chingos, & Lindquist, 2014). Cohen and Goldhaber (2016) affirmed the following:

> Classroom observations are used nearly universally to assess teachers. They have high levels of face validity because they assess teaching practices that teachers themselves can observe. For those striving to become better practitioners, this information can provide timely and actionable formative feedback. (p. 378)

Classroom observation is considered a quality evaluation tool for collecting data, evaluating teachers, and providing feedback, and is used to affect student achievement (Clipa, 2015).

Teacher evaluations include specific criteria and standards to measure teachers' use of instructional practices proven to improve learners' academic outcomes (Reddy & Dudek, 2014). A dependable teacher appraisal strategy includes criteria and standards that evaluate good teaching and gives teachers guidance on how to improve their craft

(Isore, 2009). Danielson's (2007) *Enhancing Professional Practice: A Framework for Teaching* is a comprehensive model reflecting the different aspects of teaching. Furthermore, novice, experienced, and accomplished teachers may implement the framework to improve their instructional practices (p. 2).

Summary

This chapter contained a review of the central topic of study—teachers' job satisfaction. The review consisted of defining job satisfaction as an employee's comparison between job expectations and real results and the emotional reactions to work. This is important as the purpose of my study was to examine teachers' job satisfaction in a school setting.

The literature review also covered the background of job satisfaction, theories that appeared in previous job satisfaction studies, and different factors that affect teachers' job satisfaction. The two theories discussed were Herzberg's two-factor theory and Maslow's hierarchy of needs. Additional factors discussed that affect teacher job satisfaction include the organizational culture, teacher turnover, connectedness, self-efficacy, and stress. Finally, the literature review ended with a focus on teacher evaluations. I discussed how different types of teacher evaluation methods and their criteria and standards were shown to affect teacher job satisfaction in previous studies.

In the following chapter, I describe the research design, framework, and methods used to answer the research questions. The chapter consists of an introduction, purpose of the study, research design, outline, framework, epistemology, methods, data sources, site, and participants. Furthermore, the chapter presents the data collection, analysis, limitations, and summary of the research design.

III. RESEARCH DESIGN

In this chapter, I provide an overview of the research methodology used in the study. I explain the specific qualitative framework approach I used to explore secondary school teachers' perceptions of job satisfaction following an appraisal process experience. The appraisal system used to evaluate and support teachers in the classroom is the T-TESS. The chapter includes an introduction to the study, research design, research framework, participants, data collection procedures, data analysis, and limitations.

Introduction

School district leaders are continuing to fill teacher positions in the middle and at the end of the school year. Teachers are citing different reasons for their exit. Some teachers indicate their reasons for leaving the position are emotional exhaustion and low job satisfaction (Skaalvik & Skaalvik, 2011b). Others reference the lack of administrative support, low school morale, and irresponsible students (Baker, 2007) as the causes for their exit from the teaching profession. Furthermore, teachers are continuing to leave the profession even with the right circumstances in place to support them in the classroom (Lloyd, 2012).

School district leaders are setting unfeasible expectations for quality teaching. Mäkelä et al. (2014) suggested the main factor in teachers leaving the profession is the workload. For example, a teacher's workload consists of excessive work hours, additional job responsibilities, and extra duties (Tippens et al., 2013). Moreover, teachers who feel unsupported, overwhelmed, and underappreciated are stressed and motivated to

leave the profession (Tabancali, 2016). Thus, leaders of school organizations must find

approaches to ensure teachers are not pushed to the limit with their work.

One method to combat teacher turnover is to put systems in place to increase

teacher job satisfaction. Teachers who are satisfied with their work are not stressed or

motivated to leave the teaching profession (Josanov-Vrgovic & Pavlovic, 2014).

Researchers have studied different factors (e.g., safety, working conditions, self-efficacy,

and professional growth) that affect teachers' job satisfaction (Ahmed et al., 2010; Ilyas

& Abdullah, 2016; Kaushal et al., 2016; Lawrenson & Mckinnon, 1982). These are

important factors to consider when studying teacher job satisfaction, but the focus of this

study was to examine teachers' perceptions of job satisfaction within a secondary school

setting following the T-TESS appraisal process experience.

The teacher evaluation process is an aspect that affects teacher job satisfaction

both positively (Downing, 2016) and negatively (Lacireno-Paquet et al., 2016). Thus,

teacher evaluation is connected to teachers leaving the profession. Therefore, the scope

of the study was on teacher job satisfaction and the recently implemented evaluation

process in a Texas secondary school.

Finally, I employed a qualitative case study design to collect and analyze the data.

The reason for choosing a qualitative procedure for the study was that most research

studies regarding the impact of the teacher evaluation process on job satisfaction used a

quantitative methodological approach (Ford et al., 2018; Haynes, 2014; Kaushal et al.,

2016; Murphy et al., 2013). Specifically, research on teacher job satisfaction typically

involved the use of surveys and questionnaires (Downing, 2016; Erdamar & Demirel,

2016; Haynes, 2014; Josanov-Vrgovic & Pavlovic, 2014). Therefore, the decision to

collect and analyze data with qualitative methods such as interviewing and surveying

teachers to determine their perceptions was made to add to the literature. My intent in

conducting this study was to examine secondary school teachers' perceptions of job

satisfaction following the T-TESS appraisal process experience. In the research, job

satisfaction for teachers was generally defined as how teachers feel about their jobs.

Using a qualitative interview and an online survey approach, I examined the lived

experiences of secondary teachers in one Central Texas school district. In the remaining

sections of this chapter, I explain the purpose of the study and the process I used to

collect and analyze data. Furthermore, I share the criteria I used to identify participants

and describe the method by which I analyzed the data.

Purpose of the Study

The purpose of this case study was to examine secondary school teachers'

perceptions of job satisfaction following the T-TESS appraisal process experience. In the

research, job satisfaction for teachers was generally defined as how teachers feel about

their jobs. A case study was best suited to answer the following research questions:

1. What are secondary teachers' perceptions of the T-TESS appraisal process at

    a Central Texas school district?

2. What are secondary teachers' perceptions of the impact of the T-TESS

    appraisal process on their job satisfaction at a Central Texas school district?

Research Design

Teacher job satisfaction was the main focus of this study. The following

paragraphs outline a definition of a case study and the formal procedures used in the

design. In addition, the sections cover the designing of the research method, collecting evidence, analyzing the evidence, and composing a report.

The scope of this case study was to investigate the job satisfaction of teachers who were currently teaching in secondary schools through one-on-one interviews and teacher surveys. I chose a case study (Yin, 2017) design as the mode of inquiry to examine teacher job satisfaction in a high school setting. According to Yin (2017), a case study is defined in two parts:

(a) The scope of a case study: Investigating a contemporary phenomenon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident.

(b) A case study's features: The situation where there will be many more variables of interest than data points, thereby relying on multiple sources of evidence and benefiting from the development of theoretical propositions to guide data collection and analysis. (pp. 44-45)

Specifically, the methodological design was an exploratory case study. The reason for choosing an exploratory case study had to do with the types of research questions used to collect and analyze data. According to Yin (2017), "what" questions are a justifiable rationale for conducting an exploratory type of case study (p. 35). These types of "what" questions enable a researcher to develop a statement that expresses judgment for further examination. As I developed the research questions using "what" questions, an exploratory case study was justified as the design of the research investigation.

Another reason for choosing a case study was my desire to examine teachers'

perceptions of job satisfaction in a school setting following the T-TESS appraisal process

experience. A case study is used when behaviors cannot be manipulated and when a

study involves recent past and present events (Yin, 2017). Via a case study approach, I

was able to observe the behavioral effect of the T-TESS evaluation on teachers' job

satisfaction through surveys and interviews of teachers on campus.

Research Outline

The following sections represent this study's research outline. The components

are broken down into five parts: (a) research questions, (b) the rationale, (c) the case, (d)

connecting data to the position, and (e) interpretation of the findings.

The research design of a study is important to construct a sound plan to tie data,

research questions, and results together. Yin (2017) commented, "A research design is a

logical plan for getting from here to there, where here may be defined as the set of

questions to be addressed, and there is some set of conclusions about these questions" (p.

66). The logical sequence includes designing the research method, collecting evidence,

analyzing the evidence, and composing a report. It is recommended that a research

design be put in place to ensure procedures are arranged to conduct the study. The first

component of the case study research design is developing the research questions. As

mentioned previously, the research questions formulated for this study were in the "what"

form. The following were the research questions of the investigation:

1. What are secondary teachers' perceptions of the T-TESS appraisal process at
   a Central Texas school district?

2. What are secondary teachers' perceptions of the impact of the T-TESS

appraisal process on their job satisfaction at a Central Texas school district?

I constructed these "what" types of inquiries to collect data to support the purpose of the

study, which was to examine secondary school teachers' perceptions of job satisfaction

following the T-TESS appraisal process experience. The reason for creating these types

of research questions was my desire to study teachers' job satisfaction and connect it to

how teachers are evaluated in a secondary school.

The second component is the rationale for the case study research design. My

desire to study teachers' job satisfaction came from my past role as a teacher. For

example, when I was a teacher, my job satisfaction fluctuated from year to year. Some

years my job satisfaction was high and in other years it was low. This turmoil led me to

choose a change in occupation or what has been described in the literature as teacher

turnover (Baker, 2007; Haynes, 2014; Skaalvik & Skaalvik, 2011b). Leaving teaching

and transitioning into administration caused me to reflect on teacher job satisfaction.

According to the literature, teacher job satisfaction is influenced by school culture

(Alzaidi, 2008), supportive colleagues (Msuya, 2016), job involvement (Wang et al.,

2017), and job performance (Ilyas & Abdullah, 2016). These influences of teacher job

satisfaction helped guide my interest in examining the perceptions of job satisfaction of

teachers at a secondary school setting. Specifically, I chose to examine teachers'

perceptions of job satisfaction following the T-TESS appraisal process experience.

The third component is identifying the case to be studied. The case in my study

was a secondary school in Central Texas outside my place of employment, which

represented a single case study. The reason for selecting this site was my access to

teachers to collect the data. The reason for choosing a case study outside of my district was my role as an assistant principal. I suspected any data collected from teachers in my place of employment would not be truthful because part of my role on campus is to evaluate teachers. Another reason for choosing to go outside the district was the conflict of interest with teachers and their job satisfaction. For example, there may have been times during the data collection process that a teacher stated he or she was not satisfied with the job. If multiple teachers voiced dissatisfaction in their jobs, this likely would not go over well with district personnel. Furthermore, Yin (2017) noted having sufficient access to the data for a potential case is a motivation to select a case study design. When speaking to colleagues in my professional learning network (PLN), multiple upper district level personnel stated they would allow me access to their district to conduct the research. Also, my current role as an administrator gave me access to teachers experiencing the T-TESS appraisal process. Furthermore, my role in administration provided me insight into how the new T-TESS appraisal process was administered in a secondary high school. Last, studying secondary school teachers was another motive for why I chose this case study. The plan was to send an online survey to teachers. At the end of the online survey, there was a question that asked participants if they would be willing to participate in a face-to-face interview. Then from the teachers who volunteered for an interview, I would interview five to 10 teachers in a Central Texas secondary school at the end of the school year (i.e., Spring of 2020).

The fourth component is connecting the data to the position. This is the starting point of the data analysis phase. Thus, the ensuing descriptions indicate a plan for analyzing the data collected. First, it is recommended in starting the analytic process that

a researcher "play" with the data collected (Yin, 2017). During this initial step, the goal is to examine the data to determine whether patterns, insights, or ideas emerge. Following the initial step of data analysis, the next step is to implement a general analytic strategy. The general analytic strategy used was what Yin (2017) described as working through the data from the "ground up." It is advised that once the researcher has "played" through the data and noticed some type of pattern, then this may become the origin of the analytic path. For instance, the beginning of the analysis can involve assigning codes to the data that each represents a concept of possible interest. The initial step and general analytic strategy are important for preparing to conduct a case study analysis. The purpose of executing these data analysis strategies within the case study design is to determine priorities of what to analyze, link the data to concepts of interest, and allow these ideas to be the analyzing guide of the data. Additionally, it is suggested after "playing" and working through the data from the "ground up," an analytic technique should be used (Yin, 2017). An analytic technique is necessary for improving internal and external validity. Thus, the analytic technique applied was pattern matching. Pattern matching involves comparing the findings from the case study to predicted findings prior to collecting the data. According to Yin, "If the empirical and predicted patterns appear to be similar, the results can help a case study to strengthen its internal validity" (p. 314).

