

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND RELIGIOSITY IN
EVANGELICAL CHRISTIAN SCHOOLS

by

Jairon Gabriel Jarrin

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education in School Leadership

Liberty University

2022

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ABSTRACT

The purpose of this non-experimental predictive-correlational study was to examine the relationship between job satisfaction and religiosity among teachers working in evangelical Christian schools. This study was grounded in two theories: Herzberg's two-factor theory of motivation and spiritual leadership theory. Herzberg's theory of motivation helps explain how teachers become satisfied or dissatisfied by distinguishing between motivational and hygiene factors. Spiritual leadership theory helps understand the importance of spirituality in the workplace and its relation to Christian religiosity in the workplace. This study is important because it added to the discussion about evangelical Christian schools that is very limited in the academic literature and may help school leaders understand how their teachers are affected by the relationship between religiosity and job satisfaction. This study used convenience sampling to select 85 ($n = 85$) participants from evangelical Christian schools. Participants received the short version of the Minnesota Satisfaction Questionnaire (MSQ) to measure job satisfaction and the Duke University Religion Index (DUREL) to measure participants' religiosity. With $R = .132$ and $R^2 = .948$, the null hypothesis was not rejected, concluding no relationship and/or predictability between religiosity and job satisfaction among evangelical Christian school teachers.

Keywords: Job satisfaction, evangelical Christian schools, intrinsic factors, extrinsic factors, satisfiers, dissatisfiers, religiosity, MSQ, DUREL.

Copyright Page

Dedication

I dedicate this accomplishment to my family – Ana Figueroa-Jarrin, Gabriel Jarrin-Figueroa, and Micaela Jarrin-Figueroa. I want to say so much but all I can say is “I love you.”

God is my first love, and you are how God says He loves me.

Acknowledgments

All glory be to God. Borrowing and paraphrasing from King David's Psalm 8, when I look at the night sky and see the work of your fingers, the moon, and the stars you set in place, I ask myself, who am I that you are mindful of me and care for me? I thank God for all his blessings; my wife and children, my mother, father, sibling, and all who impacted my life. Nothing could have been possible without God's mercy, blessings, and direction. I want the entire world to know that He is good. Thank you, my Lord, and my Savior, Jesus Christ.

I also want to thank Dr. Hopkins and Dr. Talada for their time, support, feedback, guidance, patience, and amazing work throughout this process. You are the proof that Liberty is truly committed to train champions for Christ. The only regret I have is that I wish I knew about Liberty University when I was younger. I do not think I would ever find another university like yours. God bless you and continue to guide you.

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List of Abbreviations

Duke University Religion Index (DUREL)

Minnesota Satisfaction Questionnaire (MSQ)

Spiritual Leadership Theory (SLT)

Spirituality at Work (SAW)

CHAPTER ONE: INTRODUCTION

Overview

The purpose of this non-experimental predictive-correlational study was to examine the relationship between job satisfaction and religiosity among teachers working in evangelical Christian schools. Chapter one provides the background for the topic explaining the significance of studying job satisfaction. The background section includes an overview of Herzberg's two-factor theory of motivation and spiritual leadership theory, which serve as the theoretical framework for this study. The problem statement examines the latest literature on job satisfaction and evangelical Christian schools and their connection to this study. The purpose of this study is followed by its significance and its contribution to the literature. Finally, the research questions are introduced, and definitions pertinent to this study are provided.

Background

With more than 500,000 teachers abandoning their positions or transferring schools each year (Peist et al., 2020), the ramifications on students' achievement are predictable. As a result, schools aim to increase job satisfaction among teachers hoping to ultimately improve students' achievement (Dicke et al. 2019). The emphasis on human relations to address this problem began in the 1960s and 1970s with Goldhammer's (1969) five-phases protocol for classroom observation (Marzano et al., 2011 & Tracy, 1995). Since then, job satisfaction has become a topic of interest in the educational literature, and it has been linked to multiple outcomes in the field of education, including retention rates, burnouts, and students' achievement (Dicke et al. 2019; Jeon & Wells, 2018; Lee & Quek, 2017; Pepe et al., 2017; & Tran & Smith, 2020). Unfortunately, job satisfaction has not been equally researched in all subgroups of the American school system. One of these subgroups is evangelical Christian schools, which lack primary and

secondary education literature (Bertram-Troost et al., 2018). For this reason, this study aims to add to the literature by examining the relationship between job satisfaction and religiosity among evangelical Christian school teachers.

Herzberg's Two-Factor Theory of Motivation

Herzberg's theory proposes two groups that influence satisfaction: hygiene and motivation factors (Herzberg, 1959; 1968). Hygiene factors or extrinsic satisfiers cannot increase satisfaction; instead, they act as a foundation for motivational factors, leading to dissatisfaction if they are not present. In other words, extrinsic factors do not provide satisfaction, but they can lead to dissatisfaction. Hygiene factors include working conditions, job salary, security, policies, relationships with coworkers and supervisors, and other benefits such as remuneration. On the other hand, motivational factors include achievement, recognition, advancement, personal growth, and work. Motivational factors are capable of motivating workers. If missing, these factors do not lead to dissatisfaction but act as intrinsic satisfiers when present.

Spiritual Leadership Theory (SLT)

SLT is composed of three primary principles; vision, hope/faith, and altruistic love that, in collaboration, lead to "spiritual well-being" divided into "calling" and "membership" that gives people a purpose and a sense of appreciation, respectively (Fry, 2003). Ultimately, Fry (2003) explained that spiritual well-being increases commitment, productivity, and among others, job satisfaction. However, SLT is not specific to any religion or non-religious system of belief (Fatima et al., 2017 & Fry, 2003). Therefore, to measure the benefits of a specific religion in developing spirituality at work (SAW), it is essential to examine that religion's unique practices and beliefs. In Christian SAW, individuals benefit from having faith-based life and

continuing it at work, which includes having a purpose for their labor and offering that labor to God the Father as the ethos that empowers spirituality (McGhee, 2019).

Religion and Job Satisfaction

Herzberg's two-factor theory of motivation is insufficient to explain job satisfaction in evangelical Christian schools because it only measures elements found in the work climate. However, other non-work-related factors can influence job satisfaction, including gender, religion, culture, personalities, and others (Hauret & Williams, 2017; Steel et al., 2019; & Winkel, 2019). For this study, it is crucial to consider evangelical Christianity as a factor that influences job satisfaction because religion significantly influences how satisfied a worker is in the job place (Lal et al., 2020). Contrariwise, religiosity can also be influenced by the individual's environment, including their political affiliation, consumerism, level of education, culture, and more (Cohen et al., 2017; Lehnert et al., 2017; Margolis, 2018; & Schwadel, 2016). In other words, the religiosity of teachers may be influential to their work, but it can also be impacted by it. Unfortunately, no studies are suggesting that job satisfaction impacts a person's religious commitment. Consequently, considering that evangelical Christians are a large portion of American society, it is essential to study the relationship between their faith and their