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Self - And Supervisor-Appraisals Of Job Performance And Their Relationship With Role Clarity And Job Satisfaction

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ABSTRACT

This article reports on the findings of a study which investigated the nature of the relationships between various indices of job satisfaction, role clarity and job performance using the perceptions of a sample of teacher interns and their supervising teachers. The perceptions of teacher interns concerning job satisfaction and role clarity were determined using the Minnesota Satisfaction Questionnaire (MSQ) and a role clarity instrument developed along the lines of the Rizzo, House and Lirtzman (1970) Role Ambiguity questionnaire, respectively. Job performance was determined from composite evaluations by dyads of supervisors and teacher interns while data collection was achieved through triangulation of interview and questionnaire methodologies. Five hypotheses predicting the nature of the relationships of the research variables were generated and tested using appropriate statistical techniques. The results of this investigation provided evidence supporting the first four hypotheses but not the fifth.

Internship in teacher education occupies a unique position in professional education, a position often characterized by role conflict and ambiguity. Possible sources of ambiguity concerning teacher internship include the fact that the education profession generally views internship programmes as neither purely pre-service nor in-service (Rinehardt and Leight, 1981), and also because the difference between a beginning teacher,a student teacher, a substitute teacher or teacher aide and an intern is often unclear to most people and for most internship programmes particularly during the formative stages of these programmes. Accordingly, teacher interns in cooperating schools may experience role ambiguity as a result of the nature of their job and this, in turn, may lead to ineffectiveness and dissatisfaction with the job. The uniqueness of this position in professional education, therefore, offers many opportunities for research concerning the concepts of role clarity, job satisfaction and job performance.

This article reports on the findings of a study concerning the perceptions of teacher interns on three dimensions of their job. Specifically, the study explored the relationships between various indices of job satisfaction, role clarity, job performance and selected background variables of a randomly selected sample of teacher interns drawn from the second and final group of a two-year pilot teacher internship programme. In addition, the study also determined the levels of perceived role clarity, job performance and job satisfaction of the respondents on selected aspects of their job.

Research On Role Ambiguity, Job Performance And Job Satisfaction

The relationship between role ambiguity (obverse of role clarity) and job satisfaction has received considerable attention in studies on educational psychology (eg. Blase, 1982; Cherniss, 1980; Khan, Wolfe, Quinn and Snoek, 1964; Locke, Fitzpatrick and White, 1983; and Mossholder, Bedeian and Armenakis, 1981). Several studies, including those by Khan et al. (1964), Greene (1972), Greene and Organ (1973), Keeler (1975) and McLean (1979), concur that role ambiguity is inversely related to job satisfaction; indicating that people who suffer from role ambiguity experience low job satisfaction. Role ambiguity generally arises from the discrepancy between job related information that is made available to the worker and ideal information required to assist the worker to adequately perform his/her role. According to Farber (1983), Khan et al. (1964) and Rizzo, House and Lirtzman (1970), job related information required by the worker includes the worker's rights, duties, authority, responsibilities, status, expectations of others (including supervisors) about one's performance, lack of clarity on policies, guides, uncertainty about opportunity for advancement and lack of performance feedback particularly from supervisors. The lack or absence of clarity concerning these work dimensions may be attributed to organizational complexity, rate of organizational change and managerial philosophy.

The relationship between role ambiguity and job satisfaction is also moderated by several intervening variables including organizational, situational and personal characteristics. For example, Hamner and Tosi (1974) have reported a moderating effect of organizational level on the relationship between role ambiguity and job satisfaction while other researchers, notably Drory (1982), Hamner and Tosi (1974), Schuler (1977) and Szilagyi (1977), have reported that the level of organizational responsibility, degree of participation in decision making and level of job

control produce similar effects on the role ambiguity-job satisfaction equation. However, the moderating influence of some of these intervening variables has been found to be insignificant (Bedeian, Armenakis and Curran, 1981). In addition, some conflicting findings have also been reported concerning the nature of the relationship between role ambiguity and job satisfaction indicating that there is no conclusive evidence on the nature of the relationship between these variables. For example, studies by Hamner and Tosi (1974), Tosi (1970) and Szilagyi (1977) have reported that the relationship between role ambiguity and job satisfaction was inconsistent and that the latter is not always inversely related to the former.

Role ambiguity has also been reported to be related to job performance. In this connection, studies by Burke and Belcourt (1974), Cherniss (1980), Farkas (1984), Khan et al. (1964), Schwab and Iwanicki (1982) and Smith (1957) have reported findings indicating that ambiguous conditions and expectations lead to significant decrease in productivity or effectiveness, directly or indirectly, due to burnout or stress. Role ambiguity has also been reported to be strongly related to performance feedback. In addition evidence has been reported linking role ambiguity to reduced levels of employee participation and job involvement (Beehr, Walsh and Taber, 1976), while studies by Lawler and Porter (1967), Herzberg, Mausner and Snyderman (1959) have reported convergent findings indicating a weak but consistent relationship between job performance and job satisfaction.

Conceptual Framework

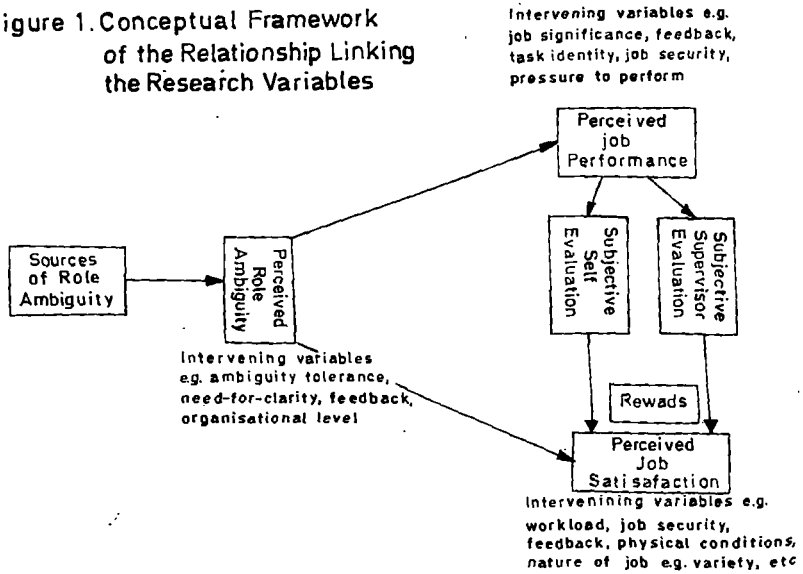
The proposed conceptual framework for this study was developed from a synthesis of the various relationships between the major research variables reported in the literature. The three main research variables (role ambiguity, job performance and job satisfaction) and several intervening variables (organizational, situational and personal characteristics) constituted the main elements of the proposed framework.