The final component is the interpretation of the findings. The criteria for interpreting a case study's findings begin with identifying and discussing rival explanations of the study's findings. A rival is described as an alternative perspective of answering a study's research questions or a contrast to a case study's original proposition (Yin, 2017). When a rival explanation is identified, a researcher can collect data to

review the alternative perspective and then compare the results through an analytic strategy. Addressing rivals in this manner is a standard for interpreting the strength of the conclusions—in fact, the more rivals are discussed, the stronger the findings in a case study.

In the following sections, I address the research framework, which includes epistemology, theoretical perspective, methodology, and methods of the study. There is also a section on how and why participants were chosen for the study, as well as a detailed description of the T-TESS appraisal process tool. Finally, I detail the research methods (data collection, data analysis, ethics, and positionality) I used in the study.

Research Framework

This section presents a summary of the epistemology, theoretical perspective, methodology, and methods that served as the research framework of this study. Once more, the goal of the study was to seek an understanding and develop meanings of teachers' job satisfaction using a qualitative approach. Creswell (2014) wrote, "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Furthermore, qualitative research is a method in which an observer looks at the world through an interpretive lens (Denzin & Lincoln, 2008). Thus, I incorporated the strategies from a qualitative method design to collect teacher job satisfaction data. This was accomplished by transforming the world into a series of representations using conversational interviews, recordings, and field notes. The actions taken within this type of research include asking emerging questions, collecting data in participants' natural setting, analyzing data to identify general themes, and interpreting the data.

Epistemology. The general philosophical orientation regarding the world and the researcher's beliefs is known as a worldview (Creswell, 2014). The philosophical worldview I adopted for my study was a constructivist approach. Constructivism, or as it is also known, social constructivism, is a research outlook typically found in qualitative studies (Creswell, 2014, p. 8). This approach affirms that learning and meaning making are created through collaboration and interactions with others (Schrader, 2015). Furthermore, constructivists believe individuals seek to understand the world through their subjective experiences. Creswell (2014) acknowledged "a person's experienced meanings are directed toward certain objects or things which are varied and multiple, leading the researchers to look for the complexity of views rather than narrowing meanings into a few categories or ideas" (p. 8).

The constructivist worldview was the epistemological foundation for this study as it reflects my views on constructing meaning. When I graduated from college and was ready to find a job as a teacher, a friend of mine asked, "Are you ready to be a teacher?" My automatic response was "yes." The amount of preparation (e.g., reading books, writing papers, school internships, student teaching) should have equipped me to go into the classroom and succeed. In my mind, I was ready to teach students. I soon realized my belief and the reality I experienced during my first year of teaching were not aligned, as that year did not go favorably. My first year of teaching was a struggle, so much so that the decision to move on to another profession was on the table. I ended up staying in the position, finishing out the year, and continuing my work as a teacher. The struggle made me realize experience or experiencing situations is necessary for understanding situations in life. As a result, performing the experience through actions produced a

constructivist approach. Creswell (2014) affirmed individuals create meaning by going through a world experience.

Therefore, the goal of this research was to understand teachers' perceptions of job satisfaction following the T-TESS appraisal process experience. Teachers' experiences with the appraisal process provided insight into the impact of the process on their job satisfaction. Experience, not intentional truths, constructed the results of this research. Thus, my intention in conducting this research study was to be able to use the perceptions developed from this investigation to increase teacher job satisfaction.

Methodology. Phenomenology "refers to what we directly experience; that is, the objects of our experience before we start thinking about them, interpreting them or attributing any meaning to them" (Crotty, 1998, p. 79). According to Creswell (2014), a phenomenological inquiry is a design in which the researcher describes the lived experiences of people affected by the phenomenon under investigation. Furthermore, in phenomenological approaches, the researcher interprets the significance of the lived experiences (Creswell, 2014). The following are themes (Creswell, 2014) in conducting phenomenological research:

- Determine if the research problem is best to examine using phenomenology;
- Understand common occurrences in order to develop practices or policies to address the phenomenon;
- Identify and specify the general philosophical assumptions of phenomenology;
- Gather data from individuals who experienced the phenomenon;

- Ask open-ended questions that lead to a textual and structural description of participants' experiences;

- Read through the data transcriptions and highlight important statements that help to understand how the participants encountered the phenomenon;

- Use the results of the data analysis to write a description of what the participants experienced; and

- Based on the structural description, write a composite summary that presents the nature of the phenomenon.

Methods

As stated, to understand how teachers perceive the effect of the T-TESS appraisal process on job satisfaction, I conducted this qualitative study. Qualitative research is used to interpret research problems in order to address the meaning individuals or groups ascribe to a social or personal problem (Creswell, 2014). This method is needed to examine teacher job satisfaction in detail. Qualitative research involves speaking directly to people, typically in a natural setting, and allowing them to tell their stories (Creswell, 2013). Also, studying participants' experiences via a qualitative process allows the researcher to stay focused on learning about the problem (Creswell, 2014). Finally, a qualitative method supports recognizing the essential character or nature of something (Creswell, 2014). This is sometimes known as *naturalistic inquiry* because the investigation is performed in a real-world setting.

Data Sources

The plan for my qualitative research was a case study design using interviews and a survey to collect data from teachers. Fraenkel, Wallen, and Hyun (2011) wrote that the

purpose of interviewing people "is to find out what is on their mind, what they think or how they feel about something" (p. 451). For the purpose of this study, I used a semi-structured interview. This type of interview is not structured, resembles a casual conversation, and is the most common type of interview in qualitative research (Fraenkel et al., 2011). To learn about secondary school teachers' perceptions of job satisfaction, I used an interview-guided approach. This strategy gave me an opportunity to cover topics and issues outlined in advance (Fraenkel et al., 2011). Also, I was able to determine the wording and sequence of questions asked during data collection.

The interview method is broken down into a series of steps. Creswell (2013) provided detailed procedures for interviewing in qualitative research. In the data collection process, the following steps are used for interviewing:

- Decide on open-ended research questions that the interviewees will answer.

- Identify the interviewees who can best answer the research questions.

- Determine the type of interview (e.g., telephone, focus group, one-on-one) that will be most practical and useful to address the research questions.

- Use adequate recording procedures when conducting interviews.

- Create and use an interview protocol during the data collection process.

- Decide on a place for conducting the interview.

- Design and obtain consent from the interviewees with a form.

- During the interview, follow proper interview procedures such as good listening (Creswell, 2013).

Yin (2017) wrote that surveying people is "yet another type of case study interview" (p. 227). For the purpose of this study, I used a short open-ended

questionnaire with five questions. The survey consisted of questions to assist with

collecting evidence to answer my two research questions. Also, the survey is an essential

source of evidence regarding human activities or actions.

Site

The setting for this study was a secondary school in Central Texas. I decided not

to conduct the study in my current district to avoid any conflict of interest. Because I am

an assistant principal and evaluate teachers, I believed teachers would not be honest about

their perceptions of job satisfaction following the T-TESS appraisal process experience.

Thus, the data would not present an accurate picture of teachers' job satisfaction. The

first step in selecting the site was to reach out to officials in neighboring districts and

contact my PLN in Central Texas to allow me access into a school district. I contacted

three school districts less than 100 square miles of New Braunfels, Texas. Of the three

school districts contacted, only one school district accepted my proposal to collect data at

their secondary schools.

Once permission was granted by the Central Texas school district, I sent an

introduction letter to 150 high school and 54 middle school teachers in the district. The

interview participants who volunteered for this study were six Central Texas secondary

school teachers. The reason for choosing the site and participants for this study was my

experience as a teacher and administrator at the secondary level. Also, for this study,

inclusion criteria required that the teachers currently worked for the district and had been

evaluated with the T-TESS appraisal system for at least 2 years. Furthermore, I chose

teachers from the same Central Texas secondary school to keep the focus on teachers'

perceptions regarding the impact of the T-TESS appraisal process on their job

satisfaction. This helped me collect data on participants' meanings to inquire about multiple perspectives and diverse views (Creswell, 2013) from teachers. Last, the teachers ranged from 2 to 20 years of experience. I decided not to include first year teachers as they would possibly have no experience with the T-TESS appraisal process. Teachers needed to have experience in the classroom to gain a perspective on the T-TESS appraisal process. Thus, participants who met the above criteria were asked to fill out an online survey and to volunteer for a face-to-face interview.

Finally, originally nine participants volunteered. Of the nine who volunteered, four of the teachers taught at the middle school level and five taught at the high school level. Unfortunately, once dates and times were set for the interviews, two middle school teachers and one high school teacher declined the interview citing stress and workload following school shut down during the COVID-19 pandemic. The goal of the study was to interview five to 10 secondary teachers.

Interview Participants

The participants chosen for this study were secondary teachers. Angela was the first participant interviewed. Angela is a visual arts education teacher at the middle school level. She has been teaching for approximately 7 years. She has experienced the T-TESS appraisal system for about 3 years, and the interview was conducted face to face in her classroom.

The second participant interviewed was Bethany. Bethany is a science teacher at the high school level. She has been teaching for at least 10 years. Also, Bethany has a Bachelor's of Science, Master's of Arts, Doctorate of Philosophy, and a principal

certification. She has experienced the T-TESS appraisal system for approximately 2

years, and the interview was conducted face to face in her classroom.

The third participant interviewed was Khloe. Khloe had been a career and

technical education teacher for nearly 20 years but was transitioning into a central office

role. Also, Khloe attained a bachelor's degree in journalism and Master's in educational

leadership. She has experienced the T-TESS appraisal system for approximately 3 years,

and the interview was conducted face to face in her classroom.

The fourth participant interviewed was Siri. Siri is a math teacher at the high

school level. She has been teaching for approximately 20 years. Also, Siri obtained a

Bachelor's of Art and a master's in education, and retired from the U.S. Navy. She has

experienced the T-TESS appraisal system for almost 3 years, and the interview was

conducted face to face in her classroom.

The fifth participant interviewed was Bambi. Bambi is a science teacher at the

high school level. She has been teaching for at least 10 years. She has experienced the

T-TESS appraisal system for approximately 3 years, and the interview was conducted by

phone.

The final participant interviewed was Rory. Rory is an English teacher at the

middle school level. She has been teaching for approximately 20 years. Also, Rory

obtained a Bachelor's of Arts in psychology. She has experienced the T-TESS appraisal

system for about 2 years, and the interview was conducted by phone.

Data Collection

Prior to conducting the research in a school district, I needed a series of approvals.

The first step in the data collection process was obtaining a letter of support (see

Appendix A) from the superintendent of the school to conduct the study. The next step in the data collection process was filling out the Institutional Review Board (IRB; see Appendix B). The purpose of the IRB is to protect the human subjects involved in the research. Data cannot be collected without the approval of the IRB. The letter of support and IRB approval were granted prior to reaching out to teachers for participation in this study.

The next step was to reach out to potential participants for this study. This was done by first emailing an introduction to the study to the teachers on two secondary school campuses (one middle and high school). The introduction email (see Appendix C) included the criteria for selecting teacher participants and purpose of the study.

After sending the introduction to the study to teachers, the next step was to send out an invitation to participate in the study (see Appendix D) email to all secondary school teachers. The invitation to participate in the study outlined the purpose of the study, risks and conditions of the study, confidentiality, consent, and procedures for the survey online interview.

The end of the invitation to participate in the study email contained a link to start the online survey. I gained consent through an implied tactic. The consent was embedded in the email and stated, "If you fill out the open-ended survey questions you are giving consent to the researcher to collect data. If you do not give consent to be part of the research then do not fill the survey." The survey questions (see Appendix E) were administered through the Texas State approved Qualtrics survey platform. The survey contained seven open-ended questions related to this study's research questions and teachers' perceptions of job satisfaction following the T-TESS appraisal process

experience. Teachers also had an option of volunteering for a face-to-face interview at the end of the survey.

After collecting data from the online survey, the next step was to choose the participants for a face-to-face interview. I chose interviews as the primary data collection instrument because the research questions inquired about teachers' perceptions of job satisfaction following the T-TESS appraisal process experience. Interviews assisted in describing the teachers' knowledge, opinions, perceptions, and interpersonal interactions (Creswell, 2014).

