

Factors That Influence the Effectiveness and Satisfaction of Occasional Teachers

By

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ABSTRACT

The purpose of this study is to identify whether demographics, experience, assignment method or any combination of the three may be seen as predicting occasional teacher effectiveness and/or satisfaction in their daily placements. A more developed understanding of such predictive relationships may lead to an increase in perceived effectiveness from both the view point of the occasional teachers themselves and the classroom teachers whom they replace. As well, this study aims to provide insight into what factors contribute to occasional teachers' job satisfaction. The three most important findings from this study are: the significant relationship the average number of days worked per week has with effectiveness, the significant relationship that the number of years worked as an occasional teacher has with effectiveness and the significant relationship age has with satisfaction.

DEDICATION

This thesis is dedicated with much love to my mom, Lyn Authier, for her never ending support. Thank you for reading rough drafts, thank you for your words of encouragement and most importantly, thank you for always being there for me.

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Chapter I

INTRODUCTION

General Statement of the Problem

Far too often students view the arrival of an occasional teacher in their classroom as a signal that the day will be a break from learning and the normal classroom routines (Abdal-Haqq, 1997). It is important for teaching and learning to continue, considering that on average a student will spend 5-10% of their school year with an occasional teacher (Duggleby & Badali, 2007). Over the course of a kindergarten to grade 12 education, this could translate into over a year of a student's education being delivered by an occasional teacher (Russo, 2001). For this reason, it is essential that class time led by occasional teachers be effective, and as a significant collateral result, that they have a sense of satisfaction with their job. Furthermore, it is important to ensure that classroom time led by occasional teachers is facilitated in a way that the schedule, routines and teaching and learning goals of the class, as established by the regular classroom teacher, continue as closely to normal as can be expected. In this study, regular classroom teachers are considered to be teachers who have had occasional teachers covering for them in their classrooms during their absence. It should be noted that there would likely be some divergence from routine, as occasional teachers bring their own teaching styles into the classroom with them. It is possible that occasional teachers may even utilize teaching methods that allow them to connect with the students in a way that improves student learning or participation. It is even possible that because occasional teachers may know that they are being watched periodically throughout the day by administration or other teaching staff that the benefits of the Hawthorne Effect may come into play, with

occasional teachers performing at their best (College, 2010). With that being said, none of the above negates the importance of the occasional teacher respecting and following the routines of the regular classroom teacher.

This study examines factors that may influence the effectiveness of occasional teachers in their day to day teaching and the personal satisfaction of occasional teachers with their job. In this study, effectiveness is based on a self-ranking survey and includes aspects of how respondents view themselves as able to produce desired outcomes in terms of their teaching. Specifically, this study examines three independent clusters of variables: demographics (age and gender), experience in the classroom (number of years worked as an occasional teacher, number of days per week worked, numbers of days per week wanted to work), and method of job assignment (random assignment method and option to return).

In relation to age, it is understood that there exists some potential correlation between age and salary due to teacher pay grids in Ontario. This links the greater the number of years worked to an increase in salary, before reaching a maximum salary after 10 years. However, while occasional teaching experience counts towards moving up on the pay grid, occasional teachers are only paid based on the grid if they are working in a long term occasional position, for example, covering a maternity leave, or they are hired in a contract position. Otherwise, they work for the daily rate of pay outlined in their collective agreement. This is important to note, as Couture (2010) found, income has an impact on occasional teacher satisfaction.

In relation to experience, it is important to understand that experience in this study refers to duration of experience, not the range of experiences one may encounter in any given teaching day.

These variables were selected because research shows that occasional teachers are often at a different school every day, can go for months without returning to the same location, and because an examination of these demographic variables allows a disaggregation of the study population along lines common in the educational literature. The placement of occasional teachers at different schools is determined by the assignment method each school board uses for filling the occasional teaching positions. Some school boards use a random assignment method, whereby jobs are assigned using a computer automated call out system. Some boards employ a company to have people make the phone calls asking if the occasional teacher is available to work, and this often includes the opportunity to return to the same classroom if a repeat absence occurs within a set number of school days. Other boards allow regular classroom teachers to fill their own absences by contacting occasional teachers they may know. Subsequently in this model of job assignment, occasional teachers often leave business cards or contact information with a permanent teacher for whom they are substituting in hopes of being called to return to the same class or school. This study, however, only examines two models of occasional teacher assignment, random assignment method done by an automated system and personal calls completed by an outside company with the option to return to a class if there is another absence within one week. An explanation follows further below, as to why only two methods were examined in this study.

Research Questions

The main research questions guiding this study will be:

1. Which of the three variable clusters best predicts occasional teacher effectiveness?
2. How is occasional teacher effectiveness impacted by the variables in these clusters?
3. Which of the three variable clusters best predicts occasional teacher satisfaction?
4. How is occasional teacher satisfaction impacted by the variables in these clusters?

Hypotheses

The first hypothesis of this study is that assignment method will account for more of the variance in teacher effectiveness and satisfaction than the other two independent variables of experience and demographics.

The second hypothesis of this study is that the independent variable of experience will have the second highest impact on effectiveness, with those having more experience being more effective.

The third hypothesis of this study is that the independent variable of demographics will have the second highest impact on satisfaction, with those younger than 30 and 50 or older being more satisfied with their position as an occasional teacher.

Significance of the Study

There are a limited number of assignment methods used by school boards to select occasional teachers for their daily placements. School boards tend to pick one method from three or four popular methods. This study will investigate two different assignment models used in Southern Ontario, with regard to how each model may impact the effectiveness of occasional teachers teaching abilities and their satisfaction with their position as an occasional teacher.

There are a variety of methods to assign occasional teachers to their daily placements. According to Teach in Ontario, a project that received funding from 2004 until 2009 from both the Government of Canada and the Government of Ontario to help internationally trained educators navigate the process of becoming a teacher in Ontario, they outline three methods commonly used to assign occasional teachers to their daily jobs.

The first is described as an occasional teaching dispatch system or team. This involves individuals making the calls to the occasional teachers and is explained as follows, “Some boards have an occasional teaching dispatch system. In this system, teacher absences are called in to the dispatch team. The dispatch team then calls requested occasional teachers to offer the position. If these teachers are not available, other qualified occasional teachers are called.” (Teach in Ontario)

The second method of assignment is an automated call out system. Teach in Ontario describes it as follows:

In this system, the administration of the school reports a teacher absence to the system and occasional teachers with the appropriate qualifications are automatically called until the position has been accepted. In some automated

systems, school administrators can input a list of preferred occasional teachers. If the assignment has not been filled and the preferred list has been exhausted, then the system will call other qualified occasional teachers. (Teach in Ontario)

The third assignment method described is teachers filling their own absence, which overlaps slightly with the automated system approach, in that the regular classroom teachers in some school boards, are able to call in their absence to an automated call out system. Teach in Ontario describes the process as:

In some boards, teachers are responsible for contacting the call-out system to report their absence from school. They may request a particular occasional teacher or rely upon the automated system. As well, in some boards and in some schools, preferred occasional teachers may be contacted directly by the teacher or the administration. In these cases, the information about the teacher absence and the replacement occasional teacher is called into the call-out system after the assignment has been allocated. (Teach in Ontario)

There are of course variations of these three general assignment methods. This study examined two models which are a combination of the models outlined by Teach in Ontario, (1) random assignment in which job assignments called in by the regular classroom teacher go out by an automated phone system in random order and, (2) quasi-random selection in which occasional teachers are randomly assigned by a dispatch team, but have the option to return to the same class should the classroom teacher be absent again in the following week. There appears to be support in the literature for this method: as noted by both Welsch (2000) and Grace (2001) and further elaborated in the literature

review, it is important for the students, regular classroom teachers and occasional teachers to have familiar occasional teachers returning to the schools on a regular basis.

In regards to other selection models which are not examined in this study, a school board that primarily allows teachers to fill their own absence was approached to participate in the study. However, their Research Review Committee did not approve their participation in the study. Therefore this project focuses on two school boards who use the occasional teacher assignment methods outlined above.

To examine one of the dependent variables in this study, teacher effectiveness, an instrument created by Mandrell & Shank (1987) in their study “Teacher Effectiveness in Special Education” was used as a basis to identify characteristics of effective teachers. A modified version of this survey was used, (Appendix C), with questions relating to evaluative practices excluded, as occasional teachers are rarely required to evaluate student work. Effectiveness is identified based on averaging the participant’s response scores to scale based questions that required self assessment of items relating qualities and skills associated with effective teaching, such as: teacher characteristics, organizational practices, instructional practices and behavioural practices. The questions that were included asked respondents to rate statements on a Likert scale such as, “provides encouragement”, “involves students in active learning” or “high expectations for student performance”, in regards to how they view their own teaching as an occasional teacher.

In this study satisfaction was measured by a scale based question that required respondents to directly answer the question, “I am satisfied with my position as an occasional teacher.” This question was part of the Feelings and Perceptions instrument,

which was originally used by Smith et al. (2002) in a study by the Utah State Legislator and again by Tippetts (2004) in the study entitled “Substitute Teacher Demographics, Perceptions, and Attitudes: A Survey of Substitute Teachers in Three Districts.”

Due to the reality that students will spend a significant portion of their kindergarten to grade 12 educational experience in classrooms led by occasional teachers, it is essential that educators understand what factors can predict the effectiveness and satisfaction of occasional teachers so that instructional time continues to be of the highest quality possible when the regular classroom teacher is absent. In a study by Mays, Woods and Weasmer (2004) they state that job satisfaction for teachers is extremely important because it “reduces attrition, enhances collegiality, improves job performance, and has an impact on student outcomes” (p. 118). Mays, Woods and Weasmer also cite an important connection between satisfaction and effectiveness made by Shan (1998). Shan maintains that teacher job satisfaction is "a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness" (p. 118).

CHAPTER II

REVIEW OF LITERATURE

Introduction

Occasional teachers are referred to by a variety of terms throughout the literature on this topic. These include occasional teacher, supply teacher and substitute teacher. These terms are used interchangeably within the literature. The following literature review is organized around four common areas that are addressed in the literature on occasional teachers as follows: occasional teacher effectiveness, occasional teacher satisfaction, job assignment method and occasional teacher demographics.

Effectiveness of Occasional Teachers

While this study examined a definition of effectiveness based on a mean score from a self-ranking survey, there is a larger body of literature on effective teaching. This larger body of literature examined a variety of topics linked to effectiveness and examined whether, when occasional teachers take over daily instruction, they are effective teachers in the classroom. The literature also examined the effectiveness of occasional teachers in relation to a wide range of strategies. They range from suggestions for school boards and administrators, (Byer, 2008) to strategies for occasional teachers to use themselves (Tomlison, 1997).

First, it is essential to understand why it is important for occasional teachers to be effective in the classroom. This issue is addressed throughout much of the literature. As members of the Canadian Council on Learning wrote in 2008, it is important for occasional teachers to provide effective instruction so that “[s]tudents not lose precious time for learning... [so] that all students can receive the education that they deserve.”

