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COMPARING THE JOB SATISFACTION OF VIRTUAL SCHOOL EDUCATORS TO THAT OF TRADITIONAL EDUCATORS

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COMPARING THE JOB SATISFACTION OF VIRTUAL SCHOOL EDUCATORS TO THAT
OF TRADITIONAL EDUCATORS

By

ERIC L. SIERRA

A doctoral dissertation submitted to the
College of Education
in partial fulfillment of the requirements
for the degree Doctor of Education
in Organizational Leadership

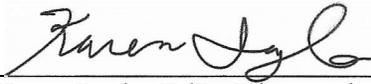
Southeastern University
April, 2022

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ERIC L. SIERRA

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DEDICATION

I want to dedicate this study to my wife, Cristina, whose constant love and support is the reason why I am where I am. To my kids, Gracie and Elias, I only hope to serve as an inspiration for your future. To my parents, Jose and Daisy, thank you for everything you have done to instill a good work ethic in your children. This work is dedicated to all of you.

ACKNOWLEDGMENTS

I want to thank the faculty and staff at Southeastern University for making this a wonderful doctoral experience for me. Special thanks to my dissertation chair, Dr. Karen Ingle, my statistician, Dr. Gollery, and my third reader, Dr. Collins. You have all been such a great support system for me throughout this journey.

Abstract

Virtual education in the K-12 environment is a growing field in the education industry. Not only does virtual education provide new opportunities for students, it also changes how teachers work in the industry and how they perceive the job satisfaction. Using the Teacher Job Satisfaction Questionnaire (TJSQ), this study compares perceived job satisfaction of virtual educators to that of traditional educators in the K-12 environment. Data collected from 112 educators suggested that both virtual and traditional educators were satisfied with their jobs. When teachers in both environments were compared to one another, there was no statistically significant difference in their perceived job satisfaction. Based on the dimensions analyzed in the TJSQ, both groups of educators rated responsibility as the dimension that contributed most to their job satisfaction. Both groups of educators also rated security as contributing least to their job satisfaction.

Keywords: traditional school educators, virtual school educators

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I. INTRODUCTION

From 2010-2013, fulltime K-12 online school enrollment in the United States increased 64.5% (Toppin & Toppin, 2016). According to the National Center for Education Statistics (n.d.), elementary and secondary virtual school enrollments totaled 212,311 in the United States in the fall of the 2016-2017 school year. In August of 2019, over 2.7 million students in the country were involved in some level of electronic learning (Schroeder, 2019). The level of growth in enrollments indicates more teachers working in the digital environment. Although some research has examined the differences in learning outcomes between virtual and traditional schooling, more research is needed that focuses on the impact of the virtual school model and teacher job satisfaction.

When teachers in the U.S. were asked if they were “generally satisfied with being a teacher at this school,” the percentage of teachers who said they somewhat or strongly agreed with that statement was between 88.9% and 92.8% from 1999-2016 (NCES, n.d.). Is there a statistically significant difference in what those numbers look like when controlled for the different modes of education that are more available and more popular today? Specifically, how do teachers’ attitudes about their jobs change when traditional teachers are compared to virtual teachers? Those answers may provide greater insight into the world of virtual education and improve teacher retention rates in America.

Background of the Study

In research conducted by Tuan Nguyen (2020) in the state of Kansas, the demographics of the teacher workforce have not changed much in the years between 1988-2012. However, what has changed for Kansas teachers are the work conditions (Nguyen, 2020). Those changing conditions included the number of low-income schools, decreased average salary, and increased average enrollment numbers (Nguyen, 2020). Nguyen's (2020) research showed that Kansas teachers had higher turnover rates than the national average.

In the states of Colorado, Missouri, and South Dakota, researchers found that teacher mobility over the course of two consecutive academic years in the mid-2010s had to do with factors such as age of the teacher, whether they were special education teachers or not, years of service in education, salary, and school accountability (Espel et al., 2019). Younger teachers who worked in special education were more likely to leave their schools than older teachers in a more traditional setting, and the same pattern was found for teachers who worked in schools with low accountability ratings and lower salaries (Espel, et al., 2019).

Internationally, Dupriez and Lothaire (2016) conducted a study on teacher attrition in Belgium. They found that newer teachers were more likely to leave the profession than veteran teachers and, additionally, secondary teachers and those without specific training in education were more likely to leave the teaching field (Dupriez & Lothaire, 2016). Dupriez and Lothaire (2016) also stated the following: "An important finding of this study, moreover, has to do with the influence of job conditions rather than working conditions on the exit rates" (p. 35). Job satisfaction appears to be an underlying issue connected to teacher retention.

When the specific issue of job satisfaction in the teaching profession has been studied, Olsen and Huang (2019) asserted that, "To increase the retention of teachers, job satisfaction has

become an important construct to analyze” (p. 1). The research found that teachers at alternative school had higher job satisfaction numbers than teachers in more traditional settings (Olsen & Huang, 2019). Other factors that led to lower job satisfaction included schools with a Black principal, a female principal, a higher student population on free or reduced lunch programs, low teacher pay, and more teachers of minorities (Olsen & Huang, 2019). Olsen and Huang (2019) concluded that policy makers need to acknowledge leadership plays a role in job satisfaction and retention in teachers.

Jabeen et al. (2019) conducted a study on teacher job satisfaction in Pakistan. They studied physical education teachers working in public schools to determine if correlations existed between the leadership styles of administrators and teacher job satisfaction, and did find a correlation between a democratic leadership style and increased teacher job satisfaction (Jabeen et al., 2019). Additionally, working conditions, intellectual motivation, and cognitive incentives were also found to improve job satisfaction (Jabeen et al., 2019).

Virtual K-12 teachers have demonstrated lower intention levels of turnover (Larkinn et al., 2018). In the short term, near future, and distant future, the teachers studied in this research did not plan on leaving their job (Larkin et al., 2018). Though this research acknowledged that teacher job satisfaction played a role in lowering teacher turnover numbers, the study was more focused on the turnover intentions of the teachers as opposed to the job satisfaction levels of the instructors.

In a separate study, also conducted by Larkin et al. (2016), job satisfaction of K-12 virtual school teachers was specifically examined. The researchers found that virtual school teachers reported having a moderate to high level of job satisfaction (Larkin et al., 2016). However, the study did not compare the job satisfaction scores of the virtual school teachers with

that of traditional instructors. Larkin et al. (2016) also acknowledged that the responses received came from virtual school instructors who taught in a combination of public, private, charter, and for-profit institutions. The variety in those school governance structures could have impacted the results of the study. The different policies each governance type used led the researchers to conclude that future studies should use a single governing structure and funding type (Larkin et al., 2016).

Conceptual Framework/Theoretical Foundation

In the literature, job satisfaction is often associated with different psychological theories such as: Maslow's hierarchy of needs, Herzberg's motivator-hygiene theory, and the job characteristics model.

Maslow's Hierarchy of Needs

Abraham Maslow's theory is based on the idea that individuals have basic needs that must be met in order for them to care or be motivated to perform other tasks or meet any other goals (Maslow, 1943). Maslow's needs have been summarized as a pyramid where individuals have physical, security, social, ego, and self-actualization needs (Burton, 2012). People focus on the needs at the bottom of that pyramid, first; once those needs are met, they focus their attention on meeting the next level of need (Burton, 2012). According to Neel Burton (2012), "Maslow's hierarchy of needs has been criticized for being overly schematic, but it presents an intuitive and potentially useful theory of human motivation" (para. 6).

Herzberg's Motivator-Hygiene Theory

Fredrick Herzberg's theory says that there are factors in a job that can either lead to job satisfaction or prevent dissatisfaction (Herzberg, 1966). Herzberg breaks down the motivating factors into two categories: motivational factors and hygiene factors (Herzberg, 1966).

Motivational factors include recognition, sense of achievement, growth opportunities, responsibility, and meaningfulness of work (Herzberg, 1966). Hygiene factors include pay, fringe benefits, physical working conditions, status, and job security (Herzberg, 1966). However, some of the limits of this theory are that it overlooks situational dynamics, the reliability of the theory is uncertain, and the theory does not account for blue-collar workers (Juneja, n.d.).

Job Characteristics Model

The job characteristics model focuses on five factors that impact work outcomes: skill variety, task identity, task significance, autonomy, and feedback (Burkus, 2020). The model suggests that when these five characteristics are present in an individual's job, the employee will have intrinsic motivation (Burkus, 2020). This dissertation utilized the job characteristics model as a basis for studying teacher job satisfaction due to the variety of aspects the model considers in a person's job.

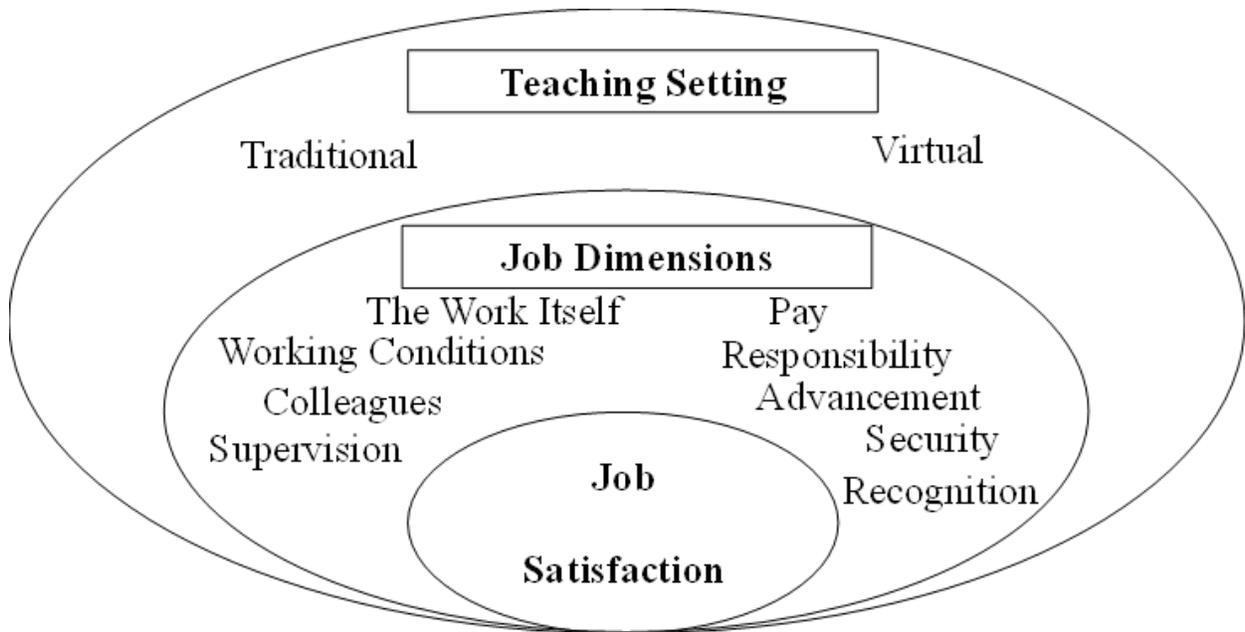
Skill variety speaks to how much a person's tasks differ in order to do their job, as opposed to the opposite which would be to do the same task repeatedly (Burkus, 2020). Task identity addresses to what degree employees feel like the work that they are doing is directly connected to the outcome of the job, focusing on to what degree an employee feels like their work impacts the lives of others (Burkus, 2020). Autonomy is about how much employees feel like they have control over what kind of work they are doing (Burkus, 2020). Lastly, feedback is about how much employees feel like they can see the result of their work either from the feedback they receive from a superior or from their own observation of the finished product (Burkus, 2020).