After six participants volunteered for the interview by answering the final question on the online survey, I reached out to each teacher to discuss a time to set up a face-to-face interview at a later date. The goal of the interviews was to dive deeper into teachers' perceptions of job satisfaction following the T-TESS appraisal process experience. The plan was to meet in a setting of the teacher's choice. The available sites for conducting the interview included their classroom or their home.

I conducted the interviews during the spring semester of 2020. The plan was to conduct at least three to four 30-minute interviews every couple of weeks for a total of nine teacher interviews. However, in March of 2020, the COVID-19 pandemic forced all school districts to close. The one challenge the pandemic caused for my study was three teachers who originally volunteered to be interview declined. Thus, the pandemic affected the number of teachers I was able to interview and some of the interviews were done by phone instead of in person.

Once the teacher interviews were set, I sent a confirmation email with the time, date, and place to each participant. During the interview, each participant was provided a

teacher interview protocol (see Appendix F). The teacher interview protocol began with

the participant's consent and instructions for the interviewer. Also, I explained to teacher

participants the intent of the study, protection of confidentiality, and benefits, and

provided them with a copy of the interview questions (see Appendix G). Participants

were assured that neither their identity nor the identity of their school would be released

in the dissertation. Finally, I audio-taped the interviews that lasted approximately 30 to

45 minutes. Following the conclusion of the interview, I explained to the participant that

once the interview audiotape was transcribed, the recordings would be destroyed.

Data Analysis

Understanding the construction of a qualitative study and its outcomes demands

specified steps in analyzing data with the intent to make sense out of the text (Creswell,

2014). The data analysis coincided with other parts of the study, such as data collection

and the write-up of findings. Following the data collection phase, I aggregated the data

into themes (Creswell, 2013). Fraenkel et al. (2011) stated data analysis involves

reducing large amounts of raw information into a written form.

The following are the actions I took in analyzing the interview data. I took

similar actions when analyzing the survey data except for the transcription process. The

transcription responses from teachers were housed in the Qualtrics software platform.

Following the transcription of all taped interviews, I reviewed all of the data three times

before developing a list of themes and patterns. Several patterns emerged from the text

and each topic that appeared was given a code. As stated earlier, the methods used to

collect data were surveys and teacher interviews. Therefore, the appropriate technique

for analyzing the data was coding. Gibbs (2007) wrote:

Coding is how you define what the data you are analyzing. It involves identifying and recording one or more passages of text or other data items such as the parts of the picture that in some cases exemplifies the same theoretical or descriptive idea. (p. 38)

Then, I read through all the responses for each question to develop a master coding list of specific responses. Next, I counted response themes by frequency for each question. Using the master coding list, I coded the full transcript of each participant, taking note of other themes that emerged. Last, I completed an analysis of each response to the questions. At this point, I reported the findings.

To further validate the findings, I introduced the concept of constant comparison (Gibbs, 2007) during the data analysis procedures. I used constant comparison to check the consistency and accuracy of the application of the codes. Moreover, constant comparison assisted with looking explicitly for differences and variations in the experiences and actions of codes.

Trustworthiness

Yin (2017) recommended, "A researcher should incorporate validity strategies to check for the accuracy and credibility of their findings" (p. 200). Thus, to ensure the degree of confidence in the data and analysis section of the study, I implemented validity strategies. In the data analysis section I triangulated the online survey and interview data. I used the data collected from these instruments to build the justification of the themes. According to Yin, "If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study" (p. 201).

Last, I used "member checking to determine the accuracy of the qualitative findings through taking the final report or specific themes back to participants for accuracy" (Yin, 2017, p. 201). Therefore, I decided to send the completed and polished transcriptions from the interview to the participants in an email. In the email I stated to please review their responses and email me back anything they felt was inaccurate. One of the participants responded that everything looked good on her end. I did not receive any responses from any other participants.

Limitations

The following limitations were present in the study. The first was the small sample size. I was only able to interview six teachers (two middle school and four high school) from a population size of 150 high school teachers and 54 middle school teachers. The data collected by interviewing these teachers may bring into question whether there were enough responses to answer the research questions thoroughly. Furthermore, the results may not be generalizable to all teachers in secondary schools or beyond.

A second major limitation of the study related to my positionality. For approximately 15 years, my roles in education have been as a teacher and assistant principal in secondary settings (see Appendix H) I worked as a teacher under an evaluation appraisal system known as the Professional Development Appraisal System (PDAS). In this system, an assistant principal came into my room each year for at least 45 minutes to give me feedback using a form. My experience with the evaluation system caused me to have a negative perception of the appraisal process. Furthermore, in my current role as an assistant principal of a secondary campus, I am in charge of evaluating

teachers using the current evaluation process known as the T-TESS. The experience I went through as a teacher with the past evaluation appraisal process system and the lens I have now as an assistant principal with the new T-TESS appraisal process system was a limitation I needed to navigate.

I had a personal connection and bias in the study. My experience with the T-TESS appraisal process gave me insight into teachers' perceptions of the evaluation appraisal process and job satisfaction. My background with these issues may have caused me to favor a pattern to specific responses to the research questions. Also, my bias may have influenced an unfavorable judgment about individual results.

Summary

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

IV. DATA ANALYSIS AND FINDINGS

The data analysis and results of the study are presented in this chapter. The goal of this qualitative case study was to examine teachers' perceptions of job satisfaction in a secondary school setting in Central Texas. In-depth interviews with secondary teachers allowed me to examine, document, and analyze whether other factors in addition to those in the literature review (Alzaidi, 2008; Song & Mustafa, 2015; Wang et al., 2017) influence teachers' job satisfaction. Identifying factors that influence teachers' job satisfaction is crucial for reducing teacher turnover (Baker, 2007; Olsen & Huang, 2019; Skaalvik & Skaalvik, 2011b). Teachers' job satisfaction is an essential part of improving student achievement (AlRashidi, 2018), affects working relationships with colleagues in the school organization (Msuya, 2016), and plays a role in the enjoyment of a person's life, leading to a more productive employee (Erdamar & Demirel, 2016).

Study Overview

As stated in Chapter I, the purpose of this case study was to examine secondary school teachers' perceptions of job satisfaction following the T-TESS appraisal process experience. In the research, job satisfaction for teachers was generally defined as how teachers felt about the job. The resulting research questions guided the study:

1. What are secondary teachers' perceptions of the T-TESS appraisal process?

2. What are secondary teachers' perceptions of the impact of the T-TESS appraisal process on their job satisfaction?

The instruments used to collect data were an anonymous online survey and individual interviews. The questions from the online survey (see Appendix E) and verbal interview protocol (see Appendix F) were based on the two research questions. The

interviews were conducted in person or over the phone. Furthermore, each discussion

followed a protocol.

I served as the primary investigator and used a qualitive case study design as the

research method for this study. Using a qualitative case study approach helped me

examine the lived experiences of secondary teachers in a public school setting and

provided an in-depth focus on secondary teachers to grasp a holistic and real-world

perspective (Yin, 2017) of teacher job satisfaction. To alleviate risk, I maintained the

confidentiality of the participants in the final research documents by using pseudonyms

for any identifiable information. Furthermore, I was the only person who had access to

the survey online interview responses and transcriptions of the original interview data.

All data were stored electronically on a password-protected device and on a password-

protected cloud-based drive.

Having a better understanding of teachers' perceptions in a secondary setting in

Central Texas will assist with school improvement by providing insight into the impact of

the T-TESS appraisal process on teachers' job satisfaction. The results reflect teachers'

lived experiences with the evaluation process. School district leaders can gain insight

into the management of the evaluation process to ensure they are supporting teachers.

District leaders will be able to understand how using the T-TESS tool appropriately can

lead to a higher level of teacher job satisfaction and how misuse may lead to low job

satisfaction and higher turnover.

This chapter starts with a description of the interview participants. The following

section reveals the themes that emerged from the interviews and the surveys. This

chapter's ideas were formed from the coding of the data and organized by the study's two

research questions regarding secondary teachers' perceptions of the T-TESS appraisal process and of the impact of the T-TESS appraisal process on their job satisfaction. The chapter concludes with a summary of key findings.

Findings

This section presents the themes that emerged from the data collected from the teacher interviews and online surveys. The findings were used to answer the two research questions: What are secondary teachers' perceptions of the T-TESS appraisal process?, and What are secondary teachers' perceptions of the impact of the T-TESS appraisal process on their job satisfaction? These questions were used to examine teachers' views of going through the new teacher appraisal process used to evaluate their performance in the classroom.

There were 21 responses to the online survey. Teachers responded individually to an online survey about their thoughts of the T-TESS appraisal process. The survey began with two questions regarding the number of years in education and the content the participant taught. Then the online survey consisted of five questions geared to answer the two research questions presented in the study. These questions were used to gather teachers' views on going through the new teacher appraisal process used to evaluate their performance in the classroom. The themes were identified by a line-by-line coding process discussed in Chapter III. Once the lines were coded, the patterns from each line were grouped together to identify themes.

The following section reports on the themes that related to each research question. The results of the survey and teacher interviews are categorized into four main themes of

positive impressions of T-TESS, negative impressions of T-TESS, and job satisfaction factors not related to T-TESS, and T-TESS impact on job satisfaction.

Positive impressions of T-TESS. During the interviews, participants were asked their thoughts about the T-TESS appraisal system. For instance, they were asked to describe their feelings about the T-TESS appraisal system, to discuss whether the T-TESS appraisal system was supporting their teaching practices, and to describe any positive or negative experiences with the T-TESS appraisal system. First, the findings showed a positive impression of the T-TESS appraisal process assisted with a growth mindset as a teacher. Second, the participants thought the T-TESS appraisal process supported a coaching type of feedback. Last, various teachers recognized in certain areas that the T-TESS appraisal system made them feel valued as a professional.

Growth mindset. Teachers feeling the T-TESS evaluation process experience causes a growth mindset represents the feedback recieved from their appraisal administrators. The results showed a positive impression of the T-TESS appraisal process was a growth mindset. A growth mindset is a person's belief that his or her ability can improve through hard work, functional tactics, and input from others (Dweck, 2016). Five of the six teachers interviewed commented about a growth mindset with the T-TESS appraisal process. For instance, Bethany stated, "My goal is to impact students' lives." Angela commented that her district leaders supported her growth by "including the student growth measure" into the T-TESS appraisal process. She continued to say that the student growth measure "is a big part of teacher growth" as the objective of the T-TESS appraisal process is to "grow" teachers. Also, Angela explained, "I am most satisfied when I feel supported with growth in my teaching practices." According to

Khloe, the post-conference of the T-TESS appraisal process allowed for self-reflection on growth areas. She stated, "I'm the type of person that's always wanting to grow and the T-TESS appraisal process provides this opportunity." She continued to explain that the T-TESS appraisal process was "centered on improving the teacher." She strongly believed the T-TESS appraisal process focused on "growth." When asked about the T-TESS appraisal process, Rory affirmed the T-TESS appraisal process helped with teacher "growth." Last, Bambi stated:

> The one thing I like about the T-TESS appraisal process is it gives you an area for growth. For instance, during the post-conference, the appraiser gives you a specific area of growth on the evaluation tool. Thus, the T-TESS appraisal process gives you the platform to self-reflect on how to improve as a teacher. The area of growth helps you focus on how to grow as a teacher individually.

Coaching. Teachers feeling the T-TESS evaluation process experience as a coaching model represents a focus on improving teachers' instructional practices in the classroom. Thus, the next subtheme within positive impressions of T-TESS was coaching. The T-TESS appraisal process includes different types of coaching strategies, such as feedback and collaboration with appraising administrators. Four of the six teachers agreed that coaching was a positive aspect of the T-TESS appraisal system. For example, Khloe acknowledged the T-TESS appraisal process provided her the opportunity to speak to her administrator in a collaborative two-way communication coaching manner. She stated, "The T-TESS framework allowed me to communicate challenges that occurred in my classroom . . . Then, appraisers are obliged to observe the challenges and offer feedback on improving teachers' practices in the classroom." Khloe

described the feedback coaching model as "conversations with appraisers." Next, Bambi described her feedback coaching conversation with her administrative appraiser during their pre-conference. The appraiser explained the observation and post-conference process in a step-by-step manner. Bambi described the appraiser coaching conversation as supportive because she was given "the opportunity to talk about her teaching practices" during their pre-conference meeting. Also, Bambi explained how much she appreciated her appraiser providing feedback on what went well in the observation. She stated, "He told me that I did well communicating the instructions, and I thought that I went over them too fast." Next, Angela affirmed, "I appreciate that during our pre-conference, my administrator sends me the questions beforehand, so I am prepared and can go into our meeting more confidently." This type of administrator to teacher coaching assists teachers with the "planning" process of T-TESS. Further, Rory provided an example of appraisal coaching:

There was a time when I was questioned for not sending lesson plans on time. Usually, I hate getting challenged for not doing my job. In this case, I was not worried because of the personality of my principal. The principal didn't like finger point or even blame me for having late lesson plans. Our conversation focused on understanding why lesson plans are not in on time and what he can do to support me. I responded with the reason why I was late with lesson plans and offered a solution. He took notes and implemented my solution.