Tomlinson (1997) wrote, “Student achievement plays the most significant role in the school setting. If student achievement is to increase, then quality instruction time must be maximized each and every day. This would include those days in which the regular classroom teacher is replaced by a substitute teacher” (p. 13).

There are many factors associated with the effectiveness of occasional teachers. It is often discussed in the literature, as seen in Byer (2008) and McHugh (1997), that a school-wide sense of respect for occasional teachers is an important factor in improving occasional teacher effectiveness. Byer examined much of the pertinent research on occasional teacher effectiveness and summarizes both the literature and personal experiences of substitute teachers into steps outlining how to improve the effectiveness of occasional teachers. Byer (2008) also outlined simple actions that teachers and administrators can take to help improve the effectiveness of occasional teachers which included, “administrators and teachers letting students know that substitutes have authority and deserve respect, teachers leaving substitutes with adequate lesson plans, and substitutes getting classroom management training.” (p. 2). Byer notes in his abstract, that sources for his research “included personal observation, recent substitute teaching publications, and books by John Dewey” (p. 2). His work largely combines the recommendations made by other researchers with an intermittent addition of his own personal experience as an occasional teacher in Texas. This produced a well-rounded approach to the recommendations he makes to improve occasional teacher effectiveness.

Closely linked to respect for occasional teachers, is improving the professional status of occasional teachers. As McHugh (1997) stated, “the aim has been to improve the professional status of the substitute teacher, thereby enhancing the effectiveness of

substitute teachers in the classroom.” (p. 14). Grace (2000) reported that in order to make occasional teachers feel welcome at one particular school they promoted the belief, “that it is important to treat our substitutes with the same respect and professionalism we show to our permanent faculty, and we try to integrate our substitutes into our faculty as much as we can” (p. 42). Grace’s work is based on personal experience working as the Head of the Lower School at the International School of Amsterdam. She notes that their school implemented many changes to the methods they use to employ occasional teachers and improve their professional status. These changes included inviting them to school orientations and providing them with a folder of important information about the school and the class they will be teaching upon their arrival at the school (2000, p. 42). Augustin (1987) also speaks about the importance of a folder with pertinent information being given to the occasional teacher by the office staff upon arriving at the school. Augustin suggests that the folder should include items such as: a map of the school, schedules, outlines of procedures and routines, fire drill information and names of helpful students (p. 394).

This idea of treating occasional teachers with the same respect as the permanent staff is important, as many occasional teachers report feeling “isolated and unaccepted in the schools they frequent” (McHugh, 1997). As a means to help gain respect, Byer (2008) noted in his concluding recommendations that occasional teachers can, “earn respect by working as professionally as any teacher and for administrators and teachers to facilitate school wide respect for substitutes” (p. 19). Furthermore, the idea of school wide respect for occasional teachers can be addressed by having both the classroom teacher and

administration reinforce to the students that occasional teachers have authority within the classroom and deserve respect (Byer, p. 2).

The literature also shows that employing qualified occasional teachers is a key factor in improving occasional teacher effectiveness. In the United States of America, occasional teachers do not necessarily have to be certified teachers. Welsch (2001) wrote, “efforts to improve the quality of substitute teachers should focus on (a) developing a cadre of substitutes who are part of the system and (b) raising the expectations of teaching effectiveness of substitutes beyond minimal levels” (p. 374). Welsch’s recommendations are based on the Standards for Staff Development created by the National Staff Development Council (p.373). Welsch’s recommendations also included “hiring quality substitutes, maintaining ongoing professional development, performing routine evaluations, furnishing resources and support, providing appropriate salary and benefits, and valuing substitutes as staff members” (p.374).

This movement towards increasing the effectiveness of occasional teachers also speaks to the fact that many occasional teachers are now more qualified than they were required to be in the past. As the Canadian Teachers’ Federation (2009) website states, “currently in most jurisdictions in Canada, the basic requirement to enter the teaching profession is the successful completion of Grade 12 and four additional years of post-secondary education that includes at least one year of professional studies in teacher education.”

The literature suggests that improving occasional teacher effectiveness is not just the responsibility of the administration and school boards, but that occasional teachers also play a large role in increasing their own effectiveness. Gresham, Donihoo and Cox

(2007) addressed a number of strategies that occasional teachers can employ on a daily basis to help improve their effectiveness in the classroom. They noted that arriving early, looking up needed materials and setting high, clear, behavioural expectations for students go a long way in improving occasional teacher effectiveness (p. 35). Byer also echoed many of the strategies outlined by Gresham, Donihoo and Cox for effective occasional teaching in his “Nine Sequential Steps for Effective Substitute Teaching”, (Appendix G) such as preparing materials from the office and within the classroom and setting clear expectations with students for work and behaviour. Ostapczuk (as cited in Byer, 2008, p. 4), identified poor classroom management skills as being the single greatest problem experienced by substitute teachers. This was also echoed in Glatfelter (2006) who found that regular classroom teachers view occasional teachers as lacking the competence to effectively manage classrooms and to effectively teach the curriculum and use instructional strategies. Glatfelter also found that many occasional teachers rated themselves as lacking the essential skills to effectively manage a classroom, yet that they were willing to increase their competencies. Professional development workshops are a common means for occasional teachers to improve many areas of their teaching abilities (Welsch, 2001). Learning (2008), suggests school boards can work to improve occasional teacher effectiveness by providing opportunities for occasional teachers to attend sanctioned school board professional development activities. Byer wrote, “In addition to professional development classes and workshops, occasional teachers in Glatfelter’s study expressed interest in classroom observations along with networking with and mentoring by classroom teachers as methods for increasing their substitute teaching competencies” (p.5). Occasional teachers also see the value in continuing with

professional development. As Pollock (2010) found in her study that looked at occasional teachers' access to professional learning, 46% of her respondents paid for their own formal professional development opportunities (p. 38).

Abdal-Haqq (1997) wrote that, "children frequently view the substitute's entry as a signal to misbehave" (p.2). With this information, it is important to identify why students feel that they can misbehave when an occasional teacher is present, and what can be done to change this mentality. There is agreement amongst researchers that occasional teachers play an important role in the educational system and that occasional teachers want to "provide quality, ongoing instruction in the absence of the full-time teacher" (Welsch, 2001, p 382). As addressed earlier, a culture of respect for occasional teachers within the school is a key element in sending the message to students that the same expectations they have with their classroom teacher apply when an occasional teacher is present.

Satisfaction of Occasional Teachers

Researchers have examined many aspects of human satisfaction. From studies on overall satisfaction with daily lives to studies specifically relating to job satisfaction, there is a large body of literature on the subject. Seminal studies on job satisfaction include *Job Satisfaction and the Good Soldier: The Relationship Between Affect and Employee "Citizenship"* (Bateman & Organ, 1983). Seminal studies on other areas of satisfaction, including consumer satisfaction include *A Cognitive Model of the Antecedents and Consequences of Satisfaction Decision* (Oliver, 1980). Satisfaction can have a broad range of meaning to different individuals. Within the education-related literature, researchers have tackled the dilemma of quantifying what it means to be satisfied with one's job as a

teacher. Specifically, Chapman and Lowther (1982) examined the most common elements that contribute to a teacher's job satisfaction in their study entitled *Teacher's Satisfaction with Teaching*. Chapman and Lowther present what they define as a "conceptual scheme of teacher satisfaction" (p. 241). They present the idea that teacher job satisfaction can be assessed based on four areas, as follows: "1) a teacher's personal characteristics; 2) a teacher's skills and abilities, particularly in organizing time and activities, and communicating effectively; 3) the criteria a teacher uses to judge his or her professional success, particularly with respect to job challenge and rewards; and 4) professional accomplishments to date, with particular respect to job challenge and recognition by others." (p. 241). It appears that no one conceptual scheme or assessment can adequately capture the dynamic factors that contribute to teachers' job satisfaction. In this study, a single question was used to gauge satisfaction from respondents, as an overall summary of the four-area outline by Chapman and Lowther. This was done because the researcher wanted an overall idea of how satisfied participants were with their position as an occasional teacher and not specific areas, as outlined by Chapman and Lowther.

Throughout the literature on teacher satisfaction there is very little written specifically about occasional teacher job satisfaction. With this in mind, the first part of this section of the literature review generally describes teacher satisfaction, with the understanding that there may be some differences between full-time and occasional teachers as it pertains to how they define job satisfaction. The most common theme on this topic is that teacher job satisfaction is often directly related to the support they receive, especially from administration. The second part of this section examines the

available literature specifically related to occasional teachers and the relationship between job satisfaction and the reasons for working in the teaching profession.

One of the most frequently cited ways to improve teacher satisfaction is to have administrators support teachers, via mentoring, professional development, or moral support. (Guarino & Daley, 2006; Johnson & Birkeland, 2003). Guarino et al. (2006) found that efforts to “promote personal satisfaction through campaigns to augment the prestige of the teaching profession or programs that foster mentoring, professional development, and career advancement opportunities” (p. 176) helped to increase personal job satisfaction. In many articles that discuss teacher satisfaction, the emphasis is on teacher dissatisfaction or low satisfaction. A study by Ingersoll as cited in Guarino et al. (2006), examined School and Staffing Surveys as well as a Teacher Follow Up Survey, and found that “the most important reason for turnover seemed to be job dissatisfaction, and the most frequently reported causes of job dissatisfaction both for migrating teachers and teachers who left the profession were low salaries, lack of support from the school administration and student discipline problems” (p. 193). Furthermore, in this study, Ingersoll found that of those public school teachers who left teaching because of dissatisfaction with the profession, “15.3% cited inadequate support from administration as the main reasons for dissatisfaction” (p. 191). Yet again, the importance of support was cited by Gonzalez (1995) in a study that found the high attrition rate of teachers in urban schools in America was often connected to a lack of support from administration, colleagues and parents.

Rodgers-Jenkins and Chapman (1990) examined the satisfaction of 190 public school Jamaican elementary teachers and 100 private school Jamaican elementary

teachers. More specifically, they focused on identifying factors that could be affected by administration to improve the satisfaction of their teachers. They found that, “among the most important threats to system efficiency are apparent declines in teacher morale and rising rates of teacher turnover, both of which are indicators of low job satisfaction” (p. 300). In the case of their research, Rodgers-Jenkins and Chapman attribute the low morale and high turnover to “the combined impact of low salaries and accelerating inflation” (p. 300).

The other common topic in the literature on teacher satisfaction is related to the reasons individuals are working as occasional teachers. According to Couture (2010), satisfaction amongst occasional teachers varies greatly depending on their stage in life and the reasons they are on the occasional teacher list. Couture acknowledged that there is a great deal of uncertainty associated with being an occasional teacher (p.40). This research was done in 2008 in collaboration with the Alberta Teachers’ Association and the University of Alberta. Five hundred and sixty respondents were interviewed. Couture concluded that occasional teachers generally fit into one of three main profiles: first, young teachers who are looking to gain more permanent employment with the school board; second, middle aged teachers who were returning to the profession after some time away, often to raise their family; and finally, those over the age of 55 who were retired teachers looking to stay involved with their profession (p. 40). Further, Couture stated that “respondents’ career stage and their life circumstances tended to affect the degree to which they derived satisfaction from substitute teaching” (p. 40). Those with more experience and who were substituting by choice reported a higher level of satisfaction than those with less experience and those who needed to do so out of economic necessity.