Conceptual Framework

This study explored the impact that the teacher setting has on overall job satisfaction. The Teacher Job Satisfaction Questionnaire (TJSQ) instrument was used in the study and assesses nine different dimensions to measure job satisfaction for educators. Those dimensions, as illustrated in Figure 1, are supervision, colleagues, working conditions, pay, responsibility, the work itself, advancement, security, and recognition. In addition to exploring if there is a statistical difference in overall job satisfaction, the study also explored which of the nine dimensions covered in the instrument has the greatest effect on job satisfaction.

Figure 1

Job Dimension Impact on Job Satisfaction



Problem Statement

The literature shows that teacher turnover is an issue that has received much attention in research. One of the metrics used to analyze the issue of teacher turnover is job satisfaction. With the popularity, and in some cases the necessity, of online education that is now present, this study

adds to the research by specifically examining how job satisfaction differs between traditional teachers and virtual teachers.

Purpose Statement

The purpose of the study was to compare the perceptions of job satisfaction of virtual school educators to those of traditional educators in the K-12 environment. The goal of the study was to determine if there were any significant differences in educator job satisfaction between educators who teach in a traditional school and those who teach in a virtual school.

Overview of Methodology

Methodology

The purpose of the study was to compare the perceptions of job satisfaction of virtual school educators to that of traditional educators in the K-12 environment. The study's independent variable was represented as a categorical grouping variable and was defined as the setting of the educator's employment: traditional classroom environment or virtual classroom environment. The study's dependent variable was defined as participant job satisfaction perception score on the research instrument's Likert scale.

Descriptive and inferential statistical techniques were employed for analytic purposes. In instances of statistical significance testing purposes, the probability level of $p \leq .05$ was adopted as the threshold value for statistical significance of study findings. Study data was collected and initially recorded and coded in Excel spreadsheet format. The subsequent analysis of study data was conducted using the 26th version of IBM's Statistical Package for the Social Sciences (SPSS).

Research Design

The study was quantitative and non-experimental by research design (Edmonds & Kennedy, 2017). The specific research methodology utilized to address the study's topic was a survey research approach. The study's research instrument, the Teacher Job Satisfaction Questionnaire (TJSQ), was used as the means of achieving data associated with the study's research questions.

Sample/Sample Selection

The study's participant sample was accessed through a non-probability sampling approach (Fraenkel et al., 2019). Specifically, the sampling procedure was convenient and purposive. The study's sample was limited to public school educators serving K-12 students enrolled in either virtual or traditional classrooms in Central Florida.

Response Rate

Although the customary response rate for external surveying is 10% to 15% and 25% for surveying conducted electronically (Fryrear, 2015), a response rate of at least 50% to 70% was sought at the outset of the study. The potential pool of study participants was originally foreseen to be at least 100 to 300 teachers when focused on one specific school district. However, after a limited number of responses, the pool of participants was broadened using convenience sampling with teachers from across the United States.

Research Instrumentation

The Teacher Job Satisfaction Questionnaire (TJSQ) was developed by Dr. Paula Lester (1982) and measures job satisfaction across 66 items that are relevant to educational settings. The items are broken up into the following categories: supervision, colleagues, working conditions, pay, responsibility, the work itself, advancement, security, and recognition (Lester, 1982).

According to Dr. Lester (1982), “Job satisfaction is defined as the extent to which the teachers perceived and values various factors (Job Characteristics) of the work situation” (p. 5).

Study Procedures

First, consent was obtained by administrators at traditional and virtual schools for permission to send surveys to the teachers under their supervision. Second, an email was sent to teachers asking if they would be willing to voluntarily participate in the study. The questionnaire was also posted on social media via a teacher group page, and convenience sampling was used to increase the number of survey participants. Data were collected in March, April, and May of 2021, and the data analysis was completed in May of 2021.

Research Questions

This study addressed the following research questions:

1. To what degree are teachers employed in the virtual educational setting satisfied with their job?
2. To what degree are teachers employed in a traditional classroom setting satisfied with their job?
3. To what degree does the level of job satisfaction differ from study participants employed in virtual educational environments and study participants employed in traditional classroom environments?
4. Considering the different dimensions of the TJSQ, which one manifested the greatest effect on job satisfaction?

Research Hypotheses

1. To what degree are teachers employed in the virtual educational setting satisfied with their job?

H₀1: There will be no statistically significant degree of response effect for teacher job satisfaction for study participants employed in the virtual educational setting.

2. To what degree are teachers employed in a traditional classroom setting satisfied with their job?

H₀2: There will be no statistically significant degree of response effect for teacher job satisfaction for study participants employed in the traditional classroom setting.

3. To what degree does the level of job satisfaction differ from study participants employed in virtual educational environments and study participants employed in traditional classroom environments?

H₀3: There will be no statistically significant difference of response effect for teacher job satisfaction between study participants employed in the traditional classroom setting and study participants employed in virtual educational environments.

4. Considering the different dimensions of the TJSQ, which one manifested the greatest effect on job satisfaction?

H_a4: The TJSQ dimension of working conditions will manifest the greatest degree of study participant response effect.

Overview of Analyses

Foundational analyses of a segue nature was conducted prior to the formal analysis of findings associated with the study's four research questions. Assessments of missing data, internal reliability of study participant response to survey items on the research instrument, and demographic identifier information were conducted using descriptive and inferential statistical techniques.

Missing data were analyzed using the descriptive statistical techniques of frequency counts (n) and percentages (%). In the event that more than 5% of the study's response set data were deemed missing, the randomness of missing data was evaluated using Little's MCAR statistical technique. Consideration was also afforded to possible regarding data imputation procedures if the study's missing data exceeded 5%. Newman's (2014) conventions of thresholds for person-level missing data was applied to the study's assessment of person-level of missing data.

The internal reliability of study participant response to survey items on the study's research instrument was assessed using the Cronbach's alpha (α) statistical technique. Although Cronbach levels of $\alpha \geq .60$ are considered adequate (Field, 2018), an alpha level of $\alpha \geq .80$ appeared attainable and appropriate considering the research instrument's standardization and professional acclaim.

Demographic identifying information was assessed using descriptive statistical techniques. Frequency counts (n) and percentages (%) were the primary descriptive statistical techniques employed for comparative and illustrative purposes regarding study participant demographic identifying information.

Research questions one, two and four utilized the descriptive statistical techniques of frequency counts (n), percentages (%), mean scores, and standard deviations (SD). The one sample t test was used for statistical significance testing purposes. The Cohen's d statistical technique was used to assess the magnitude of effect (effect size) of response associated with all three research questions. Sawilowsky's (2009) conventions of interpretation were used in assigning qualitative value and description to effect size numerical values (small, medium, large,

very large, and huge). In research question four, the essential statistical technique used for comparative purposes was the Cohen's *d* statistical technique.

Research question three featured the use of descriptive statistical techniques of frequency counts (*n*), percentages (%), mean scores, and standard deviations (*SD*). The *t* test of independent means was used for statistical significance testing purposes in the comparison of mean scores featured in research question three. The two major assumptions associated with the use of the *t* test of independent means, homogeneity (equality) of variances and relative normality of data distribution, was assessed statistically. The assumption of homogeneity (equality) of variances was assessed using Levene's *F* statistical technique. Levene *F* values of $p > .05$ were considered satisfying of the assumption of homogeneity (equality) of variances. Skew and kurtosis values were interpreted for normality of data array assessment purposes. Skew and kurtosis values not exceeding $-2.0/+ 2.0$ were considered satisfying of the assumption of data distribution normality (George & Mallery, 2010).

Limitations

This study focused on teachers who work in public schools. Future research might study if there is a statistically significant difference in job satisfaction for teachers who work in a private school setting. The study took place in the middle of a global pandemic where virtual education was forced on some traditional school students and traditional school educators. Additionally, some traditional school educators were forced to work in a blended environment where they taught both in-person students as well as students watching their classes online. This study still classified teachers working in a blended environment as traditional educators. These teachers may have not been fully prepared or equipped to work in that environment. There were also some virtual school educators who had to learn online platforms with less training and

preparation than would have normally been provided in any other school year. It was difficult to assess how much the added stress of the pandemic and these related challenges impacted the way teachers viewed their job satisfaction.

Definition of Key Terms

The following words and phrases are key terms for the study.

- **traditional school educators:** teachers who go to a physical building and teach primarily in a face-to-face format with their students.
- **virtual school educators:** teachers who work remotely, teaching students in a setting that is not face-to-face. Their students are solely enrolled in a virtual school and do not attend in-person classes.

Significance

The significance of the study was to research the influences that impact the level of teacher job satisfaction from the two different educational models. Given the growing popularity of virtual education and the ongoing struggle of high teacher turnover, this study is a relevant subject to explore. There is no shortage of research about job satisfaction in education. However, much of the research in the literature is either limited in scope or was conducted outside of the United States. This study looks to address a gap in the literature comparing job satisfaction in traditional educators to virtual educators. Future research could focus on studying the differences in job satisfaction for each educational model and if one model can adopt best practices from its competing model. Future research could also focus on comparing job satisfaction between content areas or public school versus private school teachers.