The hypothesized relationship linking job performance to job satisfaction has attracted considerable interest in organizational studies resulting in the formulation of three general conceptualizations explaining the nature of this relationship (Locke, 1970; and Schwab and Cummings, 1970). The first formulation is that job satisfaction leads to job performance. The second conceptualization generally concurs with the latter but further

asserts that the relationship between these two variables is further moderated by intervening variables. The third and more recent view which is also increasingly gaining wide acceptance in organization theory stipulates that job performance leads to job satisfaction and not vice versa. This latter conceptualization has been confirmed by several studies including those by Pigge and Lovett (1985) and Siegel and Bowen (1971) which indicate that variations in effort and performance lead to variations in levels of perceived job satisfaction, and that job performance is a stronger predictor of job satisfaction and not vice versa.

The performance-satisfaction conceptualization which indicates that the former variable leads to the latter constitutes one dimension of the proposed conceptual framework. The second dimension links role ambiguity directly to job satisfaction indicating that role ambiguity is an intrinsic cause of job satisfaction. This relationship is supported by researches by Comadema (1984), House and Rizzo (1972), Miles (1976) and Rizzo, House and Lirtzman (1972) which have conclusively shown that perceptions of high levels of role ambiguity invariably lead to perceived low levels of job satisfaction. However, role ambiguity has also long been reported (Cohen, 1959; Khan et al. 1964; and Smith, 1957) to be directly related to job performance. This constitutes the third dimension of the proposed framework. Accordingly, the suggested relationship between role ambiguity and job satisfaction indicates that role ambiguity is directly linked to job satisfaction as well as indirectly through job performance (figure 1).

Figure 1. Conceptual Framework of the Relationship Linking the Research Variables



The conceptual framework explains why, for example, insufficient information about a focal position (that is, role ambiguity) may lead to poor job performance or low productivity which, in turn, may lead to job dissatisfaction. The proposed conceptual framework also helps to explain why a person experiencing role ambiguity may be intrinsically dissatisfied with the job. According to the framework, the relationship linking the three major research variables is unidirectional indicating that perceptions of dissatisfaction /satisfaction with the job may be triggered off directly or indirectly by corresponding perceptions of role ambiguity. The usual causes of role ambiguity being organizational change, managerial philosophy and organizational complexity.

The proposed model also shows that the relationships linking together the three major research variables may be mediated by several intervening variables such as situational, personal and organizational variables. The model further shows that role ambiguity is a predictor variable for both job performance and job satisfaction. However, job performance is also an intrinsic cause of job satisfaction. Accordingly the relationship depicted in this conceptual framework indicates that job satisfaction is a criterion variable that can be predicted directly from role ambiguity and job performance or indirectly from role ambiguity via job performance. The relationships between self appraisals and supervisor appraisals with role ambiguity and job satisfaction can also be determined using the conceptual framework through the generation of testable hypotheses that lead to possible verification of the nature of the relationships linking all the research variables.

However, it should be noted that the conceptual framework proposed above constitutes a working model only and is presented here in order to acquaint the reader with how the research strategy for this study was formulated. To this end, the framework was used as a basis for defining the research problem and subproblems, and in the development of the research methodology including data collection procedures. Therefore the framework was not presented to be verified or used in data analysis. Only during analysis and interpretation of the findings was the existing research literature (from which the framework was developed) again consulted to determine whether it could add anything to the discussion of the findings of this study.

Methodology

The study was designed to measure the perception of a sample of teacher interns concerning psychological constructs of job satisfaction and related job correlates, and to measure the relationships among these variables. The methodology for this study was quantitative involving the triangulation of data. A questionnaire approach was used for various reasons cited by Mouly (1963) Selltiz et al. (1959) and Badia and Runyon (1982). A semi-structured interview schedule was used to compliment the questionnaire and to provide multiple perspectives and also allow for deeper understanding of the variables under investigation. Several statistical tools were used to analyze data including t-tests, stepwise multiple linear regression, correlation analyses, analysis of variance, factor analysis and content analysis of data obtained from interviews.

Sample

The sample of respondents for this study was drawn from a population of teacher interns employed in the Edmonton Public School District, Alberta, Canada. A total of fifty teacher interns and their supervising teachers were randomly selected from a population of 150 interns. All the interns and supervising teachers were contacted by telephone regarding their possible participation in the study. Participation in the study was done in dyadic pairs of interns and their corresponding supervising teachers so that if one member of the pair declined to participate in the study, the other member of the pair would automatically be dropped. Seven interns and/or supervising teachers declined while three interns later quit the internship programme before data collection was completed. Accordingly, the final research sample was made up of 27 consenting elementary and 13 high school teacher interns and their corresponding supervising teachers giving a total of 80 respondents altogether. All the respondents were asked to sign a release form assuring them of the anonymity, confidentiality and non-evaluative nature of the research as well as the right to withdraw from the study at any point during the investigation.