Couture argued that there are four main areas that can impact on occasional teacher's satisfaction; income, benefits, pension and relations with the school board (p. 40-41). In comparison, a study done by Mitchell, Ortiz, and Mitchell found that regular classroom teachers' satisfaction was mostly defined by "the extent to which they feel successful in advancing students' learning and growth and the quality of the teachers' interpersonal relationships with students and parents" (as cited in Albert and Levine, 1988, p. 47). To show the important connection between occasional teacher satisfaction and overall work conditions, Couture made the final conclusion "that there is no better indicator of the quality of work life in an Alberta school jurisdiction than how it treats and assists its substitute teachers" (p. 41).

Job Assignment Model

The third theme addresses different models used for assigning jobs to occasional teachers. There is a limited amount of literature written directly about how occasional teachers are assigned to their daily worksites. The literature that is available focuses on one consistent theme, consistently having the same occasional teachers returning to the same schools. Both Welsch (2001) and Grace (2000) present conclusions that support this idea. Both authors note that returning to the same school or classroom allows for occasional teachers to perform better, and thus be more effective teachers. This is illustrated by Welsh's (2001) argument, "a practical suggestion is to limit the number of schools to which a substitute is assigned. When substitute teachers have regular placements in only a few schools they become acquainted with the faculty and procedures in those schools" (p.381) which leads to greater effectiveness as a teacher. Grace (2000) wrote about a model used at the International School of Amsterdam, in

Holland, called a floating substitute. In this model, their school employs one full time substitute teacher who covers absences within the building, with additional substitutes being called in as needed. This floating substitute is at the school every day and has established relationships with staff and students. Grace stated, “the faculty's familiarity with the floating substitute reduces the stress teachers feel when they are absent, not knowing who will be taking their classes” (p. 43). Glatfelter (2006) also spoke to the idea of the substitute being a familiar person. The relationship between occasional teachers and faculty was noted by Glatfelter (2006) whose study used a mixed methods approach to examine what can be done to improve the effectiveness of occasional teachers. Glatfelter interviewed 151 substitute teachers and 176 permanent teachers. Glatfelter stated that when classroom teachers develop relationships with their substitutes they were “more inclined to trust them, to leave instructional content that was more closely aligned to what they would have taught, and were more likely to say that substitute teachers were able to manage classroom behaviour” (p.55). In addition, Javernick (2005) noted that “classroom management is easier when substitutes can call children by name” (p. 47). This reinforces the idea that when occasional teachers are at the same schools repeatedly they have an opportunity to learn student names which improves classroom management and ultimately their effectiveness as teachers.

Demographics

The final theme of the current study to be examined in the literature looks at the demographics, including the teaching experience of occasional teachers. Understanding the individuals that comprise the population of occasional teachers is important for

gaining insight into the difficulties occasional teachers encounter within the educational setting. Weems' (2003) research investigated "representations" (p.254) of substitute teachers. Weems described three common stereotypes of substitute teachers that are perpetuated through the media. The three stereotypes are "the substitute as an incompetent, unqualified teacher; the substitute as a deviant outsider; and the substitute as a guerilla educator" (p. 257). Weems acknowledged that these stereotypes were disjointed from the true expectations of substitute teachers. However, they are important to acknowledge when looking at the demographics of occasional teachers because they highlight the stereotypes that occasional teachers face about who they actually are as both educators and people.

A study by Tippetts (2004) examined the demographics of occasional teachers in three school boards in the United States. Tippetts' findings demonstrated that a majority of occasional teachers were over the age of 40 and most would like to work more than they are called to work in an average week (p. 74). The study also showed that many occasional teachers have children that attend schools within the board where they are teaching. A study by Wyld (1995) pointed out that many people working as substitute teachers were doing so for the experience, and did not intend to make a career out of substitute teaching. Gonzales (2002) looked at the job satisfaction of substitute teachers in four school districts in northern California. The research, however, also provided further insight into the demographics of substitute teachers. According to Gonzales' findings, 67% of substitute teachers were female and 33% male. The largest identified ethnic group was Caucasian at 72% of the surveyed population. The next largest identified group was Asian, at 10% of the surveyed population. In terms of age, almost

half, 49% were between the ages of 31-50, with just 17% between the ages of 21-30. The remainder of the study's participants were over the age of 50. While all of the surveyed participants had been substituting for more than one year, 54% were in their second year of substitute teaching. Gonzales also found that 20% of the substitute teachers surveyed held a Masters degree. The findings of Gonzales survey seem to be an accurate representation of Canadian teachers as well. Canadian Teacher Magazine's website (2009) states that the average age of Canadian educators is 45 years old and that women make up 75% of the teaching population.

The teaching experience of occasional teachers also makes up a significant part of the demographics of occasional teachers. As Gonzales (2002) reported in a study that examined job satisfaction and dissatisfaction of substitute teachers, 25% of those interviewed had been working as a supply teacher for 5 or more years. Based on this data, 75% of substitute teachers have less than 5 years of experience as a supply teacher. In a study conducted by the Training and Inspectorate in Northern Ireland (2004), similar results were found. Of those surveyed, 33% had less than two years of experience, 53% had more than two years of experience, 9% had retired early after being declared redundant and the final 5% were retired teachers who had come back to work as substitute teachers (p.1).

Wyld (1995) noted that sometimes certified teachers who have led a classroom of their own in the past opt to become substitute teachers because they prefer the flexibility and lesser time demands. However, in the same study Wyld also noted that very few individuals work as substitute teachers for more than a year and even fewer make a career out of substituting. To provide insight into why some choose to leave supply teaching

after a few years Gonzales (1995) wrote, “eight of ten substitutes interviewed also commented that the lack of respect and unruly behaviour exhibited by students in the classroom contributed to their desire to leave substitute teaching” (p.61).

CHAPTER III

DESIGN AND METHODOLOGY

Sample and Population

The population of this study was the occasional teachers in two large school boards, with over 40 elementary schools in each board. The subjects of this study were those occasional teachers who responded to the researcher's request for participation. Both boards are a mix of urban, suburban and county schools, and serve a similar cross section of students. They will be referred to as Board A and Board B throughout this study. A third school board, which was believed to use a third job assignment method, was approached with a request to participate in this study, but their research review committee did not approve the request to participate. They did not provide a reason for choosing not to participate in this study.

Board A had 33 respondents, of which 32 provided enough data to be included in the results of this study. Board B had 15 respondents, of which 13 provided enough data to be included in the results of this study. This sample of the population is considered to be a convenience sampling, made up of those who chose to respond indicating that they were interested in participating in the study.

Instrumentation

The data for this study was collected entirely through an online survey, which was hosted on the University of Windsor server. The survey was accessible by either following a link found in the email the participants received inviting them to participate in the study or by following a link found in the message posted on the school board's

electronic group messaging system. Participants required a generic username and password, which was provided to them when they received the information to participate in the study. The survey was filled out completely online and took approximately 15 minutes to complete.

The data collected in this study was structured around two survey questionnaires. One included Likert scale questions based on a self ranking view of effectiveness, (Appendix C), which was modeled after the instrument used by Mandrell and Shank (1987) in their study on teacher effectiveness in Special Education. Mandrell and Shank's instrument was well suited to this study because the teaching qualities measured by this instrument are those that pertain to effective teaching in general. The questions were clearly worded, with questions such as, "Provide consequences for inappropriate behaviours." Mandrell and Shank's survey was developed to focus on five specific areas of effective teaching, (teacher characteristics, organizational practices, instructional practices, evaluative practices and behaviour management practices). These areas of effective teaching reoccur throughout the literature on this topic. For example, Tomlinson (1997) discussed the importance of "quality instruction time", which is related to instructional practices. Byer (2008) addressed the importance of authority and respect which plays a large role in behaviour management practices. The other questionnaire collected data on demographics and experience, and was a modified version of Tippet's (2004) instrument.

The instrument that was used to gather information on demographics, experience and feeling and perceptions was originally used by Smith et al. (2002) in a study by the Utah State Legislator and again by Tippetts (2004) in a study entitled "Substitute Teacher

Demographics, Perceptions, and Attitudes: A Survey of Substitute Teachers in Three Districts.” (See Appendices A, B). The questions in the Feelings and Perceptions portion of the survey were presented as Likert scale questions.

Some modifications to the survey were requested by either one or both of the participating school boards and some items were deemed to be redundant by the researcher. This included changing the wording from ‘substitute teacher’ to ‘occasional teacher’ in some questions and the word ‘districts’ being changed to ‘boards’, to better align with the language used in Ontario’s teaching communities. Questions such as “Are you currently a licensed teacher or have you been a licensed teacher in the past?” and “Are you currently working on a teaching degree?” were removed, as all teachers in Ontario must be currently licensed through the Ontario College of Teachers (OCT) and hold a teaching degree to be able to teach in Ontario. Questions in the Feelings and Perceptions survey that required some judgement or evaluation of other school board employees, such as “I feel that teachers leave adequate (instructional vs. busy work) lesson plans for me” were removed at the request of the boards due to concerns about evaluation procedures that may conflict with agreements within the teacher’s respective collective bargaining agreements.

Satisfaction was reported on by a scale-based question that required respondents to directly answer the question, “I am satisfied with my position as an occasional teacher.” This question was part of the Feelings and Perceptions instrument used by Tippetts’ (2004) instrument pertaining to satisfaction. Effectiveness was self reported, and quantified by an instrument which measured occasional teachers’ personal perceptions of

their ability to lead a class (See Appendix C), based on an instrument created by Mandrell & Shank (1987).

Procedures

The researcher was first given permission to proceed with this research project after a thesis proposal defence was delivered at the Faculty of Education. After successful completion of the proposal defence, approval was obtained from the Research Ethics Board at the University of Windsor. Permission was then sought and granted from Boards A and B through superintendents with responsibility for Program and Professional Learning and Research and Data. A recruitment letter and link to the online survey were posted on the occasional teachers' online message posting system for each board and left for occasional teachers to respond to if they so chose. In addition, Board B sent an email to all of its principals informing them of the study and providing them a link to the survey, which they could distribute if they so chose, to occasional teachers. Originally, the intent was to request participation of both occasional teachers and regular classroom teachers. Classroom teachers were originally intended to rate, in general, how they viewed the effectiveness of occasional teachers. This data would have been compared to the occasional teachers' self-ranking of effectiveness. However, gaining permission from the school boards required the deletion and/or changing of some of the questions included in the instruments. Ultimately, due to collective bargaining agreement concerns of having board employees evaluating other employees, one of the boards did not grant permission for regular classroom teachers to respond to the survey, as it could have become an issue

with the teacher's union. Due to absence of data for a second board, regular classroom teacher data was not used in this study.