Furthermore, the teachers explained how teacher feedback was perceived during the T-TESS appraisal process. The following responses from the online survey interview addressed teacher feedback on the T-TESS appraisal process:

71

- I don't think the feedback from the T-TESS appraisal impacts me at all. I don't believe in putting on a "dog and pony show" for an administrator. The observation is a single class period during the year.

- I understand that there needs to be some accountability. However, I believe T-TESS is all staged. My evaluation is planned out and discussed beforehand, and the administrator shows up to observe a well-orchestrated lesson. The feedback given goes in one of two ways. If my appraiser did not like (or understand) my teaching, then I come off looking like a first-year teacher needing improvement. If they approved of my lesson, then I'm a great teacher.

- The T-TESS appraisal process is not user friendly because an administrator has to document and enumerate information if the teacher isn't "proficient." The feedback to teachers is based on the T-TESS rubric. The input given makes me feel like I'm just an average teacher and question if I am even doing a good job in the classroom.

- I believe the T-TESS appraisal feedback is like all other evaluation systems. The T-TESS appraisal process is not practical since it encourages teachers to put on a dog and pony show. Positive feedback is given to teachers that have exceptional observations and negative feedback to teachers who struggle on an observation.

- There is too long of a feedback time gap given and received between an appraiser and a teacher. The observation is at the beginning of the year, while the summative is at the end of the year.

- The T-TESS appraisal feedback is a student-centered evaluation based on students' actions rather than teacher actions. That is great if you teach honors classes where you have self-motivated students that are self-starters. Those teachers that teach inclusion classes and remedial classes are evaluated on their students. The T-TESS feedback given to teachers does not take into account the different types of students in teachers' classrooms. This creates an uneven playing field for students and teachers in the latter situation.

- I believe the T-TESS appraisal process is checking off a box type of evaluation. I realize that it was deemed a step up from the previous evaluation system, but it is much like the former PDAS evaluation. The T-TESS is geared towards a growth and coaching feedback model. In my opinion, the amount of growth and coaching feedback cannot occur when appraisers are in classrooms for one or two evaluation lessons during the school year.

- I am not a fan of the T-TESS appraisal process feedback. I like that it promotes student-centered learning because teachers need to move in this direction. However, teachers enjoy receiving feedback that reflects high marks on an evaluation. The T-TESS appraisal process does not allow for high scores. Although teachers understand that the system does not allow for us to be rated at the distinguished level, it is a punch in the face not to give credit where credit is due.

- The T-TESS appraisal process feedback is too subjective. For example, the appraiser either wants to give feedback that builds a teacher up or tears a teacher down. There are times an appraiser has little to no teaching

experience himself/herself which presents the feedback as unrealistic.

Appraisers who have been out of the classroom for 5 years or more do not

understand what today's teaching entails. Furthermore, administrators come

up with directives/philosophies that go with their own personal resumes/career

goals, but they are not the ones who have to live these ideas "in the trenches"

among students every day.

- The T-TESS appraisal process is focused on a 30-second clip of a 4-hour

  movie. The feedback given depends on the appraiser's personal opinions and

  perceptions.

Feeling valued. Teachers feeling valued represents how appraisal administrators and colleagues make teachers feel in their job. Results indicated feeling valued was the next positive impression of the T-TESS theme. Employers who are friendly, supportive, and appreciate their employees contribute to employees' satisfaction with their jobs (Josanov-Vrgovic & Pavlovic, 2014). Five of the six teachers stated feeling valued was a positive impression of the T-TESS appraisal system. For instance, Rory said, "My appraiser was always encouraging me verbally or writing me a positive note. I enjoyed receiving positive praise." She continued to describe some positive feedback and praise from her appraiser, such as "I enjoyed your lesson, or I enjoyed being in your room." Next, Bambi appreciated how her appraiser valued her by the actions displayed during the observation process. She stated, "My appraiser always kept his word. He always arrived at the class period that he said he was going to do the observation." Furthermore, she felt valued when he gave her honest feedback regarding what she could "improve on" in her classroom. Khloe described how the T-TESS appraisal process helped her feel

valued. The appraisal process assisted her with staying focused on what mattered most in teaching and learning. She explained that the T-TESS appraisal process kept the "focus on how I support students with their education." She believed the appraisal process made a "difference in students' lives." Siri described a past example when valuing teachers did not occur in the district. She said, "There was a new curriculum implemented known as C-Scope." The new curriculum mandated teachers, "you must" follow the curriculum and instruction word-for-word. The new curriculum was a "teacher nightmare" because it took teacher autonomy away from instruction, and teachers did not feel "valued." Last, Angela stated:

> I need a district that values me. I feel appreciated in the district by the number of training and support given to teachers. The district offers training for blended learning and teacher grants. I enjoy how much they believe and value us as professionals.

Negative impressions of T-TESS. Teacher participants were asked about their feelings about the T-TESS appraisal process. For example, teachers were asked about their opinion regarding the T-TESS appraisal system, whether the T-TESS appraisal system supported their teaching, and to describe any positive or negative impression of the T-TESS appraisal system. First, the findings showed an adverse reaction to the T-TESS process was that teachers felt it was fixed on evaluating teachers at the proficient level. Next, the teachers had negative perceptions regarding the change from the previous evaluation system to the new T-TESS evaluation system. Third, the participants thought the T-TESS appraisal process caused teachers to put on a "dog and pony show"

during their observations. Last, various teachers voiced a level of frustration with

particular aspects of the T-TESS appraisal system.

     Proficient. Teacher perceptions of being proficient represents how teachers are

evaluated as proficient on the T-TESS evaluation rubric following their observation. One

negative impression of the T-TESS appraisal system was the fixation on knowing the

evaluation was going to end up at the proficient level. According to the T-TESS

appraiser handbook, teachers are evaluated during an observation using a rubric with five

categories (distinguished, accomplished, proficient, developing, and improvement

needed; TEA, 2016). Four of the six teachers interviewed commented about the fixation

on knowing their observation evaluation was going to end up at the proficient level. For

example, Rory stated, "Teachers were told that observations were evaluated at the

proficient level." The proficient level equaled "rock star" teaching. Rory interpreted the

proficient level as teachers "are rated on an okay category." She continued to speak on

how nervous she felt before an observation, but stated she was able to relax when she

realized that no matter how the observation went, it would fall into the category of

proficiency. Rory stated, "In my experience, many teachers are rated as proficient." She

concluded her negative impression of the proficient rating by commenting, "How could I

have gone from clearly outstanding in past evaluations to you're an okay teacher?"

Bethany voiced a similar sentiment by stating, "During the T-TESS appraisal process,

appraisers are instructed not to evaluate teachers at the distinguished level. The

proficient category is where teachers are evaluated." Bambi stated, "We were told when

T-TESS came out the expectations were teachers are rock solid. Thus, I accepted the

okay status." Additionally, Siri affirmed:

During our full-day in-service at the start of the year, the T-TESS appraisal

process professional development was filled with information. Specifically, the

professional development presenters kept stating how the proficient category was

rock solid. They said, don't feel bad if you're not above the proficiency level

since most teachers will end up. I thought I guess I won't worry about trying to

be above the proficient category.

PDAS vs. T-TESS. Teachers' feelings of past and current evaluation process

represents their perceptions on the differences between the two evaluation systems. Next,

teachers reflected on going from the previous evaluation system (i.e., PDAS) to the new

T-TESS appraisal system. The results showed teachers struggled or were still struggling

with the transition from the previous system to the T-TESS evaluation system. Five of

the six teachers interviewed explained their struggle with the transition to the new T-

TESS appraisal system. For example, Rory stated, "I was a product of the previous

appraisal system for at least 15 years . . . Then T-TESS was introduced with a new rubric

and systems of the evaluation process." The changes were frustrating because teachers

had to go through a "new training" and incorporate a new "mindset" method of

accountability. Next, Siri noted how the PDAS evaluation process was "rather vague,"

and the new T-TESS evaluation system "is much more in-depth and overly detailed" with

evaluation information. She continued to explain how the previous and new evaluation

systems depended on the appraiser. For instance, Siri described how in the PDAS

appraisal system, "administrators would send you a week when they would be coming in

to complete the observation." She stated, "I never knew when they were going to show

up." When the T-TESS evaluation system was implemented, administrators would allow

teachers to pick the day and time when the observation would occur. Bethany perceived the new T-TESS appraisal process as unusual compared to the previous PDAS evaluation system. She said, "Once a teacher has completed the PDAS observation, the evaluation process is finished." Teachers were not evaluated "later in the year." T-TESS was different because there were multiple evaluation checkpoints throughout the school year. Next, Angela stated, "I don't feel that the T-TESS framework is the right measure for knowing whether or not a teacher is highly qualified." Last, Bambi was the only teacher who did not compare PDAS to the T-TESS evaluation system. She described the evaluation process as a system that was an essential part of the teaching job. Bambi stated, "You cannot work in any job without an appraisal. That's how businesses and every organization I've ever been in has made sure they're keeping quality people."

Putting on a show. Teachers putting on a show represents how perfect a teacher's observation needs to be when teaching students in the classroom. Additionally, teachers felt the pressure of "putting on a show" during their observation. The results showed the teachers assumed they needed to put on the perfect lesson with no mistakes to hit the marks of the T-TESS evaluation appraisal system. Five of the six teachers interviewed revealed the need to put on their best performance during the observation portion of the T-TESS appraisal process. For example, Rory explained how she did not want to be evaluated "on a dog and pony show or a one-time event." Unfortunately, teachers knew the exact day the observation would be occurring and decided to put on a "comfortable low risk lesson that receives a lot of positive feedback." She struggled with putting on the perfect lesson because "that doesn't reflect what teaching is in your room daily." Additionally, Rory felt there was "anxiety to make sure that the observation is

78

perfect and you don't mess up with any part of the instruction." Next, Siri stated, "We get to pick our day, time, and class period to be observed." Also, the lesson was laid out for the appraiser during the pre-conference. The pressure from the T-TESS appraisal process forced teachers to "put on a show." She continued to report, "I feel bad" when the lesson did not go correctly. The observation felt like "a perfect performance and does not reflect what happens in my classroom on a normal basis." Next, Khloe described how the appraiser "only comes into the room for that one lesson." Thus, the T-TESS appraisal process only accounted for one 45-minute lesson. This lesson was only a piece of the bigger picture and forced the teacher to put on the best teaching possible. Bethany explained how the T-TESS appraisal process needed to incorporate "more frequent check-ins" throughout the year to combat the one-time "dog and pony shows." If teachers had multiple opportunities to be evaluated, then the pressure of putting on the perfect lesson may decrease. Furthermore, Angela stated:

> When the T-TESS evaluation was presented to teachers, it was explained that this was no longer a dog and pony show. The new evaluation system was going to be different because there were more domains and dimensions than in the previous evaluation system. Unfortunately, the new evaluation system feels exactly like the previous one. It feels like the appraiser has to follow sets of high expectations when doing the observation. This forces teachers to set up the perfect lesson. In teachers' minds, an appraiser is evaluating teaching where there are no mistakes or errors. As a teacher, I want to deliver my best to receive high marks on the T-TESS rubric.