Instrumentation

Questionnaires were used to elicit respondents' perceptions concerning the three major research variables (role clarity, job performance and job satisfaction) and to obtain information on the fourth dimension consisting of background variables. Specifically, the following background variables were measured namely; gender, school size, and the school level taught. Teacher interns were required to answer all questionnaires while supervising teachers only answered a thirty-item job performance questionnaire identical to that administered to teacher interns.

Role Clarity

The questionnaire on role clarity sought to measure levels of perceived role clarity among teacher interns. The instrument consisting of 16 items was developed by the researcher using literature on role ambiguity, in particular the Rizzo, House and Lirtzman Role Questionnaire (1970). All items were structured on a six-point Likert-like scale and respondents were asked to respond along the six-point scale of "Always", "Often", "Frequently", "Sometimes", "Rarely" and "Never". Typical examples of items on this questionnaire include "I am certain about my responsibilities", "I know exactly how much authority I have", and "I receive feedback on how I do my work".

Job Performance

The questionnaire on job performance administered to teacher interns was identical to the one for supervising teachers. Thirty items on this questionnaire were developed and structured on a five-point Likert-like scale by the researcher after consulting several instruments used in the Edmonton Public School system and the University of Alberta's Faculty of Education to evaluate teacher interns and student teachers, respectively. In addition, literature on teacher effectiveness and evaluation was consulted and greatly assisted in constructing the questionnaire. The 5-point performance rating scale used was calibrated as follows:- 1.(poor), 2.(fair), 3.(good), 4.(very good), and 5.(exceptional).

Both job performance and role clarity questionnaires were pilot tested using a sample of former teacher interns who had come out of the same programme the previous year. Reliability coefficients of 0.89 and 0.81 for

role clarity and job performance were obtained using split-half correlational analysis. Validity of the instruments was based on face validity with the concurrence of several experienced researchers.

Job Satisfaction

Permission was sought and granted to use the Minnesota Satisfaction Questionnaire (MSQ) 1967 long version. This questionnaire was administered to teacher interns to elicit their perceptions concerning several dimensions of their job.

Procedure

All questionnaires were hand delivered in order to boost the rate of returns and also to give the researcher the opportunity to establish rapport with respondents and further explain the purpose of the study. The respondents were asked to complete the questionnaires and mail them separately to the researcher using stamped and self-addressed envelopes provided by the researcher. A semi-structured interview schedule was also used on a small sub-sample drawn from the respondents in order to focus on selected issues and concerns and to gain more insight in these areas.

Data from both role clarity and job performance questionnaires were subjected to a principal components factor analysis with a varimax orthogonal rotation. Three and four discrete factors for role clarity and job performance, respectively, emerged based on the criterion of interpretability of factors with eigenvalue greater than one. The three factors obtained from data on role clarity were named "Feedback", "Role Expectations", and "Responsibilities", while those obtained for job performance were "Interpersonal Relations", "Planning and Teaching Skills", "Personal Development", and "Parent/Community Relations".

Hypotheses

The relationships among the major research variables suggested in the proposed conceptual framework allowed for the generation of several testable hypotheses. In particular the following working hypotheses were formulated:

(1) Teacher interns who experience low role clarity will be significantly less satisfied with their work than those experiencing high role clarity.

(2) The relationship between self appraisals and job satisfaction is stronger than the corresponding relationship between supervisor appraisals and job satisfaction.

(3) The relationship between self appraisals and role clarity is significantly stronger than the corresponding relationship between supervisor appraisals and role clarity.

(4) Teacher interns who report high performance ratings experience significantly greater job satisfaction than those with low performance rating scores.

(5) Among teacher interms relationship between role clarity and job satisfaction is stronger than that between either self or supervisor appraisals and job satisfaction.

Findings And Discussion

Data from this investigation were subjected to three sets of analyses. First, levels of perceived role clarity, job performance and job satisfaction were determined. Secondly, the inter relationships among major research variables were explored through correlational analyses and, finally, the hypotheses were tested.

Nature of Perceived Role Clarity

The overall picture which emerged following data analysis indicates that teacher interns experienced moderately high levels of role clarity (Table 1). Specifically, interns reported experiencing greater role clarity concerning factor 2 ("Responsibilities") and factor 1 ("Role Expectations") indicating that the respondents were generally aware of the expectations and magnitude of their responsibilities.

Table 1
Perceptions of Teacher Interns Concerning Role Clarity Factors (N = 40)

Factor	Mean	Std Dev.
Role Expectations	4.702	1.00
Responsibilities	4.856	0.98
Feedback	3.487	0.99

However, teacher interns reported experiencing relatively low role clarity on factor 3 "Feedback". Interview data which also corroborate with questionnaire data provided more insight into the perceptions of respondents concerning performance feedback. Interviewees expressed concern and anxiety over lack of supervisory feedback. The general feeling among interviewees was that although they were supervised or observed in class, they were otherwise not provided with feedback following these class visits. For example, one female elementary intern who summed up the general feeling among her colleagues complained that although her supervisor often sat in her class, "She doesn't tell me at the end of the lesson how I was doing. I don't even know for sure how she feels about my teaching".

The prominence of feedback as a possible source of role ambiguity highlighted in this study has been reported in earlier studies by Pigge and Lovett (1985) and Walsh, Taber and Beehr (1980) who also noted that performance feedback was an important predictor of job satisfaction. Lack of or insufficient information concerning job performance results in anxiety as focal persons cannot safely predict the consequences of their behaviour. Both Khan et al. (1964) and Rizzo, House and Lirtzman (1970) have identified uncertainty about the consequences or responses of others to one's behaviour as an indication of role ambiguity. Thus although the research sample in this study reported generally higher levels of role clarity particularly for the other job dimensions, great concern and anxiety generated by lack of feedback is an important finding which highlights the importance of performance feedback as a possible source of role ambiguity.