Limitations of the Design

The subjects for this study were self-selecting within the school boards that agreed to participate. Thus, the sample population may not be fully representative of all teachers and experiences within each school board. This can be seen with the average age of respondents to this study compared to the average ages of occasional teachers in general. The research shows that 49% of occasional teachers are between 31-50 years old (Gonzales, 2002). Approximately 45% of participants in this study were in the same age bracket. Gonzales (2002) also stated that 17% of occasional teachers are between the ages of 21-30, whereas 50% of participants in this study were in that age group. Due to the percentage of occasional teachers in this study who were under the age of 30, the results of this study should not be generalized in jurisdictions that do not have a relatively young cohort of occasional teachers.

As well, by limiting the number of boards to one representative of each model, the conclusions of the research may only be applicable to the particular school boards which participated. Results may be generalized, with caution, when speaking about other school boards that currently use similar models for assigning day-to-day occasional teachers. Finally, the researcher is currently employed with one of the school boards that participated in this study and while the researcher has taken every precaution against bias unduly influencing the outcomes of the study, it must be acknowledged that biases may exist due to experiential knowledge.

CHAPTER IV

ANALYSIS OF THE DATA

Data Analysis- Effectiveness

Descriptive statistics (effectiveness). To gather data on effectiveness, the sum of the respondent's questions to the Teacher Effectiveness Survey were calculated. This calculation resulted in an effectiveness score. The twenty questions in the survey were answered using Likert scale responses of 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree. In the case of missing values, respondents were given a mean score based on the questions answered. Following is a series of tables showing the effectiveness scores compared to 'school board employed by', 'age', 'gender' and 'number of years worked.' The results for the first three tests included the data from 43 respondents; the last test has 42 respondents, as one respondent did not provide enough data to be included.

Table 1

Self Ranking of Effectiveness Based on Assignment Method

Method of Assignment	Low Effectiveness	Medium Effectiveness	High Effectiveness
Random Assignment	9	12	11
Option to Return	4	3	4
TOTAL	13	15	15

Of those assigned using random assignment, 11 reported themselves to be highly effective, 12 reported to be moderately effective and nine reported having low effectiveness. Of the occasional teachers assigned with the option to return, four reported

as highly effective, three as being moderately effective and four as having low effectiveness. Overall, 15 respondents reported being highly effective, 15 reported being moderately effective and 13 reported having low effectiveness.

Table 2

Self Ranking of Effectiveness Based on Age

Age	Low Effectiveness	Medium Effectiveness	High Effectiveness
20-29 years old	4	10	7
30-39 years old	6	3	7
40-49 years old	2	1	1
50-59 years old	1	1	0
TOTAL	13	15	15

Based on the 21 participants between the ages of 20-29, seven rated themselves as highly effective, ten rated themselves as moderately effective and four as having low effectiveness. Of the 16 respondents between the ages of 30-39 years of age, seven rated themselves as highly effective, three as moderately effective and six as having low effectiveness. Of the four participants between the ages of 40-49 years of age, one rated themselves as highly effective, one rated themselves as moderately effective and two rated themselves as having low effectiveness within the classroom. Finally, of the two participants between the ages of 50-59 years, one rated themselves as moderately effective and one rated themselves as having low effectiveness.

Table 3

Self Ranking of Effectiveness Based on Gender

Gender	Low Effectiveness	Medium Effectiveness	High Effectiveness
Male	1	2	2
Female	12	13	13
TOTAL	13	15	15

Of the 43 participants who responded to this question, five identified themselves as males, 38 identified themselves as female. No respondents selected ‘other/prefer not to say.’ Of the male participants, two rated themselves as highly effective, two rated themselves as moderately effective and one rated himself as having low effectiveness within the classroom. With the female participants, their self ranking of effectiveness was fairly evenly spread across the three categories. 13 rated themselves as highly effective, 13 rated themselves as moderately effective and 12 rated themselves as having low effectiveness within the classroom.

Table 4

Self Ranking of Effectiveness Based on Number of Years Worked as an Occasional Teacher

Number of years worked as an occasional teacher	Low Effectiveness	Medium Effectiveness	High Effectiveness
1 year	1	4	3
2 years	2	4	2
3 years	1	3	4
4 years	4	2	1
5 years	1	1	2
Other	4	1	2
TOTAL	13	15	14

Of the 42 participants who responded to this question, the following data were found. Of the eight participants in their first year as an occasional teacher, three rated themselves as being highly effective, four rated themselves as being moderately effective and one rated themselves as having low effectiveness. Eight participants were in their second year as an occasional teacher; two rated themselves as highly effective, four rated themselves as being moderately effective and two rated themselves as having low effectiveness. Of the eight respondents in their third year as an occasional teacher, four rated themselves as being highly effective, three rated themselves as moderately effective and one rated themselves as having low effectiveness. There were seven participants in their fourth year as an occasional teacher who responded to this question. One rated themselves as highly effective, two rated themselves as moderately effective and four rated themselves as having low effectiveness. Of the four participants in their fifth year as an occasional teacher, two rated themselves as highly effective, one as moderately effective and one as having low effectiveness in the classroom. Lastly, of the seven respondents in their sixth or greater year as an occasional teacher, two rated themselves as highly effective, one rated themselves as moderately effective and four rated themselves as having low effectiveness within the classroom.

ANOVAS (effectiveness). A series of one-way ANOVAS were computed to compare the dependent variable ‘effectiveness’ to independent variables associated with the variable clusters of demographics, duration of experience and method of assignment. For this study, the dependent variable of ‘effectiveness’ was computed by finding the

participant's mean score using their responses to the 20 questions on the Teacher Effectiveness Survey on a Likert scale of one to five. Only one-way ANOVAS were computed due to the small sample size of the study, which limits the ability to examine the interaction between multiple factors.

A one-way ANOVA was computed to examine the interaction between 'effectiveness' and the independent demographic variable of 'age'. The interaction was not statistically significant for the purpose of this study, $F(3,39)=1.266$, $p > .05$, where $p=.299$.

A one-way ANOVA was computed to examine the interaction between 'effectiveness' and the independent demographic variable of 'gender'. The interaction was not statistically significant for the purpose of this study, $F(1,41)=.159$, $p > .05$, where $p= .692$.

A one-way ANOVA was computed to examine the interaction between 'effectiveness' and the independent duration of experience variable of 'years worked as an occasional teacher'. The interaction noted a statistically significant result, $F(10,31)=2.531$, $p < .05$, where $p=.02$. While the cell sizes for the individual categories are small, it is worth noting that teachers with seven years of experience tended to be more likely to report that they were more effective ($M=95.00$) and teachers with nine years of experience tended to be less likely to report that they were more effective, ($M=64.21$). This data was calculated as respondents who had been teaching more than five years could select 'other' and were able to input the exact number of years they had been teaching.

Figure 1

Effectiveness as an Occasional Teacher in Relation to Years of Experience

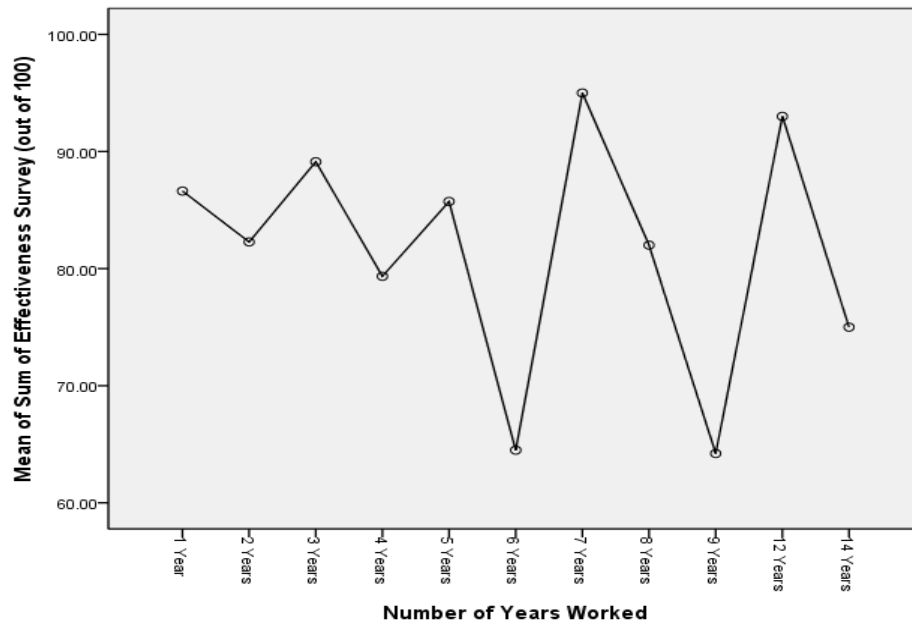


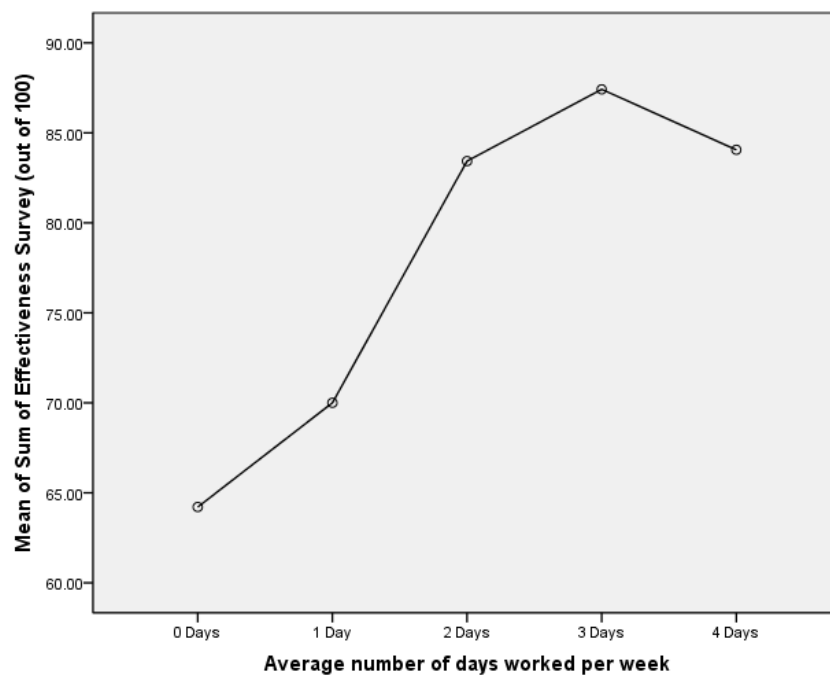
Figure 1 illustrates that there is no clear trend in the relationship between the independent variable, years of experience, and the dependent variable of effectiveness. However, the ANOVA demonstrates that there is a statistically significant interaction between the two. While it may have been expected that there would be a gradual increase or decrease in effectiveness with relation to year of experience, the figure shows that occasional teachers fluctuate greatly in their perceived sense of effectiveness. Perhaps this is related to occasional teachers reflecting upon their practice differently at various points in their career, sometimes judging themselves to be less effective or more effective based on their experience or ease of teaching assignments.