Frustration. Teacher frustration represents the level of negativity and stress teachers feel with their job. Results indicated teachers felt frustrated with some phases of the T-TESS appraisal process. Five of the six teachers interviewed described their frustration with the T-TESS appraisal process. For example, Rory discussed how she had a lot of students in her class with personal issues "and never bats an eye." She struggled with student "discipline and behavior" issues and did not understand how the T-TESS appraisal process put more emphasis on how much work was put into meeting the needs of these students. Rory proceeded to say, "I believe the T-TESS appraisal process is hindering my ability to teach students." She was frustrated with the lack of recognition in teaching students with learning performance issues. Siri explained frustration with the T-TESS evaluation process in terms of how it did not help her grow as a teacher. The T-TESS process felt like a passive "check off a box" evaluation model. When the observation was completed and the appraiser filled out the rubric with the categorical scores, "It does not affect me in any way." Siri stated, "All the work I put into the observation gets me a nice pat on the head." She also described a time when she had an appraiser who kept canceling or rescheduling observations. She became so frustrated with all the changes in observation dates that she finally told her appraiser to show up any time he was available. Siri concluded her frustration with the number of occasions on which she was observed during a school year. She stated, "I believe there should be more than one observation during the school year." Teachers were frustrated with the one 45-minute lesson counting as their evaluation. The one-time lesson evaluation was "pointless" because there were 100 plus opportunities to be observed and evaluated throughout the year. Next, Angela discussed her frustration with the subjectivity of the

T-TESS appraisal process. She said, "The evaluation process depends on your appraiser." Some appraisers approached observations from a positive optimistic lens whereas others were "stringent and nitpicky." Furthermore, Angela continued to describe the T-TESS appraisal process as being dependent on the appraiser's thought process and interpretation of the T-TESS rubric. For example, "There was a time when an appraiser observed how I utilized technology in the classroom." According to Angela, the appraiser said, "You did have students come to the board and use the Promethea, however, you didn't have all students utilizing technology." Thus, the appraiser wrote on the T-TESS evaluation using technology as an area to improve. Finally, Angela's frustration was with the summative part of the T-TESS assessment. She stated:

> The part of the T-TESS evaluation process I don't enjoy is domain four, which is at the end of the year. I am forced to gather evidence through the beginning of the year to be rated above proficient on the T-TESS summative evaluation. The proof of summative assessment is challenging to recall. There are times I went to basketball games, followed the teacher code of ethics, and improved school climate. The only form of proof is my word that I did these things. I don't know how to tell the appraiser I attended the seventh grade and eighth-grade boys' basketball game. That's the frustrating part of the T-TESS appraisal process. The appraisers can't just take me at face value because they need evidence.

Additionally, Bambi was frustrated that the T-TESS appraisal process was based on the subjectivity of the appraiser. For example, she stated, "I think a lot of the T-TESS appraisal process has to do with the administrator. Are they giving the person good

feedback? Do all the administrators have the same process?" Bethany also expressed

frustration and stated:

> In T-TESS, our district has two formal 15- to 20-minute walkthroughs. Then,
>
> each teacher has a precise 45-minute observation, followed by a summative at the
>
> end of the school year. You at least see our appraisers four times throughout the
>
> school year. I don't believe that amount of time in the classroom is enough.
>
> Appraisers need to be in teachers' classes regularly.

Job satisfaction factors not related to T-TESS. The teacher participants were

asked about their perceptions regarding factors that affected their job satisfaction. During

the interviews, teachers were asked to describe their overall satisfaction with the job as a

teacher; whether their satisfaction was affected by the T-TESS appraisal process; and, if

the T-TESS did not influence their job satisfaction, then what were the most important

factors that influenced job satisfaction. First, the findings showed job satisfaction was

influenced by working with students. Second, the participants thought the job workload

affected their job satisfaction. Third, multiple teachers identified stress as a theme that

affected job satisfaction. Last, teachers acknowledged feeling valued as a factor that

influenced job satisfaction.

Working with students. Teachers working with students represents the

instruction and relationships teachers cultivate in their job of educating students. Results

indicated working with students affected the teachers' job satisfaction in various ways.

Some teachers enjoyed working with students, whereas other teachers struggled. Five of

the six teachers interviewed revealed different reasons why working with students

affected their job satisfaction. For example, Khloe discussed the fulfillment she felt

when working with her students. She stated, "I get satisfaction by helping students succeed and building a positive rapport with each person in the classroom." Khloe explained that one of the most important factors that affected job satisfaction was "connecting and supporting" students. Siri and Bethany furthered the sentiment of working with students in the classroom as a primary source of satisfaction. First, Siri answered, "After 20 years of teaching, I still enjoy my job. My favorite part is helping students learn the content." Second, Bethany expressed her desire to move out of the classroom, but working with students was not the driving force. She stated, "I love teaching my students. My goal is to get out of the classroom. It's not the kids that are driving me out of my position." Bethany felt a move up to an administrative role would enable her to positively affect more students than she could in her current role. Rory discussed the struggle of working with students. She expressed concern regarding student discipline, specifically how students had changed over the years. She stated, "There's no doubt in my mind that teaching is more difficult than in the past." Rory described the difficulty of student discipline, particularly taking away the ability to "negatively impact a student's poor choices." For example, she stated, "The challenge is when a student is yelling and screaming a bunch of profanity at an adult, and the consequence is lunch detention." The consequence did not fit the negative behavior. When this occurred, job satisfaction was affected. Angela agreed, stating:

> I write a student referral for being disrespectful and for not taking their hood off in the hallway when redirected. The student does not listen to the redirection. A student should take off their hoodie when a teacher redirects them. The kids I am describing are the repeat offenders of simple rules. The frustrating part is they

continue to break the rules and ignore teachers' directions daily. This part of my

job I do not enjoy.

Workload. Teacher workload represents the quantity of work teachers do in their

job of educating students. The workload could be the number of hours teachers spend

doing work such as lesson planning, grading, assessing students, or managing

extracurricular activities. Three of the six teachers interviewed expressed that the

workload affected their job satisfaction. For example, Rory described a scenario of

working with a homebound student after school. She stated, "Every day, I work 1.5

hours extra with a homebound student. I'm trying to catch this student up in her classes."

This was on top of the workload (e.g., lesson planning, grading, and instructing) in the

classroom. Khloe stated, "I imagine teachers get overwhelmed and frustrated from time

to time with different aspects of the job." She addressed some of the daily requirements

of teachers, such as "lesson plans," "paperwork," and teaching "bureaucracy" on top of

teaching and instructing students in the classroom. Next, Angela revealed how she "puts

in way too much" time and energy into education and that "drains" her physically and

emotionally. Further, she discussed how much prep work she did for her content area

because her classroom was set up similar to science labs. This required extra time and

energy. Also, Angela stated, "I check emails, reply to parents, make sure that technology

in the classroom is working, and grade a lot of papers." She also had the duty of an

instructional facilitator that required her "to check and support other teachers with their

teacher workload." Last, Angela stated:

> There's a lot of work on top of just teaching my students art. One of the hardest
>
> parts is grading. I grade projects on the weekends. The classroom assignment

took me approximately one to one and a half minutes per student to grade. I have 150 students in my classroom, so that took a lot of weekend time. Then, I had projects where I read through artist statements, filled out a rubric, and left comments for every student. This takes me approximately 4 minutes per student. The grading portion of teaching makes the workload feel endless.

Furthermore, the results showed teachers perceived the T-TESS appraisal process affected their workload through the additional time and tasks the process added to teachers' jobs. The following are nine responses from the online survey that addressed workload:

- I do approve of the T-TESS appraisal process categories that are divided into; however, the problem is there are a lot of steps in the process. That can be overwhelming with all the multitasking teachers do daily.
- I don't have time to pour over all the criteria within the T-TESS. I understand the big evaluation picture, but my priority is my 180 students. They need my attention every single day.
- The T-TESS is a lot of work for teachers, who are already overworked with their job. The amount of work that is needed to fill does not make you a better teacher.
- I think there is too much work to do for the T-TESS appraisal process. Teachers already have a lot of paperwork to keep up with, and the T-TESS appraisal process adds to an already overloaded workload.
- I believe it generates more work for teachers.

- I feel that certain parts of the T-TESS appraisal process come across as convoluted and contrived, but I also recognize that that is not the intent. Also, the process has a bit of a steep learning curve and favors highly organized (in my opinion).

- The T-TESS appraisal process adds more work to a job that already has way too much paperwork, for already overworked teachers, to complete. The paperwork is on top of the other duties teachers need to do such as grading. More paperwork, more meetings, more evidence, etc. When is the addition of more work enough??

- The T-TESS appraisal process is a lot of extra material that teachers are required to do. For example, teachers need to turn in more paperwork and present more evidence which is a waste of time.

Stress. Teacher stress represents the negative perceptions, such as anger or depression, teachers feel in their job of educating students. Results indicated teachers were stressed with the job, which affected their job satisfaction. Stress in a job can be the result of different factors and cause unpleasant emotions. Five of the six teachers interviewed stated stress had an impact on their job satisfaction. For instance, Khloe explained there were stressful times when teachers had difficult situations with "students or parents," which affected a "teacher's satisfaction." An example of stress may arise when calling home to give bad news to parents regarding a child's grade or behavior. She stated, "That's your typical type of stress of the job." Next, Angela added that stress affected her satisfaction by the amount of "stuff" that needed to be done as a teacher. Stress occurred when things such as grading, attending meetings, running copies, and

managing student behavior occurred on top of teaching and learning. She explained

having high expectations of herself with her job, which caused extra stress to perform at a

high level. Angela stated, "I am the person that does not want to disappoint anyone."

Thus, she said yes to too many people when they asked her to attend professional

development, mentor first-year teachers, or chaperone a dance after hours. She said this

work overload "stresses me out." Siri shared the same sentiment as Angela regarding the

stress placed on teachers with all the extra duties required on top of teaching and

learning. Siri asserted teachers place added "pressure" to push themselves to support

their students without taking care of themselves first. Finally, Bethany and Rory

discussed the stress of working with colleagues. Bethany said, "I have one colleague that

is just a nightmare that I've never experienced before anywhere I've ever worked." Rory

stated:

> I've been quite dissatisfied for the past 2 years with my colleagues. The
>
> experience I have with them reminds me of the movie *The Breakfast Club*. For
>
> example, there's one that comes to school and doesn't contribute at all to the
>
> team. Then there's another colleague who wants to please everybody and not
>
> rock the boat. Finally, there's a colleague that does not want to change. His
>
> favorite response is that it is the way we have always done it; why change it. My
>
> interaction with my colleagues stresses me out.

Valued or not valued. The final subtheme from the teacher interviews was

feeling valued in their profession. The results showed teachers' job satisfaction was

affected by whether or not their employer valued them. Five of the six teachers felt being

valued had an impact on their job satisfaction. For instance, Rory asserted that "job

satisfaction" was vital to her. She stated, "Job satisfaction has to do with feeling like you are valued, which has been an ongoing occurrence throughout my career. When I did not feel valued, it was a very short stint at that school." Bambi believed her school leaders valued her. She stated, "I do my very best as a teacher because I feel valued by my supervisor." The support felt from supervisors pushed Bambi to go above and beyond with her students in the classroom. Next, Siri felt valued when her district leaders allowed autonomy with instruction. She stated, "Recently, our district has valued us by allowing flexibility with the curriculum . . . Unlike years ago, when they practically handed teachers a spelled-out curriculum known as C-SCOPE." Angela declared she needed a district that values her as a teaching professional. Last, Khloe perceived feeling valued when she made a difference in students' lives. She stated:

> The most significant part of teaching is when I can have a relationship with that student that has struggled most of the year. That student has that moment where he or she gets the material. That is when I can see the learning happening and I know I am making a difference in their life. That's what brings me the value in what I am doing as a teacher.

The final section consists of themes from the survey online interview. The online survey included five open-ended questions. The questions were delivered anonymously through email.

T-TESS impact on job satisfaction. Teachers were asked anonymously through the online survey about the impact of the T-TESS appraisal process on teachers' job satisfaction. The results showed the T-TESS appraisal process did not affect teachers' job satisfaction. For example, 12 responses from the online survey showed the T-TESS

appraisal process did not affect their job satisfaction. This was compared to five

respondents who declared the T-TESS appraisal process negatively affected their job

satisfaction and four respondents who reported a positive impact on their job satisfaction.

The following section consists of 10 responses from the online survey that explained

what affected teachers' job satisfaction:

- I don't let one 50-minute observation determine my whole outlook on a school
  year. The things that give me satisfaction are showing love to my students,
  teaching the math content, and growing every year.

- My appraiser not keeping their word affected my job satisfaction. For
  instance, he did not follow the timeframe for our pre and post conferences.
  This caused constant timing conflicts and feedback issues.

- I know what I bring to the table as a teacher, and the evaluation does not
  impact my job. Some teachers worry about their evaluation. I only worry
  about what I do to guarantee the success of my students. My satisfaction
  comes from a "whatever it takes" attitude that an evaluation cannot measure.

- The T-TESS appraisal process doesn't help at all or have an impact on my job
  satisfaction. I see the evaluation process as one more item that I need to do on
  my checklist.