A t-test analysis computed to determine between group differences of interns classified according to gender and size of school failed to produce statistically significant differences indicating that the perceptions of role clarity among the respondents was not influenced by either the gender or size of school in which respondents taught. However, a statistically significant difference between secondary and elementary school interns was reported for one of the three role clarity dimensions ("Responsibilities") where secondary school interns reported significantly lower levels of role clarity (p0.05) than their elementary counterparts. This finding suggests that role clarity may be associated with role complexity and differentiation as these variables appear to be more pronounced at the secondary school level where there is greater task complexity and differentiation than at the elementary level. This finding also provides support for previous studies by Cherniss (1980), MacPherson (1985) and Ratsoy and Friesen (1985) which found role ambiguity (obverse of role clarity) to be positively correlated to burnout. Sarros (1986) and Schwab (1981) have also reported that secondary school teachers experienced more burnout than elementary teachers.

Self And Supervisor Appraisals

Self appraisals reported here are those job performance ratings which reflected the perceptions of teacher interns on how well they did on selected dimensions of their job, while supervisor appraisals are similar ratings reflecting the perceptions of supervising teachers concerning the performance of teacher interns on the same job dimensions. Using a five-point performance rating scale ranging from poor (1), fair (2), good (3), very good (4), through to exceptional (5), the teacher interns reported an overall mean score of 3.85 indicating that the respondents perceived their performance as a little more than just good while supervising teachers rated the performance of interns at an overall average of 4.00, that is, very good on the five-point scale.

Data concerning the performance of interns on the four job performance factors indicates that both supervising teachers and interns were in agreement that interns had done best on factor 1 "Interpersonal Relations", followed by factor 2 "Personal Development", then factor 3 "Planning and Teaching Skills", and finally factor 4 "Parent/Community Relations". However, the scores of supervising teachers were consistently higher on all four factors than those for interns (Table 2). As indicated on Table 2, a t-test analysis computed to determine the levels of significance

between the scores of supervisors and interns reveals that supervisors rated interns significantly higher (p 0.05) on one of the four job performance dimensions (Personal Development) while the scores on the remaining three dimensions were substantially higher. If a more moderate level of significance had been used, say 10 percent level, three job dimensions could have emerged significantly different. However, a Pearson product-moment correlation analysis for the two rating systems produced statistically significant 'r' values for all factors except factor 4 "Parent/Community Relations". This close agreement between self and supervisor appraisals may be an indication that both groups

Table 2

Comparison of Mean Scores of Teacher Interns and Supervising Teachers on Four Job Performance Factors (N = 80)

	MEAN SCORE				
Factor	Interns	Supervisor	t	p	r
1. Interpersonal Relationships	3.997	4.171	1.95	0.06	0.520
2. Personal Development	3.723	3.954	2.27	0.03*	0.463*
3. Planning & Teaching Skills	3.684	3.869	1.90	0.06	0.367
4. Parent/Community Relationships	3.663	3.796	1.00	0.32	0.296

*indicates value is statistically significant at the 5 percent level.

had similar conceptualizations of the constructs on the rating scale as well as a clear understanding of behaviour expectations elicited by the instrument. Finally a Spearman rank order correlation analysis produced a perfect correlation coefficient (rho = 1.0) value indicating that the two groups scored in correspondingly the same way.

The finding that supervisor appraisals were consistently higher than corresponding self appraisals is at variance with most research studies including those reported by Ash (1980), Lawler and Porter (1967), Levin (1980), Meyer (1980) and Thornton (1980) which concur that self appraisals are generally inflated compared to counter position appraisals. In a review of literature on self appraisals, Thornton (1980) concluded that a majority of studies consistently show that individuals rate themselves higher than when they are rated by others. However, only Heneman (1974) reported that self appraisals were significantly lower than counter position ratings on three of the nine job dimensions in his study. The close agreement between self and supervisor appraisals reported here is also at variance with a preponderance of studies except those by Heneman (1974) and Holzbach (1978) who also reported significant correlation between self and supervisor appraisals.

Several possible explanations of why self appraisals were substantially to significantly lower than and also correlated to supervisor appraisals contrary to a preponderance of studies are offered including the uniqueness of the research setting and the degree of familiarity with the rating scale used in the study. For example, most research studies on self appraisals have been carried out in non educational settings such as industry and commerce where subordinate- superordinate relationships are quite pronounced and hence tend to create a threatening atmosphere in the evaluation process. On the contrary, relationships in schools are generally characterized by a greater element of professionalism among teachers and supervisors who view each other as colleagues. In addition, the situation in schools is less threatening especially because the firing of teachers for reasons of incompetence is a cumbersome and rare phenomenon because of difficulties associated with the evaluation of what constitutes good and effective teaching behavior.

Secondly, the ultimate use to which data from self appraisals is put may influence the objectivity of these ratings. For example, a focal person may be readily persuaded to inflate self ratings in order to provide a more positive image that promotes favourable administrative decisions when such data are used as sources of information that guide administrative decisions on personnel areas such as promotion, retention, and firing than if these data were used for non threatening purposes such as counselling, staff development and research. Accordingly, modest self ratings reported in this study may have been influenced by the fact that the findings of the study were to be used purely for research purposes for which all respondents had been duly informed. However, this suggested

explanation has implications for future research to determine whether there is a relationship between the purposes of a research and leniency of rates in self appraisals studies.

Finally, familiarity with rating scales and their expectations may lead to more realistic self-assessments. To this end, Thornton (1980) suggested that a clear understanding of the meaning of the concepts to be measured increases the accuracy of interpreting the rating scale which, in turn, leads to greater objectivity of assessments. In this regard most personnel in educational settings, particularly teachers, are more familiar with measuring scales used in schools because of the frequency of and early exposure to teacher evaluation during student teaching practice and later in their professional career. In addition, the rating scale used for this investigation was developed after those used by the faculties of Education for teaching practice as well as those used by cooperating schools for teacher internship performance appraisals. Accordingly, familiarity with and clearer conceptualization of the constructs and expectations of the rating scale by the research sample may have contributed to more realistic self assessments.