A one-way ANOVA was computed to examine the interaction between 'effectiveness' and the independent variable of 'average number of days per week

worked'. The ANOVA was significant, $F(4,38)=3.427$, $p<.05$, where $p=.017$. Teachers who worked three or four days per week tended to report that they believed they were the most effective, with those working three days per week ranking themselves as most effective. Those who worked zero or one day a week reported the two lowest effectiveness scores. No respondents reported working an average of five days per week.

Figure 2

Effectiveness in Relation to Average Number of Days per Week Worked



A one-way ANOVA was computed to examine the interaction between 'effectiveness' and the independent duration of experience variable of 'days per week wanted to work'. The interaction was not statistically significant for the purpose of this study, $F(3,39)=.771$, $p>.05$, where $p=.517$.

A one-way ANOVA was computed to examine the interactions between ‘effectiveness’ and the independent variable ‘method of assignment’. The interaction did not produce a statistically significant result, $F(1,41)=.003, p> .05$, where $p= .956$

Multiple regression analysis (effectiveness). Following the completion of the ANOVAs, a series of multiple regression analyses were conducted with respect to demographic, duration of experience, and method of assignment, with ‘effectiveness’ serving as the dependent variable. For this study, the dependent variable of ‘effectiveness’ was computed by finding the participant’s mean score using one to five Likert responses to the 20 questions on the Teacher Effectiveness Survey. The multiple regression analyses were computed in order to understand the degree to which the independent variables accounted for the variance in the outcome as identified by the dependent variable.

Demographic variable cluster. A multiple regression analysis was computed to find the predictive capacity of the independent demographic variable cluster in relation to the dependent variable of effectiveness. The variables included in the demographic variable cluster were age (19 or younger, 20-29, 30-39, 40-49, 50-59 and 60 or older), and gender (female, male and other/prefer not to say). The multiple regression analysis did not identify a predictive relationship between the independent variable cluster of demographics and the dependent variable of effectiveness, suggesting these demographic variables do not account for variance in the satisfaction scores of occasional teachers, $F(2,40)=2.137, p=.131$

Duration of experience variable cluster. A multiple regression analysis was computed to find the predictive capacity of the independent variable cluster of experience, in relation to the dependent variable of effectiveness. The independent variables included were: ‘years worked as an occasional teacher’, ‘days per week worked’ and ‘days per week wanted to work’. The multiple regression analysis did not identify a predictive relationship between the independent variable cluster of experience and the dependent variable of effectiveness, suggesting these experience variables do not account for variance in the effectiveness scores of occasional teachers, $F(3,38)=1.915$, $p=.144$

Data Analysis- Satisfaction

Descriptive statistics on satisfaction. The first statistical analysis with reference to occasional teacher satisfaction was a crosstabs that sorted descriptive data pertaining to the respondents. The test was based on their response to the question “I am satisfied with my position as an occasional teacher” which was answered using Likert scale responses (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree). This question was analysed for the following demographic variables: ‘school board employed by’ (Board A or Board B), age, (20-29, 30-39, 40-49, 50-59), ‘gender’ (male or female) and ‘number of years worked’ (1,2,3,4,5 or other). For the first three variables, this analysis was conducted using data from 44 respondents, while the last test had 43 respondents. Four respondents did not provide sufficient data for them to be included in these analyses. It should be noted that throughout this study, ‘school board employed by’ and ‘method of assignment’ are interchangeable, as there is a one-to-one correlation between the two variables. For the purpose of this data analysis, ‘method

of assignment' will be investigated when completing ANOVAS and multiple regression analysis. It is acknowledged that while there are obvious differences between boards other than method of assignment, it is reasonable to acknowledge that method of assignment would be one major difference encountered by occasional teachers, since they only have limited exposure to the employer. That is, due to the nature of their position they may not be affected by other differences that full time teachers might be exposed to on a regular basis.

As indicated in Table 5, in response to the question 'I am satisfied with my position as an occasional teacher', 13 respondents of those assigned by random assignment selected 'strongly disagree' or 'disagree', four selected "neither agree nor disagree" and 15 selected 'agree' or 'strongly agree.' Of respondents assigned with the option to return, nine selected 'strongly disagree' or 'disagree', one selected 'neither agree or disagree', and two selected 'agree' or 'strongly agree.' The results produced by this crosstabs analysis indicated that 58% of respondents assigned with the option to return are 'strongly dissatisfied' with their position as an occasional teacher. This is compared to only 22% of those assigned by random assignment reporting that they are strongly dissatisfied with their position as an occasional teacher.

Table 5

“I am satisfied with my position as an occasional teacher” Based on Assignment Method

Assignment Method	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Random Assignment	7	6	4	9	6
Option to Return	7	2	1	1	1
TOTAL	14	8	5	10	7

When looking at the responses to the question “I am satisfied with my position as an occasional teacher’ based on age, the data showed that of the 22 respondents between the ages of 20 and 29, 41% either agreed or strongly agreed, while an equal nine strongly disagreed or disagreed that they were satisfied with their position as an occasional teacher. Eighteen percent of respondents in the same age group had a neutral response. Of the 16 respondents between the ages of 30 and 39, ten reported strongly disagreeing with the statement that they were satisfied with their position as an occasional teacher, while only five reported agreeing or strongly agreeing with the statement and one reported a neutral response towards the statement. Of the respondents between the ages of 40 and 49, one respondent disagreed with the statement that they were satisfied with their position as an occasional teacher, while three strongly agreed with the statement. Finally, of the two respondents between the ages of 50 and 59, both strongly disagreed with the statement that they were satisfied with their position as an occasional teacher. Overall, of the 44 participants who responded to this survey question, 14 strongly disagreed, eight

disagreed, five neither agreed nor disagreed, ten agreed and seven strongly agreed that they are satisfied with their position as an occasional teacher.

Table 6

Job Satisfaction as an Occasional Teacher Based on Age

Age	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
20-29 years old	2	7	4	6	3
30-39 years old	10	0	1	4	1
40-49 years old	0	1	0	0	3
50-59 years old	2	0	0	0	0
TOTAL	14	8	5	10	7

When examining the participant's responses to the question "I am satisfied with my position as an occasional teacher" based on gender, there were a total of six respondents who identified themselves as male and 38 respondents who identified themselves as female. Of the male respondents, two selected 'strongly disagree' or 'disagree', one selected 'neither agree or disagree', and three selected 'agree' or 'strongly agree.' Of the female respondents, 20 selected 'strongly disagree' or 'disagree', four selected 'neither agree or disagree', and 14 selected 'agree' or 'strongly agree'.

Table 7

Job Satisfaction as an Occasional Teacher Based on Gender

Gender	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Male	2	0	1	2	1
Female	12	8	4	8	6
TOTAL	14	8	5	10	7

When examining the participant's responses to the question based on 'years worked as an occasional teacher', and satisfaction with their position as an occasional teacher, there were 43 respondents who provided data for this question, the following data were noted. Of the nine respondents in their first year as an occasional teacher, 56% agreed or strongly agreed with the statement that they were satisfied with their position as an occasional teacher, while 22% disagreed and 22% neither agreed nor disagree. Of the eight respondents in their second year as an occasional teacher, 50% agreed or strongly agreed that they were satisfied, 38% responded that they strongly disagreed or disagreed that they were satisfied with their position as an occasional teacher, and 12% had a neutral opinion. Of the eight respondents in their third year as an occasional teacher, three agreed or strongly agreed, four disagreed or strongly disagreed and one had a neutral opinion to the statement that they are satisfied with their position as an occasional teacher. Six of the seven respondents in their fourth year working as an occasional teacher disagreed or strongly disagreed that they are satisfied with their position as an occasional teacher and one reported a neutral opinion. No respondents in their fourth year as an occasional teacher responded positively to the statement that they are satisfied with

their position as an occasional teacher. Of the four respondents in their fifth year as an occasional teacher, two agreed to being satisfied and two strongly disagreed to being satisfied with their position as an occasional teacher. Finally, of the seven respondents who reported their years worked as an occasional teacher as ‘other’, meaning more than five years, four disagreed or strongly disagreed and three agreed or strongly agreed to being satisfied with their position as an occasional teacher.

Table 8

Job Satisfaction as an Occasional Teacher Based on Number of Years Worked as an Occasional Teacher

Number of years worked as an occasional teacher	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1 year	0	2	2	2	3
2 years	2	1	1	3	1
3 years	3	1	1	1	2
4 years	5	1	1	0	0
5 years	2	0	0	2	0
Other	2	2	0	2	1
TOTAL	14	7	5	10	7

ANOVAS (satisfaction). A series of one way ANOVAS were computed to examine the relationship between the dependent variable ‘satisfaction’ and independent variables included in the variable clusters of demographics, duration of experience and method of assignment. For this study, the dependent variable of ‘satisfaction’ was computed using the participant’s responses on a 1-5 Likert scale to the question ‘I am satisfied with my position as an occasional teacher.’ Only one-way ANOVAS were computed due to the

small sample size of the study, which does limit the ability to examine the interaction between multiple factors.

In this study, non-significant findings, when the alpha is between .05 and .1 will be reported, as they may warrant further examination in a future study.

A one-way ANOVA was computed to examine the interaction between ‘satisfaction’ and the independent demographic variable of ‘age’. The results showed that there was a statistically significant interaction, $F(3,40)=4.112$, $p<.05$, where $p=.012$. This finding demonstrates that there was a significant interaction between ‘satisfaction’ and age, with those between the ages of 40 and 49 indicating a significantly higher degree of satisfaction with their position as an occasional teacher than other age groupings.