II. REVIEW OF LITERATURE

The purpose of the study was to compare the perceptions of job satisfaction of virtual school educators to those of traditional educators in the K-12 environment. The goal of the study was to determine if there were any significant differences in educator job satisfaction between educators who teach in a traditional school and those who teach in a virtual school. The literature review of the current study addressed the general topic of job satisfaction before narrowing the focus to other studies conducted on teacher job satisfaction for both traditional and virtual educators. The review also provided studies conducted on the different elements of teacher job satisfaction addressed in the survey instrument used in the current study.

Motivation Theory

Abraham Maslow (1943) said, “Any motivated behavior...must be understood to be a channel through which many basic needs may be simultaneously expressed or satisfied” (p. 370). Maslow (1943) then outlined that psychological, safety, love, esteem, and self-actualization needs must all be met for a person to be motivated. Maslow (1943) suggested that environments where people have freedom to speak, act, learn, and defend one’s self all help create a culture where individuals can have their needs met. When applied to the work environment, these environmental conditions could be related to individual job characteristics that lead to job satisfaction.

According to Stewart et al. (2018), “Maslow’s Hierarchy of Needs is a theory that advocates employee happiness” (p. 68). Stewart et al. (2018) connected each of the needs in Maslow’s hierarchy to specific aspects of a person’s job. Wages help meet psychological needs, job security and structure meet safety needs, positive work culture meets love needs, good relations with management meet esteem needs, and self-actualization can be met when employees feel like their work matches their potential (Stewart et al., 2018).

Adiele and Abraham (2013) stated, “Individual motives are usually based on needs.” (p. 140). A person’s needs lead them to action, and that action is what leads to satisfaction (Adiele & Abraham, 2013). Abraham Maslow’s hierarchy of needs is based on this idea that people are motivated to meet their needs (Adiele & Abraham, 2013).

Adiele and Abraham studied secondary school teachers in Nigeria in 2013, focusing on how the perception of needs mentioned in Maslow’s hierarchy were met and impacted teacher motivation. The study was a descriptive survey study of 500 teachers across 245 secondary schools (Adiele & Abraham, 2013). The Nigerian school teacher study showed the needs most impacted by teacher motivation were hunger, shelter, security, belongingness, love, friendship, and affection (Adiele & Abraham, 2013). Adiele and Abraham (2013) concluded that not only does teacher motivation suffer when needs are not met, but teachers may also get involved in unethical teaching practices like exam fraud in order provide for their needs.

Job Satisfaction

Wanous and Lawler (1972) said that job satisfaction is “the sum of job facet satisfaction across all facets of the job” (p. 95). Overall job satisfaction is not necessarily the same thing as an employee being satisfied with every individual aspect of their job (Wanous & Lawler, 1972). Wanous and Lawler (1972) studied nine different measures of job satisfaction and concluded that

what it meant for an employee to be satisfied was different in each of the equations used to measure job satisfaction. For example, some job satisfaction measures focused on fulfillment as compared to equity while other measures focused on an employee's desires as compared to their values (Wanous & Lawler, 1972).

Wanous and Lawler (1972) pointed out that job characteristics that impact job satisfaction in one instrument may not impact job satisfaction in another. Consequently, Wanous and Lawler (1972) stated, "Future attempts to integrate the research literature on satisfaction would seem to be well advised to determine if the relationship between variables like age, education, etc. and satisfaction are different when different measures of satisfaction are employed" (p. 103). The conclusion was that there is no one best way to measure job satisfaction, and the authors suggested that research in this area should consider multiple ways of measuring satisfaction while including a number of different independent and dependent variables (Wanous & Lawler, 1972).

In 2011, Sell and Cleal studied determinants of job satisfaction while considering work environment and economic factors by looking employees in 1995 and in 2000 (2011). Sell and Cleal (2011) found that while some aspects of a job increase or decrease job satisfaction, other aspects are "maintenance factors" (p. 13), which only work towards making an employee more dissatisfied with their job. Odd work positions and role conflict were factors that lowered having high job satisfaction (Sell & Cleal, 2011). Social support and information on decisions that impact the workplace were both factors that led to higher levels of job satisfaction, while employee exposure to workplace violence and low control of their work were two maintenance factors identified study (Sell & Cleal, 2011).

In a study on job satisfaction among faculty in higher education, Stankovska, et al. (2017) defined job satisfaction as “an individual’s emotional response to his or her current job condition” (p. 160). Stankovska et al. (2017) provided more informal definitions of job satisfaction such as the difference between what an employee expects and what they experience. Job satisfaction can also be defined by an employee’s general attitude about their job (Stankovska et al., 2017). The study found that pay, promotion, supervision, operating procedures, and relationships with colleagues have the most significant impact on job satisfaction (Stankovska et al., 2017).

In 2019, Ward studied bank employees in the southeastern United States to see how personality traits impacted job satisfaction. The five personality traits focused on in the study were agreeableness, extraversion, conscientiousness, openness, and neuroticism (Ward, 2019). Ward’s (2019) study found that no single personality trait predicted job satisfaction and, although conscientiousness was related to overall satisfaction, conscientiousness was not predictive for employees (Ward, 2019). In addition, neuroticism negatively correlated to the following aspects of the job: the work itself, achievement, supervision, and working conditions. Ward (2019) also stated, “The most notable finding, regarding personal characteristics, was that age was positively related to job satisfaction, achievement, and salary, and negatively related to supervision” (p. 70).

The teacher job satisfaction questionnaire used in the current study focused on nine different elements of a teacher’s job: supervision, colleagues, working conditions, pay, responsibility, the work itself, advancement, security, and recognition (Lester, 1982). Each of these elements were used in the literature on job satisfaction in settings both in and outside of education.

Supervision

In 2014, Palanski et al. studied the effect that leadership had on job behaviors. In the study over a thousand employees from large firms were surveyed (Palanski et al., 2014). The instruments measured whether supervisors were ethical or abusive. When leaders were ethical, job satisfaction was higher, employees had lower intentions of leaving the company, and employees engaged in as many job search behaviors while the opposite was true for employees who had supervisors who displayed abusive behaviors (Palanski et al., 2014). Palanski et al. (2014) showed a connection between the quality of supervisions and how employees feel about their jobs.

Colleagues

When Dong et al. (2012) studied job satisfaction, one of the variables considered was the impact that coworkers have on the perceived job satisfaction of their colleagues. Dong et al. (2012) found that when an employee has low job satisfaction while the business unit has a positive perception on job satisfaction, the likelihood of employee turnover is decreased. The opposite was also true: if an employee has positive job satisfaction, their likelihood of staying at a job due to that satisfaction is decreased if the business unit is experiencing low job satisfaction (Dong et al., 2012). Dong et al. (2012) concluded, “To truly understand the job satisfaction-turnover link, one must examine what is happening at the individual and unit levels over time” (p. 1373).

Working Conditions

Arun Vijay et al. (2014) investigated the quality of work life for call centers in India. Two hundred customer service representatives from four different call centers participated in the study where used an instrument known as the Work-Related Quality Work Life questionnaire was used

(Arun Vijay et al., 2014). Among the categories studied in the questionnaire was employees' perceptions of the physical working conditions in the call centers (Arun Vijay et al., 2014). The study found that when employees were dissatisfied with the physical work conditions (including health, safety, work hygiene, and work station setup), the outcome was a negative effect on the scores of the instrument used in the study (Arun Vijay et al., 2014).

Pay

Gius (2013) studied the impact pay had on teacher job satisfaction and specifically looked at whether merit pay had any impact on public school teachers' perception of their jobs. The study found that district-level merit pay did not increase job satisfaction when compared to teachers who worked in districts that did not offer merit pay (Gius, 2013). Additionally, teachers who had merit pay opportunities were not any more likely to transfer to other districts than teachers who did not work in merit pay districts (Guis, 2013). However, teachers who had merit pay opportunities were less likely to be enthusiastic about their jobs and were more likely to leave for better paying jobs (Guis, 2013). Guis (2013) pointed out that teachers have expressed that merit pay "reduces cooperation among teachers and creates an incentive to squelch creativity and critical thought" (p. 4450), and that underperforming students influenced teachers' merit pay, which resulted in lower job satisfaction. Guis (2013) indicated that when teacher job satisfaction is studied using only districts that offer merit pay, teachers who received merit pay had higher job satisfaction than those who did not receive merit pay.

Responsibility

In 2011, Kwan studied the job responsibilities of vice principals in Hong Kong. Over 300 vice principals participated in the study where Kwan (2011) found that two aspects of job responsibilities had an impact on the vice principals' job satisfaction: (1) leader and teacher

growth and development and (2) strategic direction and policy environment. Due to limited professional development opportunities and the need for vice principals to engage in development on their own time, the vice principals who really wanted to learn found that attending professional development made their jobs more satisfying (Kwan, 2011).

The Work Itself

Antony and Elangkumaran (2014) studied the impact intrinsic factors had on job satisfaction in Sri Lanka. Intrinsic factors included dimensions such as achievement, recognition, advancement, responsibility, and the work itself (Antony & Elangkumaran, 2014). Antony and Elangkumaran (2014) found that while the staff at the institution that was studied were not satisfied with their jobs, intrinsic factors and job satisfaction were positively correlated. When the researchers conducted variable analysis, the findings indicated that recognition and the work itself had a significant impact on job satisfaction (Antony & Elangkumarn, 2014).

Advancement

In another study, Ballaro and Meade (2021) researched job satisfaction among forensic scientists in the southern United States. The study focused on employees in the public sector and used the Minnesota Satisfaction Questionnaire to quantify job satisfaction (Ballaro & Meade, 2021). Opportunities for advancement on the job was one of two top factors that led to dissatisfaction for these scientists (Ballaro & Meade, 2021). The findings suggested that organizational leaders should develop programs that help employees develop their skills and create opportunities for advancement in a way that would help prevent turnover and increase job satisfaction (Ballaro & Meade, 2021).