- The T-TESS appraisal process affects my job performance. It holds me
  accountable for working harder at many tasks.

- I don't believe the T-TESS appraisal process impacts my job satisfaction. I
  am always going to try to be the best for my students. The aspect of the T-

TESS that does impact my job satisfaction is not being able to reach the distinguished level of the evaluation rubric.

- I do not believe the T-TESS appraisal process impacts and lowers my job satisfaction.

- Teaching that gives me satisfaction is the time spent supporting and building positive relationships with my students.

- My satisfaction comes from the growth and reflective discussion that occur with my appraiser. Also, it is comforting to know that my appraiser acknowledges the hard work I put into my craft.

- I am intrinsically motivated, gauging successes and failures within my classroom with student performance. However, it is nice to have an external source of encouragement that puts a stamp on my performance as a teacher. I've always enjoyed the appreciation of a job well done. The T-TESS exhibits the adult/professional version of a report card. Thus, my satisfaction comes from being held accountable and getting positive feedback.

Summary

This chapter presented the findings from face-to-face or phone interviews with six public school teachers from Central Texas to gather their perceptions of teachers' job satisfaction following the T-TESS appraisal process experience. All of the teachers interviewed had been through the T-TESS appraisal process for at least 2 years. Additionally, the chapter presented findings from teachers responding to an anonymous 5-question survey online interview. The results showed most teachers' perceptions of the T-TESS appraisal process were negative. The findings also showed teachers perceived

the T-TESS appraisal process to have no impact on their job satisfaction. In this study,

data were analyzed using a line-by-line coding process, which helped identify themes and

patterns. A few of the recurring themes from the online survey and teacher interviews

were teachers feeling valued, teachers' workload, and frustration. Stress and teacher

evaluation feedback were briefly discussed as well. Chapter V contains a summary of the

study's findings, implications of the research, and recommendations for future research.

V. SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

The focus in this case study was to examine teachers' perceptions of job satisfaction in a secondary Central Texas public school district. Chapter V is divided into five sections: a summary of the study, discussion of the findings, implications for practice, recommendations for future research, and conclusions.

Summary of the Study

Teachers' job satisfaction is a significant topic for research because many factors affect a teacher's job satisfaction. For example, teachers' job satisfaction is connected to motivational factors such as recognition, the opportunity for advancement, and good feelings about the organization (Ahmed et al., 2010). Other influences of teachers' job satisfaction are leadership support (Olsen & Huang, 2019), organizational culture (Ilyas & Abdullah, 2016), and highly stressful job situations (Josanov-Vrgovic & Pavlovic, 2014). Because the better a teacher's job satisfaction the better the outcome for the school and its students, understanding the factors that affect job satisfaction is of critical importance (Wang et al., 2017). Finally, according to Msuya (2016), teacher job satisfaction is a significant part of maintaining school culture and among the cornerstones of a healthier school environment.

Overview of the problem. Although the topic of interest was teacher job satisfaction, an associated dilemma was that teachers are deciding to leave the profession. According to Baker (2007), one of the most critical challenges facing school leaders today is retaining qualified teachers. After 5 years of teaching, 40%–50% of teachers decide to leave the career (Haynes, 2014). Stressors related to curriculum development, lack of teaching materials, and student behavior have been indicated as primary

contributors to teacher attrition (King et al., 2013). These stressors lower teachers' satisfaction in the workplace, influencing their decision to leave the teaching profession (Lloyd, 2012). Thus, teachers who are not satisfied with their work choose to leave the teaching profession (Maforah, 2015).

Purpose statement and research questions. The purpose of this case study was to examine secondary school teachers' perceptions of job satisfaction following the T-TESS appraisal process experience. In the research, teachers' job satisfaction was generally defined as how teachers felt about their jobs. The resulting research questions guided the study:

1. What are secondary teachers' perceptions of the T-TESS appraisal process at a Central Texas school district?

2. What are secondary teachers' perceptions of the impact of the T-TESS appraisal process on their job satisfaction at a Central Texas school district?

Review of methodology. The research method used for this investigation was a case study (Yin, 2017) design to examine teacher job satisfaction in a high school setting. According to Yin (2017), a case study is defined in two parts:

(a) The scope of a case study: Investigating a contemporary phenomenon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident.

(b) A case study's features: The situation where there will be many more variables of interest than data points, thereby relying on multiple sources of evidence and benefiting from the development of theoretical propositions to guide data collection and analysis. (pp. 44-45)

This research study took place in a rural school district in Central Texas. I contacted the district superintendent and director of teaching and learning, who sent me a letter of support for the research (see Appendix A). After I received this approval, I emailed a letter of introduction of the study to all secondary teachers in the district. The letter of introduction outlined the purpose of the study, the process of collecting data, and a request for potential participants. A total of 21 teachers responded to the online survey interview and nine teachers responded with interest in the face-to-face interview. I emailed the face-to-face interview information and consent forms to all nine teachers and all responded to the follow-up email that they would be willing to be interviewed for the study. At this time, interview appointments were made. Unfortunately, once the arrangements were made, the COVID-19 pandemic affected the research data collection phase. The pandemic closed schools for the last 3 months of the 2019–2020 school year, which caused three interview participants to drop out of the study, yielding only six teachers to interview. All interview participants met the following criteria:

- Had been evaluated by the T-TESS for at least 2 years.

- Worked at a secondary campus in the district.

- Had been teaching for at least 3 years.

I conducted semi-structured interviews in person or over the phone. Each interview consisted of nine questions that were based on the study's two research questions.

Data collection and analysis. The first data collection method was the online interview survey. Following the study's introduction, I emailed the 5-question online interview survey to all secondary teachers in the district. The online interview survey was created on the Qualtrics platform, and teachers responded to the questions

anonymously. The 5-question online interview survey contained a mix of fixed and open-ended questions. The survey took approximately 5 to 10 minutes to answer, including introductory remarks and an optional closing question inviting any teacher to participate in a face-to-face interview. I used the Qualtrics software to organize the data collection and I went through each response to determine themes and patterns.

The teacher interviews consisted of nine questions based on the study's two research questions. I followed an interview protocol and recorded the conversations using an electronic device. Following the discussions, I transcribed verbatim the recordings to analyze themes and categories. Finally, I identified themes and categories using a line-by-line coding process.

In the previous sections, I discussed a review of the research study, including the background, an overview of the problem, purpose, research questions, and methodology. In the following section, I discuss the significant findings of the research study. First, each significant result is presented. Then, as themes emerged from the data collected they were analyzed and synthesized to form conclusions regarding the research. The literature review clarified how these key findings relate to the information presented in the findings section's discussion. The following significant results demonstrated two things—first, the secondary teachers' perceptions of the T-TESS appraisal process at a Central Texas school district. Second, the secondary teachers' perceptions of how the T-TESS appraisal process affected their job satisfaction at a Central Texas school district.

Discussion of the Findings

This study's focus was on teachers' perceptions of job satisfaction following the T-TESS appraisal process experience. Each significant finding is described in detail in

the following sections. The following sections begin with a presentation of the critical

results, followed by a discussion of previous literature regarding the key findings,

specifically how past scholars viewed these critical findings.

   Positive impressions of T-TESS. The first major theme from the study's

findings was various positive impressions of the T-TESS appraisal experience. For

example, teachers described the T-TESS appraisal process as a coaching model.

Responses from the survey and teacher interviews showed teachers viewed the T-TESS

process as an opportunity to receive feedback from administrators. The teachers felt the

feedback was given collaboratively and communicated to them supportively. This

coaching model allowed teachers to have conversations with their appraisers on how to

grow their teaching practices.

   This finding is consistent with the literature reviewed for this study. Many

researchers indicated teacher evaluations have components of a coaching model to

improve teachers' practices (Johnson, Finlon, Kobak, & Izard, 2017; Kraft, Blazar, &

Hogan, 2018; Pierce & Buysse, 2014). Also, teacher evaluations being seen as a

coaching model further supports previous studies that showed teacher evaluations

improve teaching practices when feedback is supportive and focuses on teacher

curriculum and the delivery of instruction (Kaushal et al., 2016; Kusumaningtyas &

Setyawati, 2015; Maforah, 2015; Tabancali, 2016). Isore (2009) reiterated that teachers'

improvement or coaching using an evaluative feedback process needs to contain a focus

on identifying ways to grow teachers. The most positive impact on teacher growth is

when the evaluation process is designed to focus on supporting teachers' needs in the

classroom (Erdamar & Demirel, 2016; Ford et al., 2018). Haynes's (2014) findings

96

showed evaluating teachers should be used to provide feedback on their performance and focus on improving teachers' pedagogical capacity through coaching. This is confirmed by this study's findings that teachers perceived T-TESS as a coaching model. Furthermore, these findings of coaching and growing teachers using an appraisal process are consistent with Murphy et al.'s (2013) findings that teacher evaluations have been the driving force for coaching and strengthening teaching practices in the classroom. Finally, according to previous research, the T-TESS was designed to support teachers' professional growth (TEA, 2016).

Negative impressions of T-TESS. The second major theme from the study's findings was various negative impressions of the T-TESS appraisal experience. First, teachers were frustrated with components of the T-TESS appraisal process. For instance, teachers reported frustration with the amount of change that occurred when the T-TESS appraisal process was implemented for the first time. Compared to the previous evaluation system, teachers were now required to have multiple meetings with their appraiser and given a rubric with an increased number of time-sensitive requirements. One specific frustration with the new evaluation system was the lack of recognition given to teachers who taught students who achieved at a lower level. The final frustration teachers described dealt with the number of required observations and the subjectivity of the T-TESS appraisal process. Teachers were frustrated that the T-TESS evaluation system was dependent on one 45-minute lesson. This put an extra layer of pressure on teachers to perform well, making teachers decide to put on a perfect "dog and pony show" to appease the T-TESS appraiser. Last, teachers expressed frustration that the T-TESS appraisal process was dependent on the appraiser. Teachers believed the

appraiser's thought process and interpretation of the T-TESS rubric determined where

teachers fell on the rubric evaluation document. These were all teacher frustrations with

components of the T-TESS appraisal process.

This finding goes beyond previous reports and adds to the literature on teachers'

perceptions of the evaluation process. For instance, Oliveras-Ortiz (2017) found that

teachers perceived the most significant challenge with the T-TESS appraisal process to be

the lack of classroom walkthroughs and meaningful feedback received from appraisers.

Teachers in Oliveras-Ortiz's study did not mention any frustration with components of

the T-TESS process. Willey (2019) contended that teachers negatively perceived the T-

TESS appraisal process because past teacher evaluations were used to fire teachers.

Furthermore, Willey discovered teachers believed the T-TESS evaluation system was not

used constructively but did not find teachers to be frustrated with the T-TESS appraisal

process components. Likewise, the belief that teachers are frustrated with evaluation

systems was not mentioned in other studies found in the literature. As mentioned in the

literature review, teachers reported the evaluation system needed to improve by making

the process more meaningful (Downing, 2016). Lacireno-Paquet et al. (2016) noted

teachers feeling satisfied with the teacher evaluation process. Thus, the current study's

finding of teachers being frustrated with components of the T-TESS appraisal process

was unexpected.

T-TESS does not affect teachers' job satisfaction. The third significant theme

from the study's findings was teachers indicated the T-TESS appraisal process did not

affect their job satisfaction. For example, five of the six teachers interviewed stated the

T-TESS appraisal system had no impact on their job satisfaction. This lack of a

connection between the appraisal process and job satisfaction is an important finding. Significantly, 12 respondents from the online survey interview wrote that the T-TESS appraisal process had no impact on their job satisfaction. The respondents noted their satisfaction with the job came from building relationships with students and growth/reflection with peers. They just thought of T-TESS as an item to complete on their to-do list. These results offer vital evidence for the T-TESS appraisal process having no impact on teacher job satisfaction.