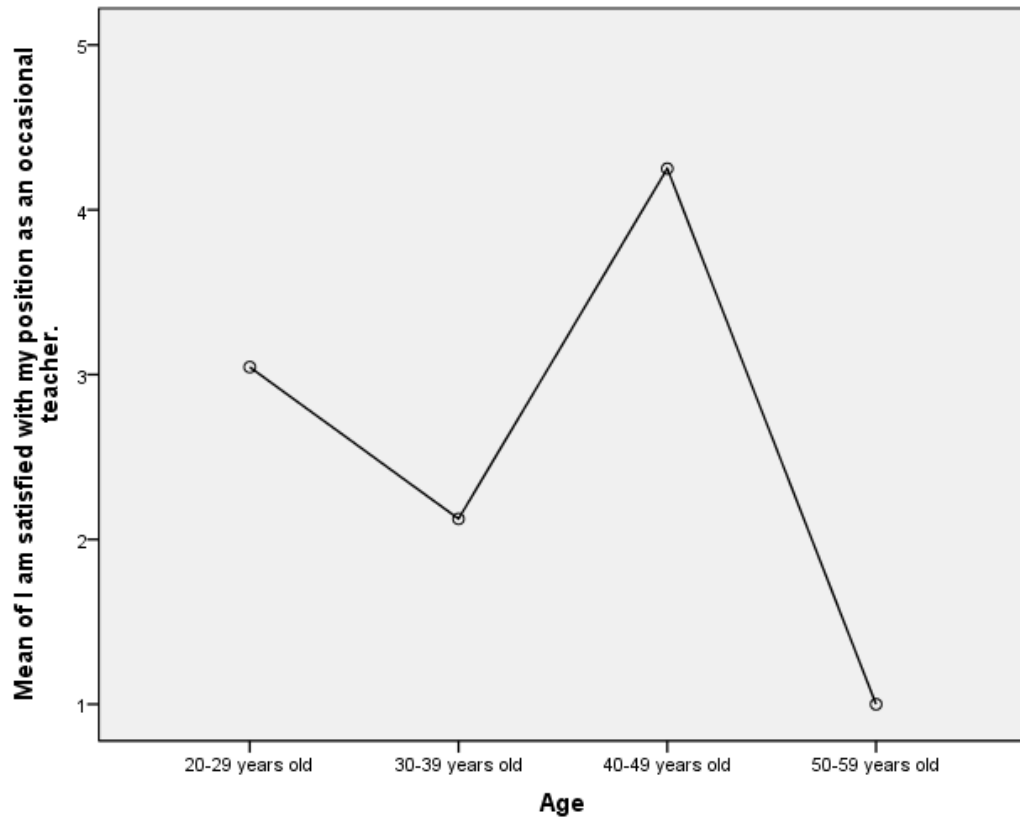
Table 9

Mean Satisfaction Score in Relation to Age

Age in Years	Mean Satisfaction Score
20-29	3.05
30-39	2.13
40-49	4.25
50-59	1.00

Figure 3

Satisfaction With Job as an Occasional Teacher in Relation to Age



A one-way ANOVA was computed to examine the interaction between ‘satisfaction’ and the independent demographic variable of ‘gender’. While the descriptive statistic indicates that the mean for males ($M = 3.0$) is slightly higher than for females ($M = 2.7$), the ANOVA showed that there is not a statistically significant relationship between the two variables, $F(1,42)=.221$, $p>.05$, where $p=.641$,

A one-way ANOVA was computed to examine the interaction between ‘satisfaction’ and the independent experiential variable of ‘number of years worked as an occasional teacher’. The interaction was noted as a non-significant finding for the purpose of this study, $F(10,32)=1.810$, $p>.05$, where $p=.099$. Those with the highest level of satisfaction were those reporting to have worked one year, ($M=3.93$).

A one-way ANOVA was computed to examine the interaction between ‘satisfaction’ and the independent experiential variable ‘average number of days worked per week.’ The interaction was not statistically significant, $F(4,39)=.913$, $p>.05$, where $p=.466$.

A one-way ANOVA was computed to examine the interaction between ‘satisfaction’ and the independent experiential variable of ‘days per week wanted to work.’ The interaction was not statistically significant, $F(3,40)=1.655$, $p>.05$, where $p=.192$.

A one-way ANOVA was computed to examine the interaction between ‘satisfaction’ and the independent variable of method of assignment. The results showed that there was a statistically significant interaction, $F(1,42)=5.181$, $p<.05$, where $p=.028$. This finding demonstrates that there was a significant interaction between ‘satisfaction’ and method of assignment, with those randomly assigned indicating a higher degree of satisfaction ($M=3.03$) with their position as an occasional teacher than those assigned with the option to return. ($M=1.92$).

Multiple regression analysis (satisfaction). Following the completion of the ANOVAs, a series of multiple regression analyses were conducted to determine the predictive capacity of the independent variable clusters of demographics, duration of experience, and method of selection, on the dependent variable of satisfaction. Satisfaction was determined by computing the participant’s responses to the question ‘I am satisfied with my position as an occasional teacher’ which was assessed using a one to five Likert scale response. The multiple regression analyses were computed in order to

understand the degree to which the independent variables could be seen as accounting for the variance in the dependent variable scores.

Demographic variable cluster. A multiple regression analysis was computed to find the predictive capacity of the independent variable cluster of demographics, in relation to dependent variable of satisfaction. The two independent variables were age (19 or younger, 20-29, 30-39, 40-49, 50-59 and 60 or older), and gender (female, male and other/prefer not to say). The multiple regression analysis did not identify a predictive relationship between the independent variable cluster of demographics and the dependent variable of satisfaction, suggesting these demographic variables do not account for variance in the effectiveness scores of occasional teachers, $F(2,41)=.588, p=.560$

Duration of experience variable cluster. A multiple regression analysis was computed to find the predictive capacity of the independent variable cluster of experience, in relation to the dependent variable of satisfaction. The independent variables included were: 'years worked as an occasional teacher', 'days per week worked' and 'days per week wanted to work'. It was the researcher's hypothesis that if there was a large discrepancy between the number of days per week a respondent wanted to work and the number of days per week they were actually working, the occasional teacher would be less satisfied with their job position. For example, there may be some impact on their reported job satisfaction if they wanted to work more days per week and less were received or if they wanted to work less days per week and more were received. The multiple regression analysis did not identify a predictive relationship between the independent variable cluster of experience and the dependent variable of satisfaction,

suggesting these experience variables do not account for variance in the effectiveness scores of occasional teachers, $F(3,39)=.894, p=.453$

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Findings

Findings based on effectiveness.

Significant findings. A significant finding of this study is that the average number of days worked per week has a significant relationship with effectiveness. The data analysis indicates that participants working two, three or four days, on average, per week are more effective than those working, on average, one day or less per week. This is supported by an ANOVA where $p=.017$.

Another significant finding of this study is that the number of years worked as an occasional teacher has a significant relationship with effectiveness. The data analysis indicates that there is much less consistency, as reflected in the broader range of scores in effectiveness, with participants that have six or more years of experience compared to those with one to five years of experience. This was supported by an ANOVA where $p=.02$.

Other findings of potential interest. There was no statistically significant relationship between effectiveness and age of the respondent. However, of interest is that the younger the respondent, the higher they ranked their effectiveness.

Findings based on satisfaction.

Significant findings. The relationship between age and satisfaction is of significance. Participants between the ages of 40 and 49 reported the highest level of job satisfaction, followed by those between the ages of 20 and 29. In this study, the lowest

level of satisfaction is reported by those between the ages of 50 and 59. The second lowest level of satisfaction is between the ages of 30 and 39.

Non-significant findings. Non-significant findings are those that have an alpha level between .05 and .1 and they provide us with information that may be of interest to the study. We are discussing non-significant findings because they perhaps warrant further investigation that may be carried out in the future. The interaction between satisfaction and the number of years worked as an occasional teacher was noted as a non-significant finding, ($p=.099$). This interaction showed that occasional teachers, in general, become less satisfied with their job the longer they are employed as an occasional teacher. For example, those who have worked for one year as an occasional teacher had a mean satisfaction score of 3.67, and those who have worked as an occasional teacher for six years had a mean satisfaction score of 1.50.

Other findings of potential interest. Another finding, not central to the study, but of interest to the researcher, is that the highest reported job satisfaction rating came from those respondents who only work, on average, one day per week. In addition, those who ranked themselves as having the highest level of satisfaction with the job indicated that they only want to work an average of 3 days per week.

While not a central finding, a focus of this study was to examine the relationship between method of assignment and job satisfaction. This relationship provides background information for this study by providing information on the participant's possible attitudes towards their work situations. Those assigned by random assignment method ranked their overall satisfaction as 3.0 out of 5.0 on the Likert Scale. Those

assigned by the option to return method ranked their overall average satisfaction as 1.9 out of 5.0 on the Likert Scale.

Discussion

Findings related to hypothesis. The first hypothesis of this study (assignment method will account for more of the variance in teacher effectiveness and satisfaction than the other two independent variables of experience and demographics) was not supported by the findings of this study. In fact, it was experience that accounted for most of the variance in teacher effectiveness and age that accounted for most of the variance in teacher satisfaction.

The second hypothesis of this study (the independent variable of experience will have the second highest impact on effectiveness, with those having more experience being more effective) found mixed results in terms of support. The hypothesis was supported by the finding that the greater the level of experience, when experience is defined as the average number of days worked per week, the higher participants ranked their level of effectiveness. The hypothesis was not supported by the finding that the greater the level of experience, when experience is defined as the number of years worked, the more inconsistently participants ranked their level of effectiveness.

The third hypothesis for this study (the independent variable of demographics will have the second highest impact on satisfaction, with those younger than 30 and 50 or older being more satisfied with their position as an occasional teacher) was partially supported by the findings of this study. The findings showed that the second most satisfied age group of participants were those younger than 30, as hypothesized.

However, the lowest level of job satisfaction was reported by participants between the ages of 50 and 59, which did not support the hypothesis.

Discussion on effectiveness. The relationship between the average number of days worked per week and effectiveness was a significant finding of this study. Participants working two, three or four days per week, reported higher levels of effectiveness than those working one day or less per week. In addition, the relationship between the number of years worked as an occasional teacher and effectiveness was also a significant finding of this study. Participants with one to five years of experience have less range in effectiveness scores compared to those with six or more years of experience who have a greater range in effectiveness scores. These two significant findings illustrate the possibility that a higher level of effectiveness as an occasional teacher is more dependent on the number of days per week worked as opposed to how long you have been working as an occasional teacher. Perhaps this is because those occasional teachers working, on average, two, three or four days per week are more likely to have been frequently exposed to new teaching strategies and initiatives that are taking place within the schools. This may include the continually changing nature of technology, teaching methodologies, parental expectations, updated curriculum documents or school board initiatives. It appeared that for those with six or more years of experience as an occasional teacher, there was a greater variance in effectiveness scores than those with one to five years of experience. Perhaps this is because after six or more years as an occasional teacher, some participants have stronger feelings of being “isolated and unaccepted in the schools they frequent” as described by McHugh (1997), which may make it more difficult to keep up with the changing nature of the classroom. On the other

hand, some may find that they are adapting quite well to ‘occasional teacher routines’, not minding the isolation, and relishing the constantly changing nature of the workplace. In summary, it appears that after five or so years these characteristics start to reflect in the effectiveness of occasional teachers in a more pronounced manner, which accounts for greater ranges in effectiveness scores.

While there was no statistically significant relationship between effectiveness and age of the participant, it was of interest to the researcher that the younger the respondent, the higher they ranked their effectiveness. This might be explained by the possibility that those more recently graduated are likely to be younger and believe that they know up-to-date information. Another potential explanation for this pattern might be that lack of occasional teaching experience means that they are relying on suppositions of their effectiveness, while those with more experience are reporting after considerably more in-class experiences, which in the early years may sometimes cause them to be less sure about their effectiveness.

Generally, in this study, those who worked two to four days per week rated themselves as most effective, and while not a central finding of the study, those that reported the highest level of job satisfaction work only one day per week. In addition, those with the highest level of job satisfaction indicated that they only want to work an average of 3 days per week. This leads to concerns about whether it is more important that employees be satisfied with their position or that they be more effective in their position. As the research indicates, student achievement is very closely related to effective instruction (Tomlinson, 1997) and since Russo (2001) pointed out that up to a year of a student’s kindergarten to grade 12 education could be delivered by an

occasional teacher, it is essential that occasional teachers be effective in the classroom. This leads the researcher to believe that further study is warranted in these potentially competing areas of occasional teacher satisfaction and effectiveness as it pertains to experience and workload.