Security

Wilczynska, Batorski, and Sellens (2016) researched the impact that job security had on job satisfaction for workers in Poland. At the time of the study, Poland had the largest percentage of temporary workers in Europe, making it a relevant element to study among Polish workers (Wilczynska et al., 2016). The study rejected the hypothesis that job security would have a positive impact on job satisfaction regardless of the type of contract the employee had; however, even though the hypothesis was rejected, Wilczynska et al. (2016) concluded that “emphasis should be put on the security dimension” (p. 653) since a majority of workers had financial insecurity.

Recognition

In a literature review study Zeb et al. (2014) stated that “recognition is the sense which is given to an individual for being a valued person of an organization” (p. 296). Zeb et al. (2014) reviewed the literature on four theories of motivation and concluded that the literature suggested a “significant relationship” (p. 304) exists between reward, recognition, and job satisfaction. The study recommended that job satisfaction be tied to rewards and recognition as that would help employees be more engaged with their work (Zeb et al., 2014). According to the study, rewards and recognition could include salary increases, promotions, and appreciation (Zeb et al., 2014).

Virtual Education

Virtual education options have grown, in part, because of the increased equity and low-cost opportunities virtual education provides when compared to traditional classroom education (Heissel, 2016). North Carolina’s virtual public school option allows students in rural parts of the state an opportunity to take classes that would not be available without the virtual option (Heissel, 2016). However, when Heissel (2016) studied performance of virtual school students in

Algebra 1 as compared to traditional students taking the same course, the virtual students did not perform as well as their traditional counterparts.

In 2012, Natale and Cook studied the role of state education agencies in Alabama, Florida, and Idaho. Those three states were chosen due to their extensive K-12 virtual learning programs (Natale & Cook, 2012). Natale and Cook (2012) found that the virtual world was largely unregulated and always changing. One reason for such a dynamic was that state education departments did not have jurisdiction over some of the aspects of the K-12 virtual environment (Natale & Cook, 2012). Due to the growth of public, private, and for-profit schools that offer virtual options, collecting data on the exact number of students and performance was difficult (Natale & Cook, 2012). Factors leading to future growth in virtual education included an increase in blended learning, political advocacy, more commercial K-12 virtual learning companies being created, and lower state education budgets (Natale & Cook, 2012).

Natale and Cook (2012) defined blended learning as the combination of distance learning and students who learn in an online environment while also having a teacher present in person, further stating that “blended learning is often seen as the best of both possible worlds” (p. 539). Political advocacy groups have also recommended the use of virtual learning for initiatives such as lifting caps on class sizes, removing restrictions on budgets for online and blended environments, and not putting a limit on the number of credits students can take (Natale & Cook, 2012). Natale and Cook pointed out that companies getting into the virtual education market can do so while offering any number of services including delivery and management systems, student information systems, web conferencing, and instructional services. Although the factors for growth in virtual education were present, Natale and Cook also noted that there were some factors that limited virtual education growth. Those factors included student learning styles that

may not be a fit for virtual school and the lack of technological resources in rural areas (Natale & Cook, 2012).

The three states Natale and Cook (2012) studied had different virtual school programs set up for the students in their states. For example, in Alabama, nearly all of the virtual schooling happens through the state virtual school (Natale & Cook, 2012). At the time of the study, Florida had the nation's largest and oldest public online course provider, and Idaho had the fifth largest state virtual school by course enrollments (Natale & Cook, 2012). Idaho also boasted seven statewide full-time virtual charter schools as well as a state distance learning academy (Natale & Cook, 2012).

In the study, Natale and Cook (2012) found that state agencies need to have more regulatory and policy oversight over virtual schools to help create and maintain public trust. As virtual schools continue to grow, particularly district-based programs and virtual charter schools, states will have to focus on learning activities, teacher qualifications, and student learning outcomes (Natale & Cook, 2012).

Despite the challenges, Searson et al. (2011) stated that virtual education could create an entirely new frontier in education.

There are many possibilities where virtual education could allow us to *reimagine* schools, and we must continue to explore emerging ideas such as incorporation of mobile devices, integration of informal learning models such as gaming, and incorporation of hybrid learning environments. (p. 367)

To capitalize on the opportunities virtual education may provide, Searson et al. (2011) suggested the following: policy makers should hold meetings to create policies to guide virtual school practice and pedagogy, the public and private sectors need to research best practices in the field

of virtual education, teacher education programs should incorporate virtual education experiences into their curriculum, and virtual school educators and providers must put students and their needs first.

Teacher Job Satisfaction

Kasalak and Dagyar (2020) conducted research to see if there was a relationship between the self-efficacy of teachers and their job satisfaction, hypothesizing that there would be a positive relationship between teacher self-efficacy and job satisfaction. Kasalak and Dagyar (2020) used the Teaching and Learning International Survey (TALIS) and data from teachers in 50 different countries. Due to the number of countries included in the study, Kasalak & Dagyar (2020) also hypothesized that teachers in countries with more individualist cultures would have higher self-efficacy and job satisfaction scores when compared to teachers in countries with collectivist cultures.

After comparing TALIS scores in 2008, 2013, and 2018, Kasalak and Dagyar (2020) suggested that a teacher's self-efficacy had a positive relationship with their job satisfaction. The study could not, however, suggest that the culture of the country a teacher works in had an impact on their scores (Kasalak & Dagyar, 2020). Kasalak & Dagyar concluded that as teacher self-efficacy goes up, the more satisfied teachers will be with their job.

In 2019, Admiraal et al. studied the connection between the job satisfaction of veteran teachers (defined as those who were at least 55 years of age) in the Netherlands by seeing if the relationship they had with their students impacted how satisfied they were with their job (2019). Admiraal et al. (2019) used a Dutch version of the Questionnaire on Teacher Interaction to quantify how teachers viewed their relationships with their students and the Dutch Job Satisfaction Index to measure the teachers' job satisfaction (Admiraal et al., 2019).

Admiraal et al. (2019) defined four different types of veteran teachers: positive over-estimators, positive under-estimators, negative under-estimators, and negative realists. While the researchers did not suggest that interpersonal relationships between teachers and students is the only attribute that impacts teacher job satisfaction, the researchers did offer various types of coaching and training to help teachers become better at building relationships with their students so that they can increase the satisfaction they have with their job (Admiraal et al., 2019).

Researchers in Turkey conducted a study that tried to find a link between teacher motivation and job satisfaction (Yildiz & Kilic, 2021). The study participants included 406 elementary school teachers from various schools in eastern Turkey and used the Multidimensional Work Motivation Scale and the Minnesota Job Satisfaction Scale to quantify their findings (Yildiz & Kilic, 2021). The job satisfaction instrument divided teacher satisfaction into two dimensions: internal and external satisfaction, where internal satisfaction came from factors that were internal to the teacher, and external satisfaction came from factors that were external in the teacher's environment (Yildiz & Kilic, 2021).

Yildiz and Kilic (2021) found that motivation was negatively correlated with external satisfaction while intrinsic motivation was positively correlated with both internal and external job satisfaction. When looking solely at the job satisfaction scores, the researchers observed that teachers had higher internal satisfaction scores than they did external satisfaction (Yildiz & Kilic, 2021).

In 2020, Aytac conducted another study in Turkey that compiled data from other studies on teacher job satisfaction from 1990 to 2019. Aytac's (2020) meta-analysis study compared the job satisfaction of public school teachers to that of private school teachers. The study found "a statistically significant moderate effect size...in favor of teachers working in private schools"

(Aytac, p. 189, 2020). Aytac suggested that part of the explanation for the finding was that a large number of teachers in the private sector were new to the profession, and their lack of time working in the field may have led to higher job satisfaction scores. Other studies Aytac (2020) analyzed suggested that private school teachers have better working conditions, which led to higher job satisfaction.

Overall, Avtac (2020) found that high student-to-teacher ratios, ineffective evaluation processes, and minimal reward systems were the factors that led to low teacher job satisfaction. Conversely, teachers involved in professional development opportunities had higher self-efficacy, which led to higher job satisfaction scores (Aytac, 2020). Other factors such as a school's organizational climate, teacher autonomy, instructional leadership, administrative support, and school resources were identified as factors that contribute to teacher job satisfaction (Aytac, 2020).

In 2021, Rachmawati and Suyanto studied teachers in Indonesia to see if there was a relationship between the managerial competency of school principals and teacher job satisfaction and work commitment. The study had a sample of 77 private junior high teachers in Yogyakarta, Indonesia (Rachmawati & Suyanto, 2021). Rachmawati and Suyanto believed that when teachers are satisfied with their work environment, both the quality of the teaching increases as well as the teacher's commitment to work.

Rachmawati and Suyanto (2021) found that the conceptual competency of a principal did not influence the job satisfaction of teachers; however, the interpersonal competency of a principal did have a positive influence on the job satisfaction of teachers. Additionally, the technical competency of principals also had a positive influence on the job satisfaction of teachers and that work commitment itself also had a positive influence (Rachmawati and

Suyanto, 2021). Rachmawati and Suyanto suggested that policymakers consider the interpersonal and technical competencies of principals to help improve teacher performance (2021).

Blömeke et al. (2021) looked at teacher satisfaction as it related to how innovative their school was. In the study, Blömeke et al. focused on schools that have a climate of innovation as opposed to innovative individual teacher were at a given school. Over 150,000 teachers, over 9,000 lower-secondary schools, and 48 different countries were used in the study (Blömeke et al., 2021). Blömeke et al. found that schools with more innovation had better results on teacher collaboration, teachers being able to teach skills across different curriculums, and the satisfaction levels of teachers. The researchers also found that when schools are more innovative, teachers are more likely to report higher job satisfaction (Blömeke et al., 2021).

In 2020, Safari studied the relationship between burnout and teacher job satisfaction for teachers in Iran who taught English as a foreign language. Safari (2021) stated that burnout and job satisfaction are related because burnout decreases their job satisfaction leading absence and carelessness as a result. Safari (2020) also pointed out that job conditions and job satisfaction promote health and life satisfaction. Safari studied 159 teachers from both universities and schools. The satisfaction instrument used focused on the six dimensions of the job itself: pay, promotion, supervision, working conditions, and organization as a whole (Safari, 2020). Safari found that when a teacher's emotional exhaustion increased, their job satisfaction decreased. Deeper analysis showed that working conditions were the one variable of job satisfaction that had a statistically significant difference that lowered job satisfaction while other variables in the job satisfaction questionnaire did not have an impact on satisfaction (Safari, 2020).