In terms of the third significant theme, which showed no connection between the appraisal process and job satisfaction, several reports have demonstrated teacher evaluations have had positive and negative effects on teachers' job satisfaction (Deneire et al., 2014; Ford et al., 2018; Haynes, 2014; Ilyas & Abdullah, 2016). For instance, Lacireno-Paquet et al. (2016) confirmed that teachers who are rated higher on their evaluations are more satisfied than are teachers who are rated at a lower level. This finding was also reported by Astrauskaite, Vaitkevicius, and Perminas (2011). Kusumaningtyas and Setyawati (2015) confirmed that teacher job satisfaction significantly influences teacher performance when teachers are held accountable through an evaluation process. Even though this third significant theme differs from some previous studies (Koedel, Li, Springer, & Tan, 2017; Kraft & Gilmour, 2017), the results are consistent with those of Downing (2016) and Murphy et al. (2013). In these studies, the authors acknowledged that teacher evaluations do not negatively affect teachers' job satisfaction, and teacher evaluation systems have not been shown to make an impact on teachers and their practices in the profession. Therefore, this third significant theme was

somewhat surprising as it was expected that the T-TESS appraisal process would have a positive or negative impact on teachers' job satisfaction.

Job satisfaction factors. The fourth significant theme from the findings of the study was factors that influenced a teacher's job satisfaction. First, teachers feeling valued in their job. To illustrate, five of the six teachers interviewed stated feeling appreciated by their coworkers and supervisors gave them a positive satisfaction at work. Teachers indicated their need for value and recognition from their district and school leaders. Some ways teachers voiced feeling valued was the professional and positive feedback given by their supervisor. Also, teachers felt valued when they received feedback that was honest and helped improve their teaching practices. On the other hand, when teachers were not valued in their profession, their job satisfaction was affected. For example, when they did not feel valued, teachers did not enjoy their work at school, and, in turn, one teacher reflected she worked for only a short time at that school.

In terms of the fourth significant factor, teachers suggested their job satisfaction was influenced by feeling valued. As mentioned in the literature review, several reports have affirmed teachers who feel valued in their work are more satisfied (Aydin, Sarier, & Uysal, 2013; Gorozidis & Papaioannou, 2014; Skaalvik & Skaalvik, 2011a). For instance, studies have demonstrated teachers become discouraged when their employers do not value and recognize their work (Kaushal et al., 2016; Sass et al., 2011). Lloyd (2012) maintained that teachers' value or lack of value affects job satisfaction when students are disrespectful or lack motivation. Also, job satisfaction is affected when teachers do not feel valued when implementing or changing new guidelines, standards, and programs with little or no teacher consultation (Leithwood & Mcadie, 2007, p. 42).

Razavipour and Yousefi (2017) agreed that when a school's organizational personnel do not value teachers' ideas and requests, this negatively affects teachers' job satisfaction. Thus, my results support previous findings that teachers' job satisfaction is influenced by being valued.

Second, the workload affected the teachers' job satisfaction. In particular, the workload is different for every teacher. Some teachers spend countless amounts of time planning lessons, grading papers, and assessing students. In comparison, other teachers spend time doing paperwork for students with disabilities or devote a significant amount of time prepping for projects/labs students do in the classroom. Teachers described the above scenarios as the added work on top of teachers' teaching and students' learning. Furthermore, the online survey interview yielded responses related to the many tasks needed to accomplish during the evaluation process. Also, teachers said they felt overloaded with the amount of time it took to complete the entire T-TESS evaluation process.

In terms of the fourth major theme, teachers emphasized that the teacher workload influenced their job satisfaction. The results of the study indicated teachers' job satisfaction was affected by the amount of work done in their job. Previous studies have shown a significant component influencing job satisfaction is a teacher's workload (Ahmed et al., 2010; Kaushal et al., 2016; Sass et al., 2011). For example, a teacher's job satisfaction is affected by the workload, such as completing an abundance of paperwork, reports, and grading an excessive amount of student work (King et al., 2013). Erdamar and Demirel (2016) noted that a teacher taking work home (e.g., lesson planning,

preparing exams, or grading exam papers) or having a heavy workload might lead to a lack of satisfaction. Also, Leithwood and Mcadie (2007) stated:

> During the school year, teachers work an average of 50 to 53 hours per week, performing a long list of tasks. About half of that time is devoted to actual classroom instruction. Commitments to their school and morale are eroded, and feelings of stress increased when teachers perceive their workload to be unfair compared to other teachers' work in their school or across the district. (p. 42)

Furthermore, this fifth major theme reflects the study conducted by Mäkelä et al. (2014), which also showed high expectations and a heavy teacher workload can lower teachers' job satisfaction. Finally, this significant finding is in accord with recent studies that showed teacher workload affects a teacher's job satisfaction.

Implications for Practice

This research was formulated to examine factors that affect teachers' job satisfaction. When looking at the previous literature, factors such as teacher burnout, stress, and workload emerged as influencing teachers' job satisfaction (Josanov-Vrgovic & Pavlovic, 2014; Lloyd, 2012). Previous studies also showed teacher job satisfaction is affected by teacher evaluation systems (Downing, 2016; Lacireno-Paquet et al., 2016). Thus, I examined secondary teachers' perceptions of the T-TESS appraisal process and its impact on their job satisfaction. After gathering and analyzing the data to respond to the two research questions, the present findings led to three critical implications.

Seek out teachers' feedback on the appraisal process. Results of my study indicated some teachers have different perceptions of the T-TESS appraisal process. For example, some teachers perceive a sense of frustration with the T-TESS process

components, whereas others associate the T-TESS process as a system that helps them grow their teaching practices. In addition to these findings, some teachers perceive the T-TESS appraisal process as positively, negatively, or not at all affecting their job satisfaction. The different teachers' perspectives collected in this research give teachers a voice on their feelings regarding the T-TESS appraisal process. Therefore, these findings have important implications for school leaders to seek out teachers' feedback on the T-TESS appraisal process. The feedback given by teachers will help school leaders understand how the T-TESS appraisal process affects teachers and how to improve the T-TESS appraisal process.

Teachers want to be seen as essential. Data collected in this research showed teachers' job satisfaction was positively affected when they felt valued. This is consistent with previous studies that showed teachers' job satisfaction was positively affected when working with peers and leaders who valued their work (Msuya, 2016; Wang et al., 2017). Creating a school culture where teachers feel valued is needed to ensure teachers are satisfied with the job. Administrators on school campuses can value teachers by allowing teachers more planning time, offering teachers more positive recognition and more opportunities for quality professional development, and meeting students' needs (Zeichner, Payne, & Brayko, 2015). Valuing teachers is needed from all stakeholders (e.g., students, parents, and community members) in school organizations. Therefore, the present findings highlighted that teachers want to be seen as essential and professional.

Addition by subtraction. Results indicated some teachers were dissatisfied with the job because of the stressful workload. A comparison of the findings with those of other studies confirmed that a teacher's workload affects satisfaction by causing

emotional exhaustion, stress, and burnout (Collie et al., 2012; Werang, 2018; Wolomasi, Asaloei, & Werang, 2019). Thus, central office personnel and campus administration need to be aware of teachers' workloads. Specifically, leaders need to support teachers by decreasing some teachers' workloads to improve their job satisfaction. For example, Skaalvik and Skaalvik (2016) believed a couple of actions to increase job satisfaction and affect a teacher's workload are to reduce the number of extra duties assigned to teachers or the number of students in a class. Other methods for dealing with a heavy workload might be to stop procrastinating, minimize external wasters, focus on one task at a time, and avoid multitasking (Sahito & Vaisanen, 2017). Therefore, in my view, these results represent an excellent initial step toward increasing teachers' job satisfaction by subtracting workload from their teaching duties.

Limitations of the Study

The first limitation of this study involved the sample size and participation rate of the sample collected. My goal was to interview five to 10 teachers and have a majority of the teachers return the online survey interview. The sample size was limited to six secondary school teacher interviews and 21 interview surveys returned in a rural school district. The online survey interview was sent out to secondary teachers at the end of February of 2020. Of the 21 online survey interviews returned, nine teachers had initially committed to a face-to-face interview. As I began setting up times and dates for face-to-face interviews, the COVID-19 pandemic began in early March of 2020. Because schools were closed and teaching was done remotely, three of the interview participants declined to be interviewed for the study. The teachers stated the COVID-19 pandemic caused stress and had them working harder than ever before, so they respectfully had to

pass on the face-to-face interview. Therefore, the COVID-19 pandemic was a reason for the lower than anticipated sample size.

The second limitation of this study related to the use of self-reported data. As stated, the two data collection processes used were teacher interviews and responses to an online survey interview. Each of these data collection processes required teachers to reflect on their perceptions of job satisfaction following the T-TESS appraisal process experience. Therefore, the data collected may have had several potential biases. For instance, teachers may have been more willing to be truthful when completing the online survey interview because it was anonymous. Of course, some teachers believe anonymous surveys are not anonymous. Because the online survey interview and the face-to-face interviews asked questions regarding teachers' satisfaction with their work, teachers may have answered positively or had trouble recalling specific events in the past. Also, teachers may not have completely understood the questions asked in the online survey interview and face-to-face interviews, which may have caused participants to exaggerate or attribute actual adverse events in a different context altogether. Thus, the second limitation focused on the self-reported data collected.

The third limitation of this study relates to the gender of the participants interviewed. All six participants interviewed were female. The limitation of interviewing only female participants is important to discuss because the study could be improved upon by including male participants.

The final limitation of this study related to my role as an appraiser of the T-TESS appraisal process. I believe being an assistant principal played a role and may have had an effect on the findings and analysis. I have been in an administrative position for

approximately 6 years. As a trained T-TESS appraiser, my belief on whether the T-TESS appraisal process affects teachers' job satisfaction was a bias. Additionally, my role as an assistant principal may have played a part in how teachers responded to the online survey interview and face-to-face interview questions. In the information I provided to participants regarding my role as a researcher, I introduced myself in my current position as an administrator at a secondary campus. This information may have caused participants to believe they were speaking with a T-TESS evaluation appraiser and affected how they responded to specific questions. Because it can be assumed that the participants knew I appraised teachers, it may have posed a limitation in the study.

Recommendations for Future Research

There are no boundaries on the types of future research of a teacher's job satisfaction. One unanticipated finding was that teachers were frustrated with components of the T-TESS appraisal process. Some of the T-TESS appraisal frustration was related to the amount of change that occurred with the new evaluation system's operations, the excessive amount of appraisal requirements, and the pressure put on teachers to have a perfect lesson. For future research, one recommendation would be to collect data from teachers from different secondary schools in the area to determine whether they have similar frustrations with the T-TESS appraisal process. The research questions could be focused more on teachers' experience with the T-TESS appraisal process. Future researchers could also set up focus groups in different districts to collect data on teachers' T-TESS appraisal process experiences.

Regarding a teacher's job satisfaction and the timing of the data collected, it could be argued that the small number of participants in the study was related to collecting data

at the start of the second semester. The beginning of a school year or summer break

offers teachers more time to engage in other leisure activities and is less stressful than the

middle of the school year. Therefore, administering the data collection process at the

beginning of a school year or the summer could lead to different results and a higher

participation rate. This is an important issue for future researchers to consider when

replicating this study.

One reason this study's main topic revolved around teachers' job satisfaction was

my interest in the reasons teachers have for leaving the profession. These two topics

were studied in previous literature. In earlier chapters of this study, I noted previous

researchers examined teacher job satisfaction and teachers leaving the profession using a

quantitative approach. Specifically, most researchers collected data using a quantitative

methodology. The quantitative research involved researchers using a survey or

questionnaire in which participants answered close-ended questions with some type of

rating scale. These quantitative methods were used in most research designs that studied

teacher job satisfaction in schools. I designed this qualitative study in part based on

previous researchers' recommendations that future researchers needed to collect data with

qualitative methods such as focus groups and interviews to capture teachers' perceptions

of their job satisfaction. Therefore, to develop a full picture of teachers' job satisfaction

or collect data on why teachers leave the profession, additional studies will be needed to

incorporate a qualitative research design. Future studies on the current topic using a

qualitative methodology are therefore recommended.

Last, the focus in my study was on collecting and analyzing data on teachers'

perceptions of the T-TESS appraisal process experience. The entire research involved

secondary teachers in a school organization. There are still many unanswered questions

about the opinions of the T-TESS appraisal process. Therefore, further research

involving survey online interviews and face-to-face interviews with administrator

appraisers could contribute to the research by including administrator perceptions of the

T-TESS appraisal process. There is ample room for further progress in determining other

stakeholders' opinions, such as instructional specialists, assistant principals, and

principals.

Conclusion

The purpose of this case study was to examine secondary school teachers'

perceptions of job satisfaction following the T-TESS appraisal process experience. This

chapter offered a summary of the answers to the two main research questions and

addressed the study's key findings, implications, and limitations. It also included

recommendations for future research.