Discussion on satisfaction. The relationship between age and satisfaction was a significant finding in this study. Participants between the ages of 40 and 49 reported the highest level of job satisfaction, followed by those between the ages of 20 and 29. In this study, the lowest level of satisfaction is reported by those between the ages of 50 and 59. The second lowest level of satisfaction is between the ages of 30 and 39. Based on Couture's argument that there are four main areas that can impact occasional teachers' satisfaction (income, benefits, pension and relations with the school board), with these factors' importance at various ages, some assumptions can be made. The following reasons may be attributed to participant's high level of satisfaction in the 20 to 29 and 40 to 49 age brackets: those just starting out in their careers are likely to be in their 20s, content to have a job in their field and/or appreciative of the flexibility of occasional teaching. Those in their 40s may be raising school-aged children and like the flexibility of occasional teaching. It is also possible that those that have worked this long as occasional teachers may have done so because the job fits their financial and time control requirements; others may have left the profession otherwise by this point in their career. As Couture (2010) suggested, those with more experience and those who were substituting by choice reported a higher level of satisfaction than those with less experience and those who needed to do so out of economic necessity.

In relation to low levels of satisfaction reported by those in the age groups of 50 to 59, and 30 to 39, perhaps this is because many in the 50 to 59 age bracket are nearing retirement and have concerns relating to their pensions or benefits. Those in the 30 to 39 age bracket are taking care of young families and there is now a need for a steady, consistent income. There may be at this age an onset of dissatisfaction with the irregularity of work hours and amounts earned. Furthermore, perhaps at the beginning of their teaching careers, they did not foresee that they would still be occasional teachers at this stage. These findings echo Couture (2010) who stated “Respondents’ career stage and their life circumstances tended to affect the degree to which they derived satisfaction from substitute teaching” (p. 40).

The non-significant relationship between satisfaction and number of years worked as an occasional teacher suggests that increased years of experience results in lower rankings of job satisfaction. This can perhaps be related to feelings of discouragement as respondents may have hoped to rapidly move into full time teaching positions. As well, it is possible that occasional teachers with increased experience no longer find the job as fulfilling as they did when they started. Over time, this might indicate that those working in occasional teaching positions for the longest amount of time might be the least satisfied employees in their employee group.

With regard to levels of job satisfaction, it is possible that there is often overlap between number of years worked as an occasional teacher and age. Occasional teachers between the ages of 50 and 59 reported the lowest levels of job satisfaction and these participants likely have been working as occasional teachers for a longer amount of time, which can also account for lower levels of job satisfaction. This combination of the age

bracket of 50 to 59 and an increased number of years as an occasional teacher may lead to a compound effect for low job satisfaction, and may warrant further study.

The relationship between satisfaction and number of days worked per week was interesting to consider in the background of this study, as it highlights considerations such as the potential that people are only looking for limited part-time work. On average, those who worked one day per week and furthermore indicated that they only wanted to work three days per week, which constitutes part-time work, reported the highest job satisfaction ratings. Perhaps this higher level of satisfaction for those working fewer days is related to the reality that those in occasional teaching positions often do not receive the occasional teaching assignments that would be equivalent to a full time teaching position. With this in mind, those occasional teachers whose expectations are more on par with the reality of assignment availability may be more satisfied with their occasional teaching position being part-time based. Furthermore, it also raises the question: is there a relationship between job satisfaction and effectiveness? In the opinion of the researcher, this warrants future investigation.

Those assigned to their occasional teaching jobs by random assignment reported a higher level of satisfaction than those assigned with the option to return provides some background to this study. This initially seems to be counterintuitive, since one might assume that all employees want more control over their work situation. Perhaps, though, occasional teachers like having the opportunity to be assigned to their daily placements at random, not feeling obligated to return to a difficult or unpleasant work environment if called out with the option to return. This data was surprising to the researcher, who had hypothesized that occasional teachers would like having the option to return to a familiar

classroom as they would already know basic routines, expectations and some student names. This data seems to indicate that there are differences beyond method of assignment that potentially have influence on occasional teacher job satisfaction, and that perhaps occasional teachers see this as a benefit of their employment situation that they do not have to become intimately engaged with any particular school, classroom, or groups of teachers or students.

Implications

While reported only as a non-significant finding, school boards should note that, in general, the longer occasional teachers spend working in occasional teaching positions, the lower their job satisfaction. This is important as it could have implications on occasional teacher morale and perhaps gradually decrease their commitment to the profession. School boards might therefore look at ways to provide assurance to occasional teachers that as they gain experience with the board through days worked as an occasional teacher, the board will give more detailed consideration to their application for full time employment. School boards might also note that those occasional teachers assigned to their placements by random assignment reported higher job satisfaction than those assigned with the option to return. Perhaps this counter-intuitive finding is related to occasional teachers not wanting to be asked to return to difficult assignments or perhaps it has to do with other factors not examined in this study. This may be of interest to school boards looking to change their occasional teacher job assignment method. School boards should also note that because job satisfaction varies in a non-linear way with age, there is likely little they can do to alter job satisfaction in relation to the age of occasional teachers.

School boards might also note that the data indicates that to have higher levels of effectiveness it is more important to have their occasional teachers working a greater frequency of days as opposed to higher number of years in an occasional teaching position. Therefore, perhaps it is important that school boards look at maintaining a cap on their occasional teacher lists that would allow for those occasional teachers remaining on the call list to work on a consistent basis. As well, school boards might consider taking the time to examine how frequently occasional teachers are declining occasional teaching assignments, which would keep their days per week worked lower, since this might be seen as having an impact on effectiveness. This may also have implications regarding the importance of putting occasional teachers into full time teaching positions earlier in their careers, as keeping individuals in occasional teaching positions for a longer amount of time will not have as much positive impact on their effectiveness as working more days per week would.

The researcher acknowledges that such changes might significantly impact collective bargaining agreements between boards and teachers. For this reason, occasional teachers as well as boards might benefit from the findings of this study, since otherwise they may resist any move by their union representatives to limit the number of years that they might work as occasional teachers.

Conclusions

The three most important findings from this study are: the significant relationship the average number of days worked per week has with effectiveness, the significant relationship that the number of years worked as an occasional teacher has with effectiveness and the significant relationship that age has with satisfaction. These

findings illustrate the importance for occasional teachers to practice their professional craft on a regular basis in order to see the benefits of effective teaching. This is also important for school boards to consider when looking at the number of occasional teaching jobs they have on a daily basis in relation to the number of occasional teachers they have to fill those vacancies, and the willingness occasional teachers have to work.

In this study, the youngest group of respondents, those between the ages of 20 and 29, ranked themselves as the most effective and the second highest in terms of job satisfaction. Based on the overlap regarding effectiveness and satisfaction for participants between the ages of 20 and 29, future studies may also want to examine if there is a relationship between satisfaction and effectiveness.

As noted previously, the longer occasional teachers work, the less satisfied they become with their jobs: perhaps there is a relationship between effectiveness and satisfaction as it pertains to longevity that would warrant further examination in a future study.

Finally, there are likely many factors that contribute to the effectiveness and satisfaction of occasional teachers. In the future, researchers may consider such factors and how they might account for the difference in job satisfaction effectiveness of a range of occasional teaching conditions and circumstances.

APPENDICES

APPENDIX A

Modified Tippetts Survey Instrument- Demographic and Experiential Questionnaire for Occasional Teachers

1. Please identify your age group.

- ☐ 19 or younger
- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60 or older

2. Please identify your gender.

- ☐ Male
- ☐ Female
- ☐ Other/Prefer not to say

3. What is your highest level of education?

- ☐ High School
- ☐ College

- ☐ University Bachelor Degree
- ☐ University Bachelor of Education Degree
- ☐ Master's Degree
- ☐ PhD

4. How many years have you worked as an occasional teacher (including this school year)?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ Other, please specify

5. After this school year, how many more years do you plan to be an occasional teacher?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ Other, please specify

6. What are your future employment goals?

- ☐ Continue as a day to day occasional teacher
- ☐ Continue as an occasional teacher in long term placements
- ☐ Become a part time contract teacher
- ☐ Become a full time contract teacher
- ☐ Leave the education profession
- ☐ Other, please specify

7. On average, how many days per week do you work as an occasional teacher?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

8. How many days per week would you like to work as an occasional teacher?

- ☐ 0
- ☐ 1
- ☐ 2

☐ 3

☐ 4

☐ 5

9. What school board are you currently employed with?

☐ GECDSB

☐ WECDSB

☐ YRDSB

APPENDIX B

Modified Tippetts Survey- Feelings and Perceptions

Answer the following questions based on a

scale of 1-5.

		1-Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5- Strongly Agree
10.	I feel the school board places a high priority on occasional teachers.	1	2	3	4	5
11.	I feel welcome and appreciated at most schools I occasional teach in.	1	2	3	4	5
12.	I feel that I have access to adequate resources to complete my educational tasks.	1	2	3	4	5
13.	I feel safe at school sites.	1	2	3	4	5
14.	I feel that I can appropriately manage student behaviour in the classrooms I teach in	1	2	3	4	5
15.	I feel that teachers leave adequate (instructional vs. busy work) lesson plans for me	1	2	3	4	5
16.	I feel that teachers set expectations and prepare students for my arrival.	1	2	3	4	5
17.	I feel that school personnel support me throughout the day.	1	2	3	4	5
18.	I know where to park at school sites.	1	2	3	4	5
19.	I am satisfied with my position as an occasional teacher	1	2	3	4	5

APPENDIX C

Modified Mandrell & Shank Instrument: Teacher Effectiveness Survey

Rate each of the following statements in regards to how you view your own teaching as an occasional teacher using a scale of 1-5.