Virtual School Job Satisfaction

Roch and Montague (2021) specifically studied the job satisfaction of K-12 virtual school teachers using data from the 2015-2016 National Teacher and Principal Survey where responses from 28,150 teachers were used. Only 1% of the 28,150 teacher responses came from virtual school instructors (Roch & Montague, 2021).

Without controlling for any variables, Roch and Montague (2021) found that online teachers had greater job satisfaction than traditional teachers. When controlling for certain demographic characteristics, the study also found that online teachers who have worked for three years or less, male teachers, those with undergraduate education degrees, married, and part-time teachers had higher job satisfaction than those same demographics working in a brick-and-mortar environment (Roch & Montague, 2021). The one demographic that showed lower job satisfaction was for online teachers with master's degrees or those who held alternative certification (Roch & Montague, 2021). Note that when the study controlled for school characteristics, online teachers still had higher job satisfaction levels (Roch & Montague, 2021).

Mahmood et al. (2021) studied the job satisfaction of teachers who had to telework during the COVID-19 pandemic in Europe. Mahmood et al. (2021) found that the definition of teleworking is not precise and does not include a consensus on what comprises teleworking; however, due to changes in the culture of work and the unexpected conditions of the outbreak of COVID-19 in December of 2019, teleworking has become more of a reality in all industries. In the world of education, teachers and students had to adapt to remote learning from one day to the next because of the pandemic, and that both the sudden change to remote learning and the level of experience working a distance learning environment was not the same for all teachers and students (Mahmood et al., 2021).

Mahmood et al. (2021) used Eurfound's COVID-19 Working and Living Survey during three different time periods. The first round was conducted when most of Europe was in its first lockdown, the second round was conducted when places were starting to reopen, and the third round was conducted nearly a year after the pandemic began, and different countries had different policies in regard to how open their societies were (Mahmood et al., 2021). Their study sampled teachers who had not worked remotely before the start of the pandemic (Mahmood et al., 2021). Mahmood et al. found that the job satisfaction of teachers who had to work remotely during the pandemic decreased as a result of the increased job demands teachers experienced (Mahmood et al., 2021). However, the access these teachers had to resources to do their job did help to increase job satisfaction (Mahmood et al., 2020).

Another study conducted during the COVID-19 pandemic by Suganya and Sankareshwari (2020) studied job satisfaction and teaching online for higher secondary school teachers during the pandemic. Suganya and Sankareshwari (2021) stated that over 900 million students globally were pushed into virtual education during the pandemic. Participants in the study included 260 school teachers in the Indian state of Tamil Nadu (Suganya & Sankareshwari, 2020). Suganya and Sankareshwari found that online teachers had a lower satisfaction level than traditional teachers. Given how the pandemic impacted education in India, the researchers recommended that teachers should be trained in online learning (Suganya & Sankareshwari, 2020).

Summary

This chapter presented literature of studies on different aspects of job satisfaction in various industries. In education, current research focuses on what contributes to high teacher turnover. Kasalak and Dagyar (2020) connected teacher job satisfaction with self-efficacy while

Admiraal et al. (2019) suggested that teacher job satisfaction was impacted by their relationships with their students. Yildiz and Kilic (2021) parsed out the differences between internal and external motivation for teachers. Avtac (2020) looked at the differences in job satisfaction between public and private school teachers as Rachmawati and Suyanto (2021) studied the impact managerial competency had on teacher job satisfaction. Note that many of these studies were conducted with teachers outside of the United States.

With the growing popularity of virtual education options, research on various aspects of virtual education is expanding. For example, Roch and Montague (2021) studied job satisfaction of virtual school teachers, but the study was not conducted during a global pandemic. Mahmood et al. (2021) did conduct a study on teachers who worked remotely because of the COVID-19 pandemic, but their study was solely based in Europe. This study contributes to the research of job satisfaction of virtual educators compared to traditional educators in a K-12 environment and was conducted during the COVID-19 pandemic.

III. METHODOLOGY

The purpose of the study was to compare the perceptions of job satisfaction of virtual school educators to those of traditional educators in the K-12 environment. The goal was to determine if there were any significant differences in educator job satisfaction between educators who teach in a traditional school versus those who teach in a virtual school.

Research Design and Methodology

A quantitative, non-experimental research design was used to address the study's topic (Edmonds & Kennedy, 2017). The specific research methodology used for study purposes was a survey research approach, which was selected for advantages in versatility, scalability, ability to generate a considerable amount of data from multiple sources on a given topic, and statistical power (Jones, Baxter, & Khanduja, 2013).

Research Context

Participants were surveyed during the 2020-2021 academic school year which occurred during the COVID-19 pandemic. Due to the pandemic, students across the globe were either in a traditional face-to-face classroom each day, in a full-time virtual setting, or in some version of a hybrid face-to-face/virtual model.

Participants

Study participants were K-12 educators who taught in either a traditional classroom setting or in a virtual environment. Educators who worked in a hybrid model were classified as

traditional educators while virtual educators were those who spent 100% of their time working in a virtual environment. Due to the COVID-19 pandemic, some educators were forced to work in a virtual environment with little to no prior training using virtual platforms. Educators who were in such a situation were identified in the study by asking participants if they worked in their current environment for less than a year.

Statistical Power Analysis

Statistical power analysis using the G*Power software (3.1.92, Universität Düsseldorf, Germany) was conducted for sample size estimates for statistical significance testing purposes in advance of the study (Erdfelder et al., 2009). The study's statistical power analysis was delimited to large and medium anticipated effects, a power ($1 - \beta$) index of .80, and a probability level of .05.

A one-sample *t*-test was projected for use for statistical significance testing purposes in research questions one, two and four. A medium effect ($d = .50$) required 27 participants and 12 for a large effect ($d = .80$) to detect a statistically significant finding. A *t*-test of independent means was projected for use for statistical significance testing purposes in research question three. A medium effect ($d = .50$) required 102 participants and 42 for a large effect ($d = .80$) to detect a statistically significant finding.

Research Instrument

The Teacher Job Satisfaction Questionnaire (TJSQ) was selected as the research instrument used in this study. The TJSQ, developed by Lester (1982), was designed to measure job satisfaction across 66 items that are relevant to any kind of educational setting. The 66 items, moreover, disaggregated into the following categories: supervision, colleagues, working

conditions, pay, responsibility, the work itself, advancement, security, and recognition (Lester, 1982).

Validity & Reliability of The Teacher Job Satisfaction Questionnaire

A modified *Q* sort by faculty and graduate students was used to obtain content validity (Lester, 1982). Each item of the instrument was evaluated based on length, intelligibility, redundancy, and how specific they were to an educational setting (Lester, 1982). Factor analysis was used to determine related variables because the literature suggests it is the best method of validation (Lester, p. 7, 1982). Regarding internal reliability, Lester (1982) stated,

The internal consistency of the TJSQ was determined through computation of an Alpha coefficient. The total scale Alpha for the sample ($N = 526$) was .93. The scale coefficients range from .71 (security) to .92 (supervision). Data were cross-validated using a split-sample technique. The Alpha coefficient for each factor and total scale Alpha coefficient are reported in Table 2. The means, standard deviations, and alpha (If Item Deleted) are available. (p. 6)

Study Procedures

First, consent was obtained by administrators at traditional and virtual schools for permission to send surveys to the teachers under their supervision. Second, an email was sent to teachers asking if they would be willing to voluntarily participate in the study. The research instrument was also posted on social media via a teacher group page, and convenience sampling was used to increase the number of survey participants. Data were collected in March, April, and May of 2021, and the data analysis was completed in May of 2021.

Data Analysis

Descriptive and inferential statistical techniques were employed for analytic purposes. In instances of statistical significance testing purposes, the probability level of $p \leq .05$ was adopted as the threshold value for statistical significance of study findings. Study data were collected, initially recorded, and coded in Excel spreadsheet format. The subsequent analysis of study data was conducted using the 28th version of IBM's Statistical Package for the Social Sciences (SPSS).

Preliminary Analysis

Preliminary analysis were conducted focusing upon missing data, initial descriptive statistical analyses of demography and response data, and the internal reliability of study participant response to survey items on the research instrument. The study's extent of missing data was assessed using descriptive statistical techniques, namely frequency counts (n) and percentages (%). The internal reliability of study participant response to survey items on the research instrument were addressed using the Cronbach's alpha (α) statistical technique. The conventions of alpha interpretation proposed by George and Mallery (2020) were used for study purposes. Foundational descriptive analyses were conducted using frequency counts (n), percentages (%), mean scores (M), standard deviations (SD), and Cohen's d values. The foundational analyses were conducted in a preliminary, segue fashion for illustrative and comparative purposes in advance of the formal analysis of the study's three research questions and hypotheses.

Data Analysis by Research Question

In research question one, two, and four the one-sample t -test was used to address the statistical significance of finding for study participant mean score response for each respective

research question. The magnitude of effect of study participant response in research questions one, two and four was addressed using the Cohen's d statistical technique. The assumption of data normality associated with the use of the one-sample t -test was addressed through an evaluation of respective Shapiro-Wilk values of the dependent variables. The interpretation of the numeric effect size value achieved in research question one, two, and four was addressed using Sawilowsky's (2009) conventions of interpretation.

Research question three, a between-subjects analysis, was focused on mean score perceptions of the two categories of study participants represented in the study's sample. The statistical significance of mean score differences in the comparison was addressed using the t -test of Independent Means. The assumptions associated with the t -test of independent means was assessed through statistical means. The assumption of homogeneity of variances was addressed using the Levene F statistic and the assumption of normality was addressed by interpreting respective Shapiro-Wilk values.

Summary

This study was a quantitative, non-experimental research design to compare perceptions of job satisfaction among virtual and traditional K-12 teachers. Participants were surveyed using the Teacher Job Satisfaction Questionnaire (TJSQ) which has both content validity and reliability. The study initially had a narrow scope of public-school teachers focused primarily in two counties in Florida. In an effort to gather a greater sample size, the scope was broadened to include teachers in various school settings (public, private, or virtual) who taught in more than just two counties in Florida.