A t-test analysis used to explore differences between performance ratings of teacher interns' grouped according to selected background variables as well as supervising teachers grouped similarly produced inconsistent results. Teacher interns did not show statistically significant differences for the first two background variables, gender and school level. However, a statistically significant difference was observed for school size where interns in large schools rated themselves significantly higher (p0.05) on factor 4 "Parent/Community Relations" than their counterparts in small schools. When supervising teachers were grouped according to school size and level, a t-test analysis failed to produce statistically significant differences except for gender where scores of male supervising teachers were significantly higher (p0.05) for factor 2 "Personal Development" and factor 3 "Planning and Teaching skills" than scores of female supervising teachers.

Nature of Perceived Job Satisfaction

The respondents' mean scores on the twenty one Minnesota Satisfaction Questionnaire (MSQ) scales were compared with those of the MSQ normative data for teachers (Table 3). As indicated in table 3 and figure 2, teacher interns scored substantially lower than the norm group on

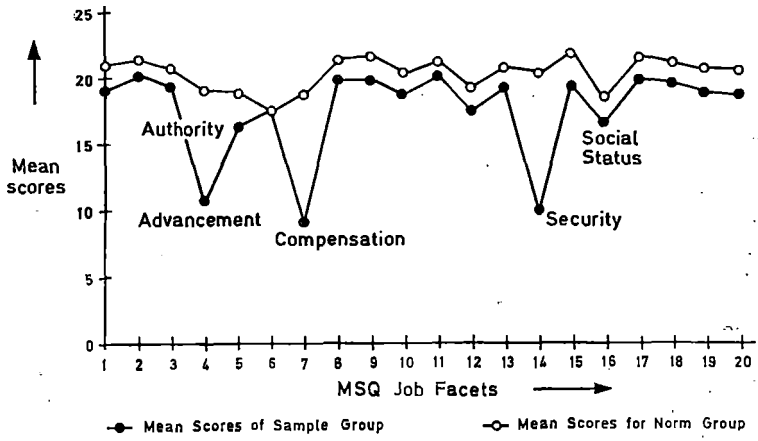
nearly all MSQ scales. The mean scores of both the sample and norm groups were rank ordered to determine areas of relatively lesser or greater job satisfaction and in order to compute the Spearman rank order correlation coefficient for the two groups.

Table 3
A Comparison of Mean Scores of Research Sample with Estabished MSQ Norm Group (N = 40)

Job Facet	Mean	Rank	Mean	Rank
Ability Utilization	19.25	10	21.08	8
Achievement	20.25	1	21.47	4
Activities	19.52	8	20.75	11
Advancement	10.77	18	19.13	16
Authority	16.37	17	18.95	17
Company Policies & Practices	17.83	14	17.60	20
Compensation	9.35	20	18.95	18
Co-workers	19.98	4	21.47	5
Creativity	19.90	5	21.83	2
Independence	18.88	12	20.52	14
Moral Values	20.23	2	21.42	6
Recognition	17.65	15	19.46	15
Responsibility	19.48	9	20.90	9
Security	10.06	19	20.53	13
Social Service	19.65	7	22.08	1
Social Status	16.82	16	18.78	19
Supervision-Human Relations	20.04	3	21.74	3
Supervision - Technical	19.75	6	21.39	7
Variety	19.08	11	20.88	10
Working Conditions	18.88	13	20.75	12
General Satisfaction	70.94		82.14	

Five areas of least satisfaction for the sample group emerged (figure 2) as "Compensation", "Security", "Advancement", "Authority", and "Social Status", while "Achievement", "Moral Values", "Supervision-Human Relations", "Co-workers" and "Creativity" were

Figure 2: Comparison of Sample Group with Established MSQ Norms on Job Satisfaction (N=40).



areas of greater satisfaction. A Spearman rank order correlation coefficient for the two groups (rho=0.86) indicates that there was correspondingly similar preferences for MSQ job satisfaction facets between the norm and sample groups.

A closer examination of both areas of relatively lesser and greater job satisfaction of the interns' indicates that the areas of perceived greater job satisfaction are generally associated with the nature of the job itself while areas of lesser job satisfaction are largely concerned with the conditions of service of interns. This provides tentative support for Herzberg's Hygienic theory as areas of perceived greater job satisfaction generally coincide with Herzberg's motivational factors while those of lesser job satisfaction are largely hygienic factors.

Interview data provided support for questionnaire data and also gave deeper insight into the interns perceptions of job satisfaction, particularly on areas of lesser job satisfaction. For example, when interviewees were asked to list areas of least satisfaction, job security, salary, authority and advancement, were frequently mentioned by respondents. On advancement, the interview sample complained that the time they spent as interns was not considered for tenure or salary purposes. A typical example of the comments of respondents concerning areas of least satisfaction was made by a female elementary school intern who complained that "I get a full load just like a regular teacher but I don't get the pay. In addition, I don't get the credit and the full authority of a teacher."

The relationship between job satisfaction and background variables of respondents was investigated using a t-test analysis to determine levels of significance of the differences in perceptions of the research sample classified according to gender, size and level of school. The results of the t-test analyses showed that there were no statistically significant differences in perceptions between elementary and secondary school interns, while only one of the twenty one MSQ facets produced a significant difference for gender and school size.

Female interns reported significantly higher levels of satisfaction with facet 6 "Company policies and practices", while those in large schools reported significantly higher levels of satisfaction for facet 9 "Creativity".

Nature of Relationships Between Self and Supervisor Appraisals with Job Satisfaction.

A Pearson product-moment correlation analysis computed to determine the nature of the relationships between self appraisals and job satisfaction as well as supervisor appraisals and job satisfaction produced positive correlation coefficients indicating the direction in which the variables varied. However, self appraisals produced more statistically significant correlation coefficients with job satisfaction facets than supervisor appraisals (Table 4). For example, a Pearson product-moment correlation analysis for overall self appraisals and MSQ facets produced fifteen statistically significant correlation coefficients (p 0.05) compared with seven for overall supervisor appraisals, while role clarity produced more statistically significant correlation coefficients than supervisor appraisals, but less than self appraisals.