1 = strongly disagree

2 = disagree

3 = neither agree or disagree

4 = agree

5 = strongly agree

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Demonstrate enthusiasm	1-	2-	3- Neither	4-	5-
	Strongly	Disagree	Agree or	Agree	Strongly
	Disagree		Disagree		Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sensitivity to students needs	1-	2-	3- Neither	4-	5-

	Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
	1-	2-	3- Neither	4-	5-
	Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrate flexibility	1-	2-	3- Neither	4-	5-
	Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Provide encouragement	1-	2-	3- Neither	4-	5-
	Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. High expectations for student performance	1-	2-	3- Neither	4-	5-
	Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Competent in subject area(s)	1-	2-	3- Neither	4-	5-
	Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Develop and communicate lesson objectives	1-	2-	3- Neither	4-	5-
	Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Information is systematically presented	1- Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5- Strongly Agree
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☐ ☐ ☐ ☐ ☐

9. Instruction is clear and focused	1- Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5- Strongly Agree
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☐ ☐ ☐ ☐ ☐

10. Instruction is paced	1- Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5- Strongly Agree
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☐ ☐ ☐ ☐ ☐

11. Use a variety of methods and materials	1- Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5- Strongly Agree
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☐ ☐ ☐ ☐ ☐

12. Involve students in active learning	1- Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5- Strongly Agree
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☐ ☐ ☐ ☐ ☐

13. Instructional time is devoted to task related activities	1- Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5- Strongly Agree
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	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
14. Provide practice and reinforcement activities	1- Strongly Disagree 2- Disagree 3- Neither Agree or Disagree 4- Agree 5- Strongly Agree	
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
15. Communicate with teachers/administrator(s)	1- Strongly Disagree 2- Disagree 3- Neither Agree or Disagree 4- Agree 5- Strongly Agree	
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
16. Establish explicit standards for students' behaviour	1- Strongly Disagree 2- Disagree 3- Neither Agree or Disagree 4- Agree 5- Strongly Agree	
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
17. Monitor students' behaviour	1- Strongly Disagree 2- Disagree 3- Neither Agree or Disagree 4- Agree 5- Strongly Agree	
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
18. Provide reinforcement for appropriate behaviour	1- Strongly Disagree 2- Disagree 3- Neither Agree or Disagree 4- Agree 5- Strongly Agree	
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
19. Provide consequences for inappropriate behaviours	1- Strongly Disagree 2- Disagree 3- Neither Agree or Disagree 4- Agree 5- Strongly Agree	

	Disagree		Disagree	Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Model desired behaviour	1-	2-	3- Neither	4- 5-
	Strongly	Disagree	Agree or	Agree Strongly
	Disagree		Disagree	Agree

APPENDIX D

Recruitment Letter

Recruitment Letter

Dear Teacher,

My name is Jillian Authier and I am a M.Ed student at the University of Windsor. I am currently working on a study to identify factors that predict the effectiveness of occasional teachers in their daily placements. I am asking for your participation in this study.

To participate, simply click on the link below. Occasional teachers in long term placements please respond as a classroom teacher. The survey should take 5-10 minutes to complete.

Please note, after you have clicked on the Letter of Information and Consent to Participate pages, you will be taken to a login page. The login is on the left side.

<http://www.uwindsor.ca/oteffectiveness>

UwinID: teacher

Password: survey

I appreciate you taking the time out of your busy schedule to complete the survey.

Without your participation this research would not be possible.

Sincerely,

Jillian Authier

APPENDIX E

Consent to Participate in Research



CONSENT TO PARTICIPATE IN RESEARCH

Survey

Title of Study: Factors that Influence the Effectiveness of Occasional Teachers

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You are asked to participate in a research study conducted by Jillian Authier, M.Ed student, and Dr. Glenn Rideout, faculty, from the Faculty of Education at the University of Windsor. The results of this study will be used for Jillian Authier's M.Ed thesis.

If you have any questions or concern about the research, please feel free to contact Jillian Authier at authie1@uwindsor.ca or Dr. Glenn Rideout at 519-253-3000 ext. 3834.

8. PURPOSE OF THE STUDY

The purpose of this study is to identify predictors of occasional teacher effectiveness in their daily placements.

PROCEDURES

If you volunteer to participate in this phase of the study, we would ask you to do the following:

Complete and return the online survey by following the link emailed to you. This should take no longer than 15 minutes. You may be contacted by email by the researcher to meet for an in-person interview lasting no longer than 25 minutes.

9. POTENTIAL RISKS AND DISCOMFORTS

There are no known risks to participating in this study.

10. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

11.

Subjects who access the findings may benefit by gaining greater insight into factors that can positively influence the success of occasional teachers in the classroom. In general, study has the potential to illustrate key factors associated with OT effectiveness, and because of its particular focus on job assignment method, may identify the need for change in current models used to assign occasional teachers to their daily jobs.

Recommendations put forward from this study have the potential to make a larger impact

in the areas of occasional teacher job satisfaction and improved effectiveness in the classroom.

12.

13. PAYMENT FOR PARTICIPATION

You will not receive payment for participation.

14. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. You will not remain anonymous to the researcher; you will remain confidential to the researcher. When writing about the study, you will remain anonymous within the written report. To ensure confidentiality of data the email account that receives the replies will be guarded with a secure password known only to the researcher. Any printed responses will be shredded at the end of a seven year period.

15.

16. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The

investigator may withdraw you from this research if circumstances arise which warrant doing so. Subjects have the option to remove data from this study.

17. FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

Research findings will be made available to subjects upon completion of the study. A brief, reader friendly version of the findings will also be made available at this time. The completion date is scheduled to be April 2010. The data will be accessible through a website address. Subjects will be notified by email when the findings of the study are available for viewing. Web address: www.uwindsor.ca/reb

18. SUBSEQUENT USE OF DATA

This data may be used in subsequent studies.

19. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

20. SIGNATURE OF RESEARCH SUBJECT/LEGAL REPRESENTATIVE

I understand the information provided for the study Factors that Influence the Effectiveness of Occasional Teachers as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. Please note, your typed name acts as a digital signature.

Name of Subject

Signature of Subject

Date

21. SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Jillian Authier

November 10th, 2009

Signature of Investigator

Date

APPENDIX F

Letter of Information for Consent to Participate in Research



LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Factors that Influence the Effectiveness of Occasional Teachers

You are asked to participate in a research study conducted by Jillian Authier, M.Ed student and Dr. Glenn Rideout, faculty from the Faculty of Education at the University of Windsor. The results of this study will be used for Jillian Authier's M.Ed thesis.

If you have any questions or concerns about the research, please feel to contact Jillian Authier at authie1@uwindsor.ca or Dr. Glenn Rideout, 519-253-3000 ext. 3834.

22. PURPOSE OF THE STUDY

23.

The purpose of this study is to identify predictors of occasional teacher effectiveness in their daily placements

24. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Complete and return the online survey by following the link emailed to you. This should take no longer than 15 minutes.

If contacted by email for a follow up interview by the researcher, meet for an in-person interview lasting no longer than 25 minutes.

25. POTENTIAL RISKS AND DISCOMFORTS

There are no known risks to participating in this study.

26. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

27.

Subjects who access the findings may benefit by gaining greater insight into factors that can positively influence the success of occasional teachers in the classroom. In general, study has the potential to illustrate key factors associated with OT effectiveness, and because of its particular focus on job assignment method, may identify the need for change in current models used to assign occasional teachers to their daily jobs.

Recommendations put forward from this study have the potential to make a larger impact in the areas of occasional teacher job satisfaction and improved effectiveness in the classroom.

28.

29. PAYMENT FOR PARTICIPATION

You will not receive payment for participation.

30. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. You will not remain anonymous to the researcher; you will remain confidential to the researcher. When writing about the study, you will remain anonymous within the written report. To ensure confidentiality of data the email account that receives the replies will be guarded with a secure password known only to the researcher. Any printed responses will be shredded at the end of a seven year period.

31.

32. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. Subjects have the option to remove data from this study.

33. FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

Research findings will be made available to subjects upon completion of the study. A brief, reader friendly version of the findings will also be made available at this time. The completion date is scheduled to be April 2010. The data will be accessible through a website address. Subjects will be notified by email when the findings of the study are available for viewing. Web address: www.uwindsor.ca/reb

34.

35. SUBSEQUENT USE OF DATA

This data may be used in subsequent studies.

36. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

37.

38. SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Jillian Authier

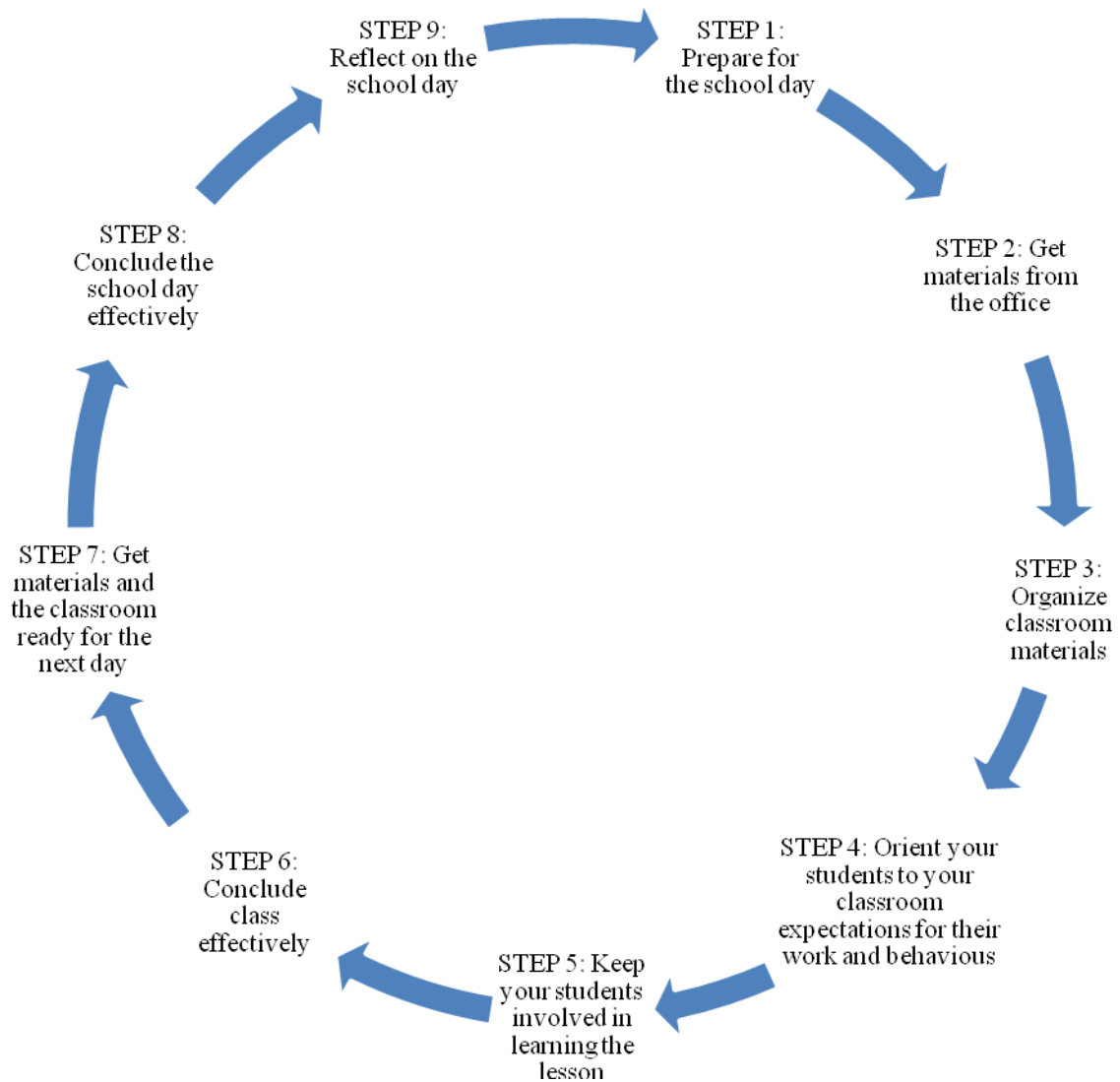
November 10th, 2009

Signature of Investigator

Date

APPENDIX G

Byers Nine Sequential Steps for Effective Substitute Teaching



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