Statistical significance was determined by using a one-sample t -test for three of the four research questions, and a t -test of independent means was used to determine statistical

significance in the remaining research question. Frequency counts (*n*) and percentages (%) were used to evaluate the extent of missing data. Frequency counts (*n*), percentages (%), mean scores (*M*), standard deviations (*SD*), and Cohen's *d* values were all used to conduct foundational descriptive analyses.

IV. RESULTS

The purpose of the study was to compare the perceptions of job satisfaction of virtual school educators to those of traditional educators in the K-12 environment. The overarching goal was to determine if there were any significant differences in educator job satisfaction between educators who teach in a traditional school compared those who teach in a virtual school.

Methods of Data Collection

First, a formal request was sent to the Florida school district where the researcher was employed seeking permission to send the study instrument to principals in the district. The district approved the researcher to send the instrument to the principals of one virtual school and 38 traditional schools they hand selected. The 38 traditional schools were broken up into 24 elementary, six middle, and eight high schools. The instrument was then sent to each school principal with an explanation of what the study was about and a request to have them pass the instrument along to their teachers.

Next, the researcher reached out to individual colleagues in the teaching profession, asking them for voluntary participation in the study and to pass it along to any of their colleagues. The researcher then posted the instrument on teacher group pages within social media sites. Lastly, the researcher directly emailed private school teachers within the state of Florida to solicit participation in the study.

Data Analysis by Research Question

Analyses were conducted prior to the analysis of the study's four research questions. The analyses, foundational in nature and scope, focused upon the study's demography, missing

data/completion rate, and the internal reliability of study participant response to survey items on the research instrument.

Descriptive Statistics: Demography

Descriptive statistical techniques were used to evaluate the study’s demographic identifier variables. The study’s demographic identifier variables were assessed specifically using frequencies (*n*) and percentages (%).

Table 1 contains a summary of findings for the descriptive statistical analysis of demographic identifier variables associate with study participants identified as virtual teachers.

Table 1

Descriptive Statistics: Demography for Virtual Teachers

Variable	<i>n</i>	%	Cumulative %
Level			
Elementary School	11	25.58	25.58
Middle School	8	18.60	44.19
High School	24	55.81	100.00
Missing	0	0.00	100.00
Experience			
5 Years and less	4	9.30	9.30
6-10 Years	7	16.28	25.58
11+ Years	32	74.42	100.00
Missing	0	0.00	100.00

The study’s demographic identifier variables were assessed using the descriptive statistical techniques of frequencies (*n*) and percentages (%). Table 2 contains a summary of the findings for the descriptive statistical analysis of demographic identifier variables associated with study participants identified as traditional teachers.

Table 2*Descriptive Statistics: Demography for “Traditional” Teachers*

Variable	<i>n</i>	%	Cumulative %
Level			
Elementary School	27	39.13	39.13
Middle School	24	34.78	73.91
High School	18	26.09	100.00
Missing	0	0.00	100.00
Experience			
5 Years and less	17	24.64	24.64
6-10 Years	19	27.54	52.17
11+ Years	33	47.83	100.00
Missing	0	0.00	100.00

Descriptive Statistics: TJSQ Dimensions of Satisfaction

Descriptive statistical techniques were used to evaluate the study’s dimensions of satisfaction as measured by the TJSQ. The study’s dimensions of satisfaction were assessed using frequencies (*n*), measures of central tendency (mean scores) and variability (standard deviations), and measures of data normality (skew, kurtosis).

Table 3 contains a summary of findings for the descriptive statistical analysis of the dimensions of satisfaction associated with study participants identified as virtual teachers.

Descriptive statistical techniques were also used to evaluate the study’s nine dimensions of satisfaction as measured by the TJSQ. The study’s dimensions of satisfaction were assessed using frequencies (*n*), measures of central tendency (mean scores) and variability (standard deviations), and measures of data normality (skew, kurtosis).

Table 3*Summary Descriptive Statistics: TJSQ Dimensions of Satisfaction for Virtual Teachers*

Dimension	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis
Supervision	3.12	0.30	40	0.05	2.29	3.71	-0.44	1.21
Colleagues	3.34	0.31	41	0.05	2.40	3.80	-0.72	0.63
Working Conditions	3.35	0.27	40	0.04	2.43	3.86	-0.98	1.88
Pay	3.04	0.36	42	0.06	1.57	4.00	-1.25	5.95
Responsibility	3.48	0.29	41	0.05	2.88	4.00	-0.01	-0.94
Work Itself	3.13	0.30	41	0.05	2.56	3.89	0.73	0.29
Advancement	3.00	0.47	43	0.07	2.00	4.20	-0.23	0.62
Security	2.42	0.48	41	0.08	1.33	3.33	-0.18	-0.48
Recognition	2.56	0.43	43	0.07	1.67	3.67	-0.12	0.24

Table 4 contains a summary of findings for the descriptive statistical analysis of the dimensions of satisfaction associated with study participants identified as traditional teachers.

Table 4*Summary Descriptive Statistics: TJSQ Dimensions of Satisfaction for Traditional Teachers*

Dimension	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis
Supervision	2.99	0.30	68	0.04	2.14	3.57	-0.35	-0.19
Colleagues	3.36	0.29	68	0.04	2.50	4.10	-0.14	0.47
Working Conditions	3.30	0.28	68	0.03	2.29	4.00	-0.64	1.60
Pay	3.07	0.32	68	0.04	2.29	3.86	-0.08	-0.10
Responsibility	3.73	0.30	66	0.04	3.00	4.50	0.10	0.28
Work Itself	3.11	0.30	68	0.04	2.56	3.89	0.22	-0.56
Advancement	2.89	0.38	68	0.05	2.00	3.80	0.11	-0.12
Security	2.47	0.64	69	0.08	1.00	4.33	0.47	0.50
Recognition	2.63	0.55	68	0.07	1.67	4.00	0.65	-0.33

Missing Data/Completion Rate

The study's missing data were primarily evaluated using descriptive statistical techniques. As a result, missing data within the study's response set were moderate at 7.94% ($n =$

634). The missing data were also considered sufficiently random in nature (MCAR $\chi^2_{(819)} = 869.05; p = .11$).

Internal Reliability

The internal reliability of study participant response to all survey items on the research instrument was assessed using the Cronbach's alpha (α) statistical technique. As a result, the internal reliability level achieved in the study across all survey items was considered excellent using the parameters of interpretation for alpha proposed by George and Mallery (2018).

Table 5 contains a summary for the evaluation of the internal reliability of study participant response to all survey items on the research instrument (TJSQ).

Table 5

Internal Reliability: All Study Participants (All Items)

Scale	No. of Items	α	Lower Bound	Upper Bound
TJSQ	66	0.95	0.94	0.97

Note. The lower and upper bounds of Cronbach's α were calculated using a 95% confidence interval.

Table 6 contains a summary for the evaluation of the internal reliability of study participants identified as virtual teachers' response to all survey items on the research instrument.

Table 6

Internal Reliability: Virtual Teachers (All Items)

Scale	No. of Items	α	Lower Bound	Upper Bound
TJSQ	66	0.96	0.95	0.98

Note. The lower and upper bounds of Cronbach's α were calculated using a 95% confidence interval.

Table 7 contains a summary for the evaluation of the internal reliability of study participants identified as traditional teachers' response to all survey items on the research instrument.

Table 7

Internal Reliability: Traditional Teachers (All Items)

Scale	No. of Items	α	Lower Bound	Upper Bound
TJSQ	66	0.95	0.94	0.97

Note. The lower and upper bounds of Cronbach's α were calculated using a 95% confidence interval.

Four research questions and hypotheses were stated in an effort to address the study's problem statement and overall purpose. The probability level of $p \leq .05$ represented the threshold for findings to be considered as statistically significant. The numeric magnitudes of effect achieved in the study were translated into qualitative descriptors using the conventions of interpretation proposed by Sawilowsky (2009). The following represents the findings achieved in the study by research question and hypothesis posed.

Research Question 1

To what degree are teachers employed in the virtual educational setting satisfied with their job?

Hypothesis

H₀ 1: There will be no statistically significant degree of response effect for teacher job satisfaction for study participants employed in the virtual educational setting.

In light of the statistically significant finding in research question one for study participant perceptions of overall job satisfaction, the null hypothesis was rejected.

Analysis

A two-tailed, one sample t -test was conducted to determine the statistical significance of study participant mean score response of 3.12 ($SD = 0.13$) in research question one. The assumption of data normality was first assessed using the Shapiro-Wilk test. The Shapiro-Wilk test was conducted to determine whether the distribution of data for study participant perceptions of overall satisfaction in their positions as virtual teachers was normal. The results of the Shapiro-Wilk test were non-statistically significant ($W = 0.97, p = .44$), indicating that the assumption of data normality was satisfied.

Findings

The finding for the two-tailed one sample t -test analysis was statistically significant ($t_{(34)} = 5.46, p < .001$). The magnitude of effect for study participant overall satisfaction with their jobs was considered large ($d = .92$). A summary for research question one is presented in Table 8.

Table 8

Overall Satisfaction Level: Virtual Teachers

Variable	M	SD	μ	t	p	d
Satisfaction	3.12	0.13	3	5.46	< .001	0.92

Note. Degrees of freedom for the t statistic = 34. d represents Cohen's d .

Research Question 2

To what degree are teachers employed in a traditional classroom setting satisfied with their job?

Hypothesis

H₀ 2: There will be no statistically significant degree of response effect for teacher job satisfaction for study participants employed in the traditional classroom setting.

In light of the statistically significant finding in research question two for study participant perceptions of overall job satisfaction, the null hypothesis was rejected.

Analysis

A two-tailed, one sample *t*-test was conducted to determine the statistical significance of study participant mean score response of 3.14 (*SD* = 0.13) in research question two. The assumption of data normality was first assessed using the Shapiro-Wilk test to determine whether the distribution of data for study participant perceptions of overall satisfaction in their positions as virtual teachers was normal. The results of the Shapiro-Wilk test were non-statistically significant ($W = 0.97, p = .08$), indicating that the assumption of data normality was satisfied.

Findings

The finding for the two-tailed, one sample *t*-test analysis was statistically significant ($t_{(62)} = 8.62, p < .001$) and the magnitude of effect for study participant overall satisfaction with their jobs was considered large ($d = 1.09$). A summary for research question one is presented in Table 9.