Table 4
Pearson Product-Moment Correlation Coefficients for Overall Self Appraisals and Overall Supervisor Appraisals with MSQ Facets (N = 80)

	Overall Self Appriasals	Overall Supervisor Appriasals
Utilization	0.460*	0.267
Achievement	0.604*	0.291
Activities	0.527*	0.228
Advancement	0.107	0.228
Authority	0.428*	0.231
Company Policies & Practices	0.294	0.193
Compensation	0.112	0.049
Co-workers	0.376*	0.320
Creativity	0.523*	0.077
Independence	0.258	0.022
Moral Values	0.386*	0.347*
Recognition	0.527	0.377
Responsibility	0.554	0.254
Security	0.111	0.149
Social Service	0.337	0.3331
Social Status	0.441	0.239
Supervision - Human Relations	0.434	0.328*
Supervision - Technical	0.174	0.126
Variety	0.586*	0.309
Working Conditions	0.463*	0.280
General Satisfaction	0.555*	0.367

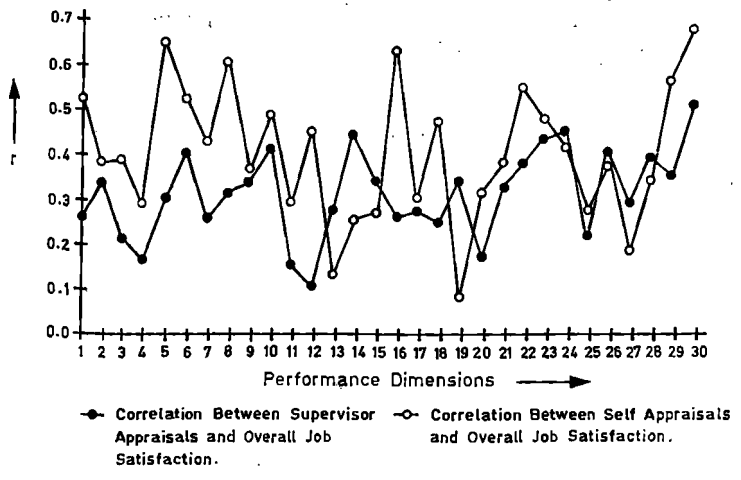
*Indicates value statistically significant at the 0.05

In addition, the magnitude of the correlation coefficients between overall self appraisals and MSQ facets were substantially larger than those between overall supervisor appraisals and MSQ facets further indicating

that the former relationship was stronger than that between the later variables.

Similar results were obtained following a Pearson product-moment correlation analysis for job performance factors (both self and supervisor appraisals) with MSQ facets. The analysis for self appraisals and MSQ facets produced sixteen (16) fourteen (14), twelve (12) and eleven (11) statistically significant correlation coefficients for job performance factors 1 "Interpersonal Relations", 2 "Personal Development", 3 "Planning and Teaching Skills", and 4"Parent/Community Relations", respectively, while a correlation analysis for supervisor appraisals and MSQ facets produced ten, four, one, and zero statistically significant correlation coefficients for factors, 1,2,3 and 4, respectively. Another Pearson product-moment correlation analysis computed for the thirty (30) job performance items for both self and supervisor appraisals scores with overall job satisfaction produced further evidence supporting Hypothesis 2*: The relationship between self appraisals and job satisfaction is stronger than the corresponding relationship between supervisor appraisals and job satisfaction.* The results of these analyses confirmed previous analyses using overall self and supervisor appraisals with MSQ facets graphically shown in figure 3. According to table 4 and figure 3, self appraisals were clearly a stronger predictor of overall job satisfaction than supervisor appraisals. These findings provided strong evidence in support Hypothesis 2.

Figure 3: A Comparison of Correlations Between Supervisor- and Self-Appraisals with Overall Job Satisfaction (N=80).



appraisals were clearly a stronger predictor of overall job satisfaction than supervisor appraisals. These findings provided strong evidence in support Hypothesis 2. To test Hypothesis 4: *Teacher interns who report high performance ratings experience significantly greater job satisfaction than those with low performance rating scores,* teacher interns were first divided into two groups according to whether their mean scores were below or above the overall sample mean score of self appraisals. A t-test performed to determine whether the perceptions of the two groups were significantly different showed that those interns with performance mean scores above the sample mean score reported significantly greater job satisfaction than their counterparts with mean scores below the sample mean. Accordingly, Hypothesis 4 was accepted at the 5 percent level of significance.

Nature Of The Relationship Between Self And Supervisor Appraisals With Role Clarity.

A Pearson product-moment correlation analysis was used to explore the nature of the relationships between self appraisals and supervisor appraisals with role clarity, and also to test Hypothesis 3: *The relationship between self appraisals and role clarity is significantly stronger than that between supervisor appraisals and role clarity.* All correlation coefficients from this analysis were positive (Table 5). However, only correlation coefficients between role clarity and self appraisals produced some statistically significant values while those between role clarity and supervisor appraisals produced none. In addition, all correlation coefficients between role clarity and self appraisals were substantially larger than corresponding coefficients between supervisor appraisals and role clarity. Furthermore, a correlational matrix for overall self appraisals, role clarity and supervisor appraisals (Table 6) produced a statistically significant r-value for role clarity and self appraisals but not for supervisor appraisals and role clarity. This provides evidence in support of hypothesis 3 which was accepted at the 0.05 level of significance.