Underpinning teacher job satisfaction, the study shows teachers' perceptions of

job satisfaction are influenced by different factors such as teacher evaluation, the value in

their work, and teacher workload. The study revealed teachers' perceptions of

components that affected their job satisfaction, which added to the literature by collecting

and analyzing data using a qualitative approach. The qualitative methods used were

open-ended online survey questions and semi-structured interviews. Each of these

instruments gave teachers a voice about what influenced their job satisfaction. Allowing

teachers to voice their concerns at work or letting them say what keeps them satisfied in

their job is an integral part of preventing teachers from leaving the profession.

Teachers have always made a positive difference in my life. They had a significant influence on why I went to college and obtained multiple degrees from Texas State University. I always knew I wanted to serve and make a positive difference in young people's lives. In 2006, I was allowed to live out my dream of doing just that by becoming a teacher. The 8 years I spent teaching were some of the best and most challenging times of my life. I experienced what some teachers go through in the ups and downs of teaching an end of course tested subject. Even though I loved my job, there were times I felt unsatisfied with the profession I thought of as the best in the world. These teaching experiences caused me to question whether I wanted to continue to teach. Why did I want to leave the profession I know I was placed on this earth to do? Why was I not satisfied with my purpose in life? What else could I be doing if not teaching?

These questions drove me to pursue my next chapter in my life as an administrator. I told myself that once I became an administrator, I would support teachers above all else. I believe that if I can positively serve teachers, they will, in turn, help their students with the content and, more importantly, with becoming a better person in and out of the classroom. The research I have presented represents the passion I still have for teachers and as an administrator how I can influence a teacher's job satisfaction.

Finally, since beginning my doctoral program 5.5 years ago, I have become a 6A high school associate principal with aspirations to be a campus principal one day. I have grown as a leader in such a short period of time thanks to the dissertation process. In my opinion, one of the keys to school improvement is a people improvement. The people improvement I discuss deals with teachers and their satisfaction in their work. Furthermore, one factor that influences teacher job satisfaction is the teacher evaluation

process. The teacher evaluation process as a coaching model is one of the most effective

tools to growing a teacher, building confidence, and leading to a productive and satisfied

employee. This research study provided me with a better understanding of how the T-

TESS evaluation tool can be used to effectively coach teachers and improve their job

satisfaction. I can apply this newfound knowledge to guide the administrators on my

high school campus in my current role. As a future principal, I will be able to use the

knowledge gained in my dissertation research to build teachers' instructional capacity

and create a campus culture that values teachers' pedagogical practices. In addition,

appraisal evaluators can read my dissertation and may use the voices of teachers in my

study to understand how teacher job satisfaction is affected following the T-TESS

appraisal process experience. My hope is readers will also find this research to be

beneficial to their instructional leadership practice and use the results to positively affect

the culture of their campus or district.

APPENDIX SECTION

APPENDIX A

Letter of Support

To Whom It May Concern:

I am writing this letter to express [organization's name] interest in supporting Texas State University Student Jose Falcon's dissertation research. He has reached out to our district to conduct research on T-TESS and how the evaluation system may impact teacher job performance. He has permission to survey all secondary teachers and interview individual teachers who are willing to participate. As a district, we understand that the district and participants will remain anonymous, and their responses will not be directly shared with the district and will be published within Mr. Falcon's dissertation. Our Superintendent, [superintendent's name], is fully aware of this project, and he/she has granted me the authority to represent the district with any communication with Jose Falcon or Texas State University. Please don't hesitate to reach out to me with any questions or concerns.

Respectfully,

[District representative's name]

APPENDIX B

IRB Approval

Jose Falcon
Texas State University 601 University Dr.
San Marcos, TX 78666

Dear Jose:

Your application titled, '*A Case Study Exploring the Impact the Texas Teacher Evaluation Support System has on Secondary Teachers' Job Satisfaction*' was reviewed by the Texas State University IRB and approved. It was determined there are: (1) research procedures consistent with a sound research design and they did not expose the subjects to unnecessary risk. (2) benefits to subjects are considered along with the importance of the topic and that outcomes are reasonable; (3) selection of subjects are equitable; and (4) the purposes of the research and the research setting are amenable to subjects' welfare and produced desired outcomes; indications of coercion or prejudice are absent, and participation is clearly voluntary.

In addition, the IRB found you will orient participants as follows: (1) informed consent is required with participation implying consent on surveys and interviews. Audio recordings will serve as documentation of interview consent; (2) Provision is made for collecting, using and storing data in a manner that protects the safety and privacy of the subjects and the confidentiality of the data; (3) Appropriate safeguards are included to protect the rights and welfare of the subjects. (4) Participants will not receive monetary compensation.

This project was approved at the Expedited Review Level until January 31, 2021

Sincerely,

Monica Gonzales IRB Regulatory Manager Office of Research Integrity and Compliance Texas State University

CC: Dr. James Koschoreck

OFFICE OF THE ASSOCIATE VICE PRESIDENT FOR RESEARCH 601 University Drive | JCK #489 | San Marcos, Texas 78666-4616 *Phone:* 512.245.2314 | *fax:* 512.245.3847 | WWW.TXSTATE.EDU

APPENDIX C

Introduction Email

To Whom It May Concern:

This is to introduce myself as the researcher for this study. My name is Jose Falcon. I am a student in the Doctoral program at Texas State University. I'm majoring in School Improvement. I have worked in education for approximately fourteen years as a teacher and assistant principal. The research study method I have decided to choose is a case study of your current secondary school.

Ultimately, by means of this case study approach, I hope to identify and document answers to such questions as: What are the secondary teachers' perceptions of the Texas Teacher Evaluation and Support Systems (T-TESS) appraisal process? What are the secondary teachers' perceptions of the impact of the Texas Teacher Evaluation and Support Systems (T-TESS) appraisal process on their job satisfaction?

This letter is directed to teachers that have been through the T-TESS evaluation process for at least 3 years. I ask you to give your time, experience, and knowledge of expertise to me as a researcher. Your cooperation is most essential if the case study is to successfully examine the perceptions of job satisfaction of teachers at your secondary middle/high school.

On behalf of Texas State University, I wish to express our gratitude for your assistance. Should you wish to be entered on the mailing list for the final report please let me know and I will be glad to make the proper arrangements.

Again, thank you very much for the opportunity.

Sincerely,

José Falcón

APPENDIX D

Invitation to Participate in the Study

José L Falcón, a graduate student at Texas State University, is conducting a research study to explore the role that the Texas Teacher Evaluation and Support Systems (T-TESS) appraisal process play in teachers' perceptions of their job satisfaction in a secondary high school. You are being asked to complete this survey because you are a teacher in a secondary high school.

Participation is voluntary. The survey will take approximately 15 minutes or less to complete. You must be at least 18 years old to take this survey.

This study involves no foreseeable serious risks. We ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are confidential.

Possible benefits from this study are: The study of job satisfaction is needed to explore what influences teachers to leave the profession. A potential benefit of this research is that district personnel will be equipped to identify additional factors impacting teacher job satisfaction.

Reasonable efforts will be made to keep the personal information in your research record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The members of the research team and the Texas State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.

Your name will not be used in any written reports or publications which result from this research. Data will be kept for three years (per federal regulations) after the study is completed and then destroyed.

If you have any questions or concerns, feel free to contact José L. Falcón or his faculty advisor:

José L. Falcón, graduate student   **James W. Koschoreck, Professor**
Conslng, Ldrship, Adlt Educ & Schl   **Conslng, Ldrship, Adlt Educ & Schl**
Phone number: 222-222-2222   **Phone number: 512-245-3759**
jf1151@txstate.edu   **j_k266@txstate.edu**
This project 7034 was approved by the Texas State IRB on February 24, 2020.

If you would prefer not to participate, please do not fill out a survey.

If you consent to participate, please complete the survey.

Last in the last section of the survey interview, it will give teachers the opportunity to volunteer for a face to face interview. The question will give you the option (or the opportunity) to a one-time face to face 30-minute interview. I will make contact with all the teachers that volunteer by phone or email.

APPENDIX E

Open-Ended Survey

1. How many years have you worked in education?

2. What subject do you teach?

3. How many years have you been evaluated through the T-TESS appraisal system?

4. Tell me what you think about being evaluated through the T-TESS appraisal process?

5. How does the T-TESS appraisal system impact your job satisfaction?

6. After completing a full-year T-TESS evaluation cycle, how do you feel it impacts your job performance and/or job satisfaction?

7. Are you willing to participate in a follow-up face to face interview that will be no more than 30 minutes? (If you volunteer to participate, responses will be reported anonymously in the final dissertation)

   Please provide contact information if you would be willing to participate in an interview.

   Name:

   Phone or email:

   Thank you for participating in this survey.

APPENDIX F

Teacher Interview Protocol

Name: _____   Interviewer: José Falcón

I.   *Consent: Investigator will state the following: "Your participation in this study is completely voluntary, and you may refuse to participate or withdraw from the interview anytime. You may withdraw by informing me that you no longer wish to participate (no questions will be asked). You may skip any questions during the interview. Do you agree to the consent and want to continue the interview? Please state yes or no."*

II. <u>Instructions for the interviewer to follow:</u>
"Thank you for agreeing to speak with me today."

"The purpose of this interview is to get your feedback about how school organizations can better serve teachers, such as yourselves. Specifically, I want to understand teachers' perceptions of their job satisfaction in a secondary high school. I want to explore the evaluation T-TESS appraisal process and the impact that has on teachers' overall job satisfaction.

The underlying assumption that I am working with is that school districts are filling vacant teacher positions yearly because teachers are not satisfied with their work and are leaving the profession. Teachers are deciding to leave their work because of poor working conditions, workload stress, and factors that negatively impact job satisfaction. Teachers, like you, have a better understanding of what factors impact your job satisfaction. That is why I am talking with you. I also believe that the more school districts keep teachers satisfied, the less likely they are to burn out and leave the profession. I want to hear from you and what you believe impacts teacher job satisfaction. Some of these factors may have to do with workload and stress. Other factors may be connected to the teacher evaluation appraisal process. More than that, I want to know what "impacts teacher job satisfaction," and your perception of the teacher appraisal process.

"I'd like to remind you that to protect the privacy of interview members, all transcripts will be coded with pseudonyms and I ask that you not discuss what is discussed in the interview with anyone else."

"The interview will last about 30 minutes and I will audiotape the discussion to make sure that it is recorded accurately. Once I transcribe the audio into text, the recordings will be destroyed"

"Do you have any questions for us before we begin?"

APPENDIX G

Teacher Interview Questions

1. How would you describe your overall satisfaction with your job as a teacher?

2. Please describe your feelings about the T-TESS appraisal system?

3. How does the T-TESS appraisal process impact your job satisfaction?

4. Is the T-TESS appraisal system helping you grow as a teacher?

5. Tell me about your positive experiences with the T-TESS appraisal process?

6. Tell me about your negative experiences with the T-TESS appraisal process?

7. If any, what changes would you make to the T-TESS appraisal process to have a positive impact on your job satisfaction?

8. If T-TESS doesn't influence your overall job satisfaction, then what are the most important factors that influence your job satisfaction?

9. Is there anything that you would like to add that could contribute to my research on T-TESS and its impact on teacher job satisfaction?

APPENDIX H

About the Author

My name is José Luis Falcón and I am an Associate Principal. In my role I make

a positive difference in people's lives. My vision in education is to be a changer of

worlds. Most of the people (staff, teacher, students, and parents) I have served in my 15-

year career have described me as one of the most positive administrators they have ever

worked with. A service I am willing to offer individuals is avoiding burnout in

education.

My 15-year educational experience has been at the secondary level. I started my teaching career at San Marcos High School and have had the pleasure to work at Lockhart Ninth Grade Center and Samuel Clemens High School. All 8 years of my teaching career was making a positive difference with students in Grades 9–12. Following my final year at Clemens High School, I received the honor of being chosen for my first administrative role at Judson High School as an assistant principal and then 1 year later as an assistant principal at New Braunfels High School. Most recently, during the COVID-19 pandemic, I was chosen for the prestigious role of Associate Principal for Samuel Clemens High School. In each of my administrative roles I was chosen from a pool of at least 60 candidates.

Some key questions I love to help people in education answer are: 1) How to stay satisfied in education? 2) How to grow as a leader in your current role in education? 3) How to balance your personal and professional life? 4) How to interview for your next promotion in education? I love the opportunity to serve and help others succeed in the education profession. Thanks and Be Positive.

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