Table 9

Overall Satisfaction Level: Traditional Teachers

Variable	<i>M</i>	<i>SD</i>	μ	<i>t</i>	<i>p</i>	<i>d</i>
Satisfaction	3.14	0.13	3	8.62	< .001	1.09

Note. Degrees of freedom for the *t* statistic = 62. *d* represents Cohen's *d*.

Research Question 3

To what degree does the level of job satisfaction differ from study participants employed in virtual educational environments and study participants employed in traditional classroom environments?

Hypothesis

H₀ 3: There will be no statistically significant difference of response effect for teacher job satisfaction between study participants employed in the traditional classroom setting and study participants employed in virtual educational environments.

In light of the non-statistically significant finding achieved in the comparison featured in research question three, the null hypothesis was retained.

Analysis

The statistical significance of the difference in the comparison of means scores in research question three was addressed using the *t* test of independent means. The assumption of normality for both arrays was addressed and satisfied using the Shapiro-Wilk test. The non-statistically significant Shapiro-Wilk values for data associated with virtual teachers ($W = 0.97, p = .44$) and traditional teachers ($W = 0.97, p = .08$) were indicative of the assumption having been satisfied.

The assumption of homogeneity of variance was assessed using Levene's test. The finding for the Levene's test was non-statistically significant ($F(1, 96) = 0.20, p = .65$), indicating that the assumption of homogeneity of variance was satisfied.

The mean score difference of (0.02) favoring perceptions of satisfaction of traditional teachers was manifested at a non-statistically significant level ($t_{(96)} = -0.51, p = .61$). The magnitude of effect in the comparison favoring traditional teachers was considered small ($d = .11$).

Findings

A summary for the comparison of perceptions of satisfaction featured in research question three is presented in Table 10.

Table 10

Two-Tailed Independent Samples t-Test for Overall by Group

Variable	Virtual		Traditional		<i>t</i>	<i>p</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Satisfaction	3.12	0.13	3.14	0.13	-0.51	.61	0.11

Note. $N = 98$. Degrees of freedom for the *t* statistic = 96. *d* represents Cohen's *d*.

Research Question 4

Considering the different dimensions of the TJSQ, which one manifested the greatest effect of difference between virtual and traditional teachers regarding job satisfaction?

Hypothesis

H_a 4: The TJSQ dimension of working conditions will manifest the greatest degree of study participant response effect.

In light of the finding favoring the dimension of “responsibility,” the alternative hypothesis was rejected.

Analysis

Response effect evaluations were conducted in each of the nine comparisons of satisfaction dimensions for virtual and traditional teachers. The Cohen’s *d* statistical technique was used to evaluate the magnitude of effect in the perceptions of job satisfaction between virtual and traditional teachers within the nine dimensions of satisfaction represented on the TJSQ research instrument.

As a result, the greatest magnitude of effect manifested in comparisons between virtual and traditional teachers by dimension of satisfaction was for the dimension of “Responsibility” favoring the perceptions of traditional teachers ($d = .86$). Five response effect comparisons favored traditional teachers with four favoring virtual teachers.

Findings

Table 11 contains a summary for the comparison of response effect featured in research question four.

Table 11*Response Effect Comparison by TJSQ Dimension and Teacher Category*

Dimension	Favoring	<i>t</i>	<i>d</i>
Supervision	Virtual	2.18*	.44
Colleagues	Traditional	0.34	.07
Working Conditions	Virtual	0.97	.19
Pay	Traditional	0.44	.09
Responsibility	Traditional	4.31***	.86 ^a
Work Itself	Virtual	0.28	.06
Advancement	Virtual	1.41	.27
Security	Traditional	0.44	.09
Recognition	Traditional	0.75	.15

p* = .03 **p* < .001

Summary

The study's findings were formally reported in Chapter IV. The study's missing data was moderate and sufficiently random in nature. Excellent levels of internal reliability were manifested for both study participants identified as virtual teachers and traditional teachers. Overall job satisfaction levels for both virtual and traditional teachers were manifested at statistically significant levels. The difference in perceptions of job satisfaction between virtual and traditional teachers was minimal and non-statistically significant in favoring traditional teachers. The dimension of satisfaction manifesting the greatest degree of comparative effect was responsibility, favoring traditional teachers. Chapter V contains a discussion of the findings achieved in the study as reported in Chapter IV.

V. DISCUSSION

The purpose of the study was to compare the perceptions of job satisfaction of virtual school educators to those of traditional educators in the K-12 environment. The goal of the study was to determine if there were any significant differences in educator job satisfaction between educators who teach in a traditional school and those who teach in a virtual school.

Review of Methodology

A quantitative, non-experimental research design was used to address the study's topic and research problem. The study's methodological approach was survey research using a sampling technique that was non-probability and convenient in nature. A standardized research instrument was utilized for study purposes. Descriptive and inferential statistical techniques were used to analyze the study data.

Summary of Results

The study's extent of missing data was moderate and sufficiently random in nature. Excellent levels of internal reliability were manifested for both study participants identified as virtual teachers and traditional teachers. Study participants identified as virtual schoolteachers and traditional teachers both perceived themselves as being satisfied with their jobs. The mean perceptions of satisfaction score for virtual teachers and traditional teachers was nearly identical and reflected at a non-statistically significant level. The majority of virtual teachers who participated in the study were high school teachers with more than 11 years of experience. The

traditional teacher participants were more evenly split across grade levels, and almost half of them had more than 11 years of experience.

The study's research instrument, the TJSQ, was comprised of nine dimensions that address teacher job satisfaction. The lowest rated dimension for virtual teachers was security, and the highest rated dimension was responsibility. Traditional teachers also perceived the dimension of security as the lowest rated dimension and responsibility as the highest rated dimension.

Discussion by Research Question

Research Question 1

To what degree are teachers employed in the virtual educational setting satisfied with their job?

A two-tailed, one sample *t*-test was conducted to determine the statistical significance of study participant mean score response in research question one. The Shapiro-Wilk test was conducted to determine whether the distribution of data for study participant perceptions of overall satisfaction in their positions as virtual teachers was normal. The results of the Shapiro-Wilk test were non-statistically significant indicating that the assumption of data normality was satisfied. The finding for the two-tailed one sample *t*-test analysis for the perceptions of study participants identified as virtual schoolteachers was statistically significant. The magnitude of effect in the analysis was, moreover, was considered large.

The data achieved in research question one suggests that the virtual teachers that were surveyed were satisfied with their jobs. This finding differs from the Mahmood et al. (2021) study which found that teachers who had to work remotely during the COVID-19 pandemic in Europe had lower job satisfaction. While the teachers in the current study were surveyed during the same pandemic, not all of them were made to transition into a virtual role in the manner like

that of the Mahmood et al. (2021) study, which could perhaps explain the difference in the findings between the two studies. Suganya and Sankarshwari (2020) also conducted research on perceptions of the job satisfaction levels of virtual schoolteachers in India during the pandemic. Like the Mahmood et al. (2021) study, teachers in India also expressed low levels of perceived job satisfaction. However, Suganya and Sankarshwari (2020) suggested that the low job satisfaction perception could have been due to the lack of training the teachers had after transitioning into virtual roles unexpectedly and as a necessity in the wake of the pandemic.

Research Question 2

To what degree are teachers employed in a traditional classroom setting satisfied with their job?

A two-tailed, one sample *t*-test was conducted to determine the statistical significance of study participant mean score response in research question two. The assumption of data normality was first assessed using the Shapiro-Wilk test. The Shapiro-Wilk test was conducted to determine whether the distribution of data for study participant perceptions of overall satisfaction in their positions as virtual teachers was normal. The results of the Shapiro-Wilk test were non-statistically significant, indicating that the assumption of data normality was satisfied. The finding for the two-tailed, one sample *t*-test analysis related to the responses of study participants identifies as traditional classroom teachers was statistically significant. The magnitude of effect for study participant perceptions of overall satisfaction with their jobs was, moreover, considered large.

The data studied in research question two of the study suggests that the traditional teachers participating in the study were satisfied with their job. This finding seems to differ from the assumption that K-12 classroom teachers are dissatisfied with their jobs contributing to

problems with teacher retention in the United States. In a study conducted in 2019, Reitman and Karge stated, “Most regions of the country report moderate to severe shortages of math, science, and special educators, while recent graduates with general teaching credentials in elementary education find employment opportunities scarce” (p. 8). One possible explanation for the more positive finding achieved in this research is that nearly half of the respondents who worked in the traditional environment have been teaching for 11 or more years. The assumption could be made that if teachers have been in the profession for this length of time, they are experiencing higher levels of job satisfaction. Teacher perceptions of job satisfaction more than likely differ by years of experience and teachers with longer tenures of professional service may have intuitively developed a mature, considered approach in developing perceptions of job satisfaction.

Research Question 3

To what degree does the level of job satisfaction differ from study participants employed in virtual educational environments and study participants employed in traditional classroom environments?

The statistical significance of the difference in the comparison of means scores in research question three was addressed using the *t* test of Independent Means and the assumption of normality for both arrays was addressed and satisfied using the Shapiro-Wilk test. The non-statistically significant Shapiro-Wilk values for data associated with virtual teachers and traditional teachers were indicative of the assumption having been satisfied. The assumption of homogeneity of variance was assessed using Levene's test, which proved non-statistically significant and indicative that the assumption of homogeneity of variance was satisfied. The mean score difference of (0.02) favoring perceptions of satisfaction of traditional teachers was

minimal and manifested at a non-statistically significant level. The magnitude of effect in the comparison favoring traditional teachers was considered small.

In the current study, there was no statistically significant difference between the perceived job satisfaction of virtual teachers and traditional teachers. This finding differs from the study conducted by Roch and Montague (2021), which found that virtual teachers had higher job satisfaction than traditional teachers. Roch and Montague (2021) noted, however, that their finding occurred without controlling for any other variables and also noted that online teachers who had been in the profession for three years or less had higher job satisfaction than traditional teachers who had been in the profession for the same amount of time. The current study's sample included a majority of teachers who had been in the profession for 11 or more years. Given the limited amount of research comparing job satisfaction of virtual teachers to traditional teachers, these findings are additive to the professional literature on the topic.