Table 5
Pearson Product-Moment Correlation Co-efficients for Supervisor and Self Appraisals with Perceived Role Clarity (N = 80)

Role Clarity Factor	Self Appraisal Factors			
	1	2	3	4
Role Expectations	0.427*	0.375*	0.397*	0.218
Respon-sibilities	0.385*	0.355*	0.393*	0.381*
Feedback	0.301	0.151	0.110	0.289
Role Clarity Factor	**Supervisor Appraisal Factors**			
	1	2	3	4
Role Expectations	0.288	0.232	0.288	0.156
Respon-sibilities	0.115	0.066	0.046	0.046
Feedback	0.195	0.039	0.073	0.154

*indicates value statistically significant at the .05 level.

Table 6
Pearson Product-Moment Correlation Coefficients Matrix for Role Clarity, Self Appraisals and Supervisor Appraisals (N = 80)

Job Dimensions	Role Clarity	Supervisor Appraisals	Self Appraisals
Role Clarity	1.000		
Supervisor	0.193	1.000	
Self Appraisals	0.430*	0.483*	1.000

* indicates value statistically significant at the 5 percent level.

Nature of the Relationship Between Role Clarity and Job Satisfaction.

A Pearson product-moment correlation analysis was used to determine the magnitude, direction and significance of the relationships between overall role clarity and the three role clarity factors with twenty one MSQ facets. All correlation coefficients were positive indicating the direction of this relationship. Overall role clarity and overall job satisfaction were also both positively and significantly correlated (p.0.05).

In order to test this hypothesis 1: *Teacher interns who experience low role clarity will be significantly less satisfied with their work than those experiencing high role clarity.* **a t-test analysis was performed (Table 7) to determine whether there were significant differences in levels of perceived job satisfaction between two groups of interns** grouped according to whether their role clarity mean scores were below or above the overall sample mean score for role clarity. The results on table 7 indicate that the differences between Group 1 (mean scores below sample mean) and Group 2 (mean scores above sample mean) were generally significantly different at the 5 percent level indicating that Group 1 which experienced low role clarity were equally less satisfied with their job than group 2. Accordingly, hypothesis 1 was accepted at the 0.05 level of significance.

Table 7
A T-test Analysis for Mean Score of Teacher Interns on Job Satisfaction, Classified According to their Role Clarity Mean Scores (N = 40)

SQ Facets	Gr 1 = < Sample Mean		Gr 2 = > Sample Mean		t	p
	Mean	StdDev.	Mean	Std. Dev.		
Ability Utilization	3.500	0.584	4.083	0.640	-2.92	0.006*
Achievement	3.650	0.630	4.317	0.510	-3.68	0.001*
Activity	3.497	0.657	4.175	0.548	-3.54	0.001*
Advancement	2..053	0.567	2.221	1.122	-0.55	0.585
Authority	3.025	0.484	3.442	0.527	-2.53	0.016*
Company Policies & Practices	3.323	0.615	3.735	0.755	-1.82	0.060*
Compensation	1.544	0.544	2.058	0.797	-2.06	0.046*
Co-workers	3.713	0.949	4.183	0.578	-1.75	0.089
Creativity	3.688	0.637	4.175	0.487	-2.75	0.009*
Independence	3.207	0.731	3.825	0.794	-0.49	0.627
Moral Values	3.822	0.660	4.194	0.579	-1.88	0.068
Recognition	3.000	0.855	3.883	0.667	-3.66	0.001*
Responsibility	3.625	0.615	4.075	0.422	-2.75	0.009*
Security	1.941	0.620	2.058	0.740	-0.52	0.603
Social Service	3.638	0.646	4.125	0.583	-2.48	0.018*
Social Status	3.171	0.315	3.492	0.578	-2.26	0.030*
Supervision-Human Relations	3.775	0.579	4.164	0.671	-1.89	0.066
Supervision-Technical	3.699	0.528	4.117	0.592	-2.28	0.028*
Variety	3.375	0.516	4.108	0.507	-4.45	0.000*
Working Conditions General	3.438	0.727	4.000	0.613	-2.64	0.012*
Satisfaction	3.274	0.414	3.729	0.444	-3.26	0.002*

* indicates statistically significant at the 5 percent level.

Predictors of Job Satisfaction.

A stepwise multiple linear regression analysis was used to determine the extent to which factors of role clarity, self appraisals and supervisor appraisals were statistically significant predictors of job satisfaction. A total of eleven factors, four each from self and supervisor appraisals and three from role clarity entered the regression equation. However, only two factors emerged from the analysis as statistically significant predictors of the criterion variable (Table 8). As indicated in table 8, "Interpersonal Relations" (self appraisals) emerged as the major predictor variable accounting for 33.21

TABLE 8

Multiple Stepwise Linear Regression Analysis for Prediction of Overall Job Satisfaction for Teacher Interns from Factors of Role Clarity, Self and Supervisor-Appraisals (N = 80)

Factor	Multiple R	R	Percentage Contribution	R
Interpersonal Relations (Self Appraisals)	0.5763	0.3321	57.63	0.576
Feedback (Role Clarity)	0.6693	0.4479	9.30	0.498

percent of the variance in the criterion variable. The second significant predictor variable was "Feedback" (role clarity) which accounted for 11.58 percent of a total of 44.79 percent of the variance in job satisfaction that was accounted for by these predictor variables.

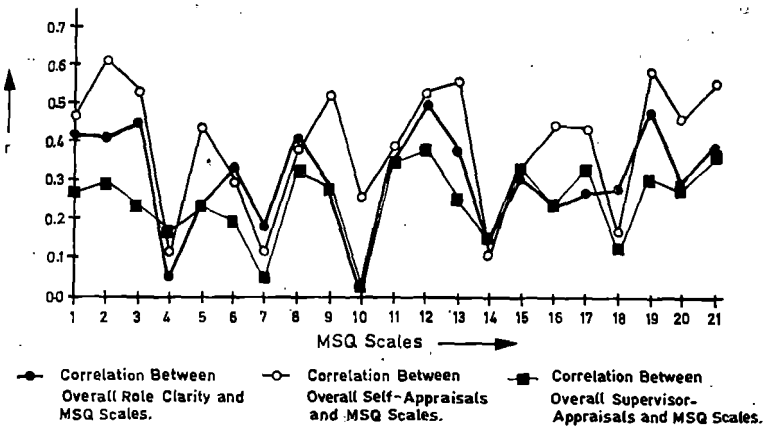
According to table 8, the major predictor variable of job satisfaction were factors from self appraisals and role clarity. "Interpersonal Relations" which emerged as the most significant predictor variable was made up