Research Question 4

Considering the different dimensions of the TJSQ, which one manifested the greatest effect of difference between virtual and traditional teachers regarding job satisfaction?

The findings of the study indicated that both virtual and traditional teachers rated responsibility as the dimension contributing most prominently to their job satisfaction.

Responsibility, as defined in the TJSQ, is “the opportunity to be accountable for one's own work and the opportunity to take part in policy or decision-making activities” (Lester, 1982, p. 14).

Given the number of respondents who have been teaching for more than a decade, it may be possible that many of the participating teachers occupy positions of influence and have a greater voice in policy and decision-making activities than their peers in the profession who have fewer years of experience.

The lowest rated dimension for virtual teachers was security. The low rating could be attributed to the fact that those teachers work from home, and they may not be as concerned about their physical well-being as their peers who work in a traditional classroom. Security also has to do with perceptions of job security, and given the popularity of virtual education, this issue may not be a significant concern for teachers with experience in that educational environment. Traditional teachers also rated security as the lowest dimension that impacted their job satisfaction. The reason for this low rating could perhaps be explained in light of noteworthy, widespread teacher shortages that continue to impact many schools and school districts across the United States. As a result, it is not surprising that traditional teachers also feel a high degree of job security.

The dimension that reflected the greatest difference of mean scores between virtual teachers and traditional teachers was responsibility. Although responsibility reflected the highest rated dimension for both groups of teachers, this dimension contributed more to the satisfaction of traditional teachers than the study participants identified as virtual teachers. The dimension that reflected the second-highest difference in mean scores was supervision, contributing more towards the job satisfaction of virtual teachers than was the case for traditional teachers. This finding could possibly indicate that virtual educators feel a greater level of support from their superiors than teachers who work in a traditional school setting.

The dimension of advancement was close to supervision in differences in the mean scores of each job dimension. Virtual teachers reported advancement as contributing to their overall job satisfaction more than did traditional teachers. This dynamic could possibly be attributed to the bureaucratic structure of many virtual school programs. More positions and middle-management opportunities are available in virtual school organizations than in a traditional classroom setting.

Unless a teacher desires to progress professionally into administration at the building-level or at a district office, moving up or laterally in a traditional school environment may often be more challenging than is the case with teachers employed in virtual school settings.

Study Limitations

A few limitations were noteworthy in the commission of the current study. This study was conducted during COVID-19 global pandemic. The pandemic forced many schools to adopt virtual and hybrid programs to accommodate the remote learning needed due to school closures meant to slow and even halt the spread of the virus. Many virtual teachers experienced large increases in student enrollments, and many traditional teachers were forced to operate professionally in a hybrid learning environment without much training or time to prepare. These conditions added additional stress to teachers in both educational environments. The impact these stressors may have intuitively exerted on the teachers' perceptions of job satisfaction could not be quantified in the study, likely altering those perceptions.

A second limitation relates to the research design adopted for study use. The current study was delimited to a quantitative, non-experimental design. The non-experimental nature of the study's research design is limiting in the generalization of findings achieved.

A third limitation of the study was reflected in the sampling technique, which was convenient and purposive in nature. A key demographic, the type of school (public, private, or charter schools), was not specifically identified nor controlled in the study. Solicitation for study participation was also enacted via social media, which did not account for the impact teaching in various parts of the United States, or even outside of the United States, had on teacher job satisfaction.

Implications for Future Practice

Both virtual and traditional educators rated responsibility, work conditions, and colleagues as their top three dimensions impacting job satisfaction. School districts and policymakers should consider focusing on how to better increase opportunities for teachers to gain a greater sense of ownership of their jobs. Specifically, attention should be given to the manner in which school districts address the requirements of their positions and the promotion of the conditions that allow teachers to perform at optimal levels. Ways to connect more on a collegial basis with the people they work with to boost morale and help teachers enjoy their jobs is also important. In addition, addressing these issues may help alleviate high turnover rates in the education profession.

The three dimensions that were rated the lowest for virtual teachers were security, recognition, and pay. For traditional teachers, the three lowest dimensions were security, advancement, and recognition. These findings would appear to indicate that teachers are not concerned about their job security, nor do they seek forms of recognition. If more effort and intention were placed on the aforementioned aspects of teachers' work that contribute most to their overall job satisfaction by educational leaders and the bureaucracy of school districts, teachers may exhibit greater levels of motivation to remain in the profession for longer periods of time.

Recommendations for Future Research

The current study should first and foremost be replicated and conducted in a non-pandemic era. A replicated study of this nature would provide greater insight into perceptions of job satisfaction without the confounding variables associated with a punctuated disequilibrium. Future research endeavors could specifically focus upon studying job satisfaction while

controlling for school-type: public, private, and charter schools. Since most of the respondents in the current study were teachers who had been in the profession for over a decade, future research endeavors on the topic could focus upon educators, both virtual and traditional, who represent more accurately the complete array of professional tenure. It would appear important that the topic be researched beyond the research design adopted for use in the study. A qualitative research design element, whether stand-alone or part of a mixed-methods approach, would provide richer and deeper information on the study's topic and research problem. A more inclusive and protracted sampling technique appears warranted for future research purposes, as well. A larger sample, accessed from a broader population of potential participants would add greater generalization possibilities while adding credibility to study findings.

Conclusion

Virtual education is a growing industry within the profession of education. Given the impact the COVID-19 pandemic has exerted upon the way schooling is conducted, it would appear imperative that more research be conducted focusing upon improvements in educational opportunity for students educated in both remote and traditional educational environments. Teachers possessing tenure in the profession beyond 10 years expressed noteworthy levels of perceived satisfaction regardless of educational setting represented in the study. Participants employed in both educational environments identified for study purposes expressed similar levels of job satisfaction, a desire for better working conditions, and a valuing of collegial relationships. However, and despite the study's finding regarding job satisfaction levels, teacher turnover remains high—representing one of the greatest concerns of the profession. Although the findings of the current study would appear to add meaningful information on the topic, more

research should be pursued in an effort to address the prescriptive information needs associated with the greater issue of teacher retention.

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Appendix A

Teacher Job Satisfaction Questionnaire

Directions: The following statements refer to organizational factors that can influence the way a teacher feels about his/her job. These factors are related to teaching and to the individual's perception of the job situation. When answering the following statements, circle the numeral which represents the degree to which you agree or disagree with the statement. Please do not identify yourself on this instrument.

Key:	1	2	3	4	5
	Strongly	Disagree	Neutral	Agree	Strongly
	disagree		(neither		agree
			disagree		
			nor agree)		

- | | | | | | |
|--|---|---|---|---|---|
| 1. Teaching provides me with an opportunity to advance professionally. | 1 | 2 | 3 | 4 | 5 |
| 2. Teacher income is adequate for normal expenses. | 1 | 2 | 3 | 4 | 5 |
| 3. Teaching provides an opportunity to use a variety of skills. | 1 | 2 | 3 | 4 | 5 |
| 4. Insufficient income keeps me from living the way I want to live. | 1 | 2 | 3 | 4 | 5 |

5. My immediate supervisor turns one teacher against another.	1	2	3	4	5
6. No one tells me that I am a good teacher.	1	2	3	4	5
7. The work of a teacher consists of routine activities.	1	2	3	4	5
8. I am not getting ahead in my present teaching position.	1	2	3	4	5
9. Working conditions in my school can be improved.	1	2	3	4	5
10. I receive recognition from my immediate supervisor.	1	2	3	4	5
11. I do not have the freedom to make my own decisions.	1	2	3	4	5
12. My immediate supervisor offers suggestions to improve my teaching	1	2	3	4	5
13. Teaching provides for a secure future.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 28. The administration in my school communicates its policies well. | 1 | 2 | 3 | 4 | 5 |
| 29. I never feel secure in my teaching job. | 1 | 2 | 3 | 4 | 5 |
| 30. Teaching does not provide me the chance to develop new methods. | 1 | 2 | 3 | 4 | 5 |
| 31. My immediate supervisor treats everyone equitably. | 1 | 2 | 3 | 4 | 5 |
| 32. My colleagues stimulate me to do better work. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 47. I receive too many meaningless instructions from my immediate supervisor. | 1 | 2 | 3 | 4 | 5 |
| 48. I dislike the people with whom I work. | 1 | 2 | 3 | 4 | 5 |
| 49. I receive too little recognition. | 1 | 2 | 3 | 4 | 5 |
| 50. Teaching provides a good opportunity for advancement. | 1 | 2 | 3 | 4 | 5 |
| 51. My interests are similar to those of my colleagues. | 1 | 2 | 3 | 4 | 5 |

Key:	1	2	3	4	5
	Strongly	Disagree	Neutral	Agree	Strongly
	disagree		(neither		agree
			disagree		
			nor		
			agree)		

- | | | | | | |
|--|---|---|---|---|---|
| 52. I am not responsible for my actions. | 1 | 2 | 3 | 4 | 5 |
| 53. My immediate supervisor makes available the material I need to do my best. | 1 | 2 | 3 | 4 | 5 |
| 54. I have made lasting friendships among my colleagues. | 1 | 2 | 3 | 4 | 5 |
| 55. Working conditions in my school are good. | 1 | 2 | 3 | 4 | 5 |
| 56. My immediate supervisor makes me feel uncomfortable. | 1 | 2 | 3 | 4 | 5 |
| 57. Teacher income is less than I deserve. | 1 | 2 | 3 | 4 | 5 |
| 58. I try to be aware of the policies of my school. | 1 | 2 | 3 | 4 | 5 |
| 59. When I teach a good lesson, my immediate supervisor notices. | 1 | 2 | 3 | 4 | 5 |
| 60. My immediate supervisor explains what is expected of me. | 1 | 2 | 3 | 4 | 5 |
| 61. Teaching provides me with financial security. | 1 | 2 | 3 | 4 | 5 |
| 62. My immediate supervisor praises good teaching. | 1 | 2 | 3 | 4 | 5 |
| 63. I am not interested in the policies of my school. | 1 | 2 | 3 | 4 | 5 |
| 64. I get along well with my students. | 1 | 2 | 3 | 4 | 5 |

65. Pay compares with similar jobs in other school districts.

1 2 3 4 5

66. My colleagues seem reasonable to me.

1 2 3 4 5