mainly of idiographic items including appraisals of the intern's ability to make friendship and develop good working relationships as well as ability to develop good rapport with superiors, colleagues and students. The findings of this study clearly show that teacher interns had very high preference for interpersonal relations or idiographic dimensions of their job. This is reflected in the scores of both interns and their supervisors (table 2) which show that the interns performed best in the area of interpersonal relations. Interview data indicates that this high preference for interpersonal relations reflected on the research sample's high concern for job security. One of the respondents highlited this when he explained that "I have to impress them hoping to be asked back next year. It is therefore important to me to build good relations with them, some form of PR." This may suggest that if this job had tenure, the perceptions and behaviours of interns might have been different.

The other major predictor variable of job satisfaction, "Feedback", also emerged from this study as an area of major concern for the research sample as reflected by both interview and questionnaire data. During interviews, the interview sample expressed general concern and anxiety concerning insufficiency or lack of feedback on their performance. This general concern is supported by questionnaire data (Table 1) which show that "Feedback" received the lowest score indicating that the interns experienced greater role ambiguity (obverse of role clarity) than in the other two areas.

A Pearson product-moment correlation analysis was computed to test Hypthesis 5: *Among teacher interns the relationship between role clarity and job satisfaction is stronger than that between either self or supervisor appraisals and job satisfaction.* When the resultant correlation coefficients for job satisfaction facets (MSQ) with overall self appraisals, overall role clarity and overall supervisor appraisals (see Table 4) were plotted on a graph (Figure 4), it was found that the relationship between overall self appraisals and job satisfaction was the strongest. The size of the coefficients between job satisfaction and the other variables reflected in figure 4 indicates the strength

Figure 4: Correlations Between Overall Role Clarity, Overall Self- and Overall Supervisor-Appraisals with MSQ Scales.



of the relationship such that bigger coefficients imply a stronger relationship between the variables. A strong relationship also allows for greater prediction of one variable from the other. Accordingly, the strength of the relationships between and among the research variables indicated by the magnitude of the Pearson product-moment correlation coefficients (figure 4 and table 4) and the regression analysis (table 8) clearly shows that self-appraisals emerged as the strongest predictor of job satisfaction, followed by role clarity and then supervisor appraisals. This indicates that the findings of this study did not support hypothesis 5.

Summary And Implications

This study made several major findings. A summary of these findings and their implications for educational administration follows.

There was a high level of agreement between questionnaire and interview data indicating that the research sample experienced relatively high levels of role clarity particularly on factor 1 "Role Expectations" and factor 2

"Responsibilities", except factor 3 "Feedback" which, however, contributed most to perceptions of role ambiguity and job dissatisfaction. The prominence of feedback as an important predictor of job satisfaction and role clarity highlighted by this study suggests that supervisors and educational administrators should work to increase both the frequency and predictability of performance feedback for subordinates in order to improve perceptions of role clarity and job satisfaction. In addition, the findings of this study which show that feedback is a critical job dimension which can dramatically alter job perceptions have implications for research where feedback has generally been treated as an element of role clarity and related concepts. The impact of feedback on job perceptions of the research sample demonstrated in this study and also previously reported by Pigge and Lovett (1985) suggests that feedback should be treated as an independent variable in research on job satisfaction and not an element of other job dimensions.

Contrary to a preponderance of research studies reported in the literature, (eg. Ash, 1980; Lawler and Porter, 1967; Levin, 1980; Meyer, 1980; and Thornton, 1980) self appraisals were consistently modest than supervisor ratings on all four job performance dimensions. The differences were statistically significant at the 5 percent level for "Personal Development", with rating scores for "Interpersonal Relations" and "Planning and Teaching Skills" being significantly different at the 10 percent level while ratings for "Parent/Community Relations" were substantially different. Self appraisals also showed significant correlations with supervisor appraisals.

Self appraisals further produced substantially larger Pearson product-moment correlation coefficient values with both job satisfaction and role clarity indicating that self appraisals were more strongly related to these variables than supervisor appraisals. In addition, self appraisals emerged as the strongest and most significant predictor variable for job satisfaction followed by role clarity while supervisor appraisals were not a significant predictor variable.

The fact that self appraisals showed stronger correlations with role clarity and also that self appraisals emerged as the most significant predictor variable for job satisfaction indicates that self appraisals have a more important role to play in the job performance - job satisfaction equation than supervisor appraisals. If future research supports this finding, then the utility of using self appraisals in teacher evaluation should be

addressed seriously by educational administrators and educationists. This finding has important implications for school practice where the dominant method of teacher evaluation is supervisor appraisals.

The results of this study also revealed that some of the factors which contributed to role clarity were also related to job performance and job satisfaction. For example, job insecurity contributed to greater performance as well as low job satisfaction while feedback was related to role clarity, job performance and satisfaction. This may suggest that the relationships between the three major research variables may be inextricably linked. Four of the five hypotheses of this study were supported by data of the study while the fifth hypothesis was not supported.

Finally, an important limitation of this study which should be avoided in future research is the small sample size used. According to Gerloff and Quick (1984:100), a small sample size "results in relatively low power for statistical test employed". For this reason, statistical power for the various tests performed in this study were relatively low owing to the size of the sample used. Increasing the sample size has the advantage of increasing the power of the statistical tests used, thereby increasing the probability of rejecting the null hypothesis when it is false. Hence, it is possible that some of the significant relationships reported in this study may even be more significant and meaningful had a larger sample been used. In addition, it is conceivable that some findings did not emerge as significant because statistical tests used were not sufficiently powerful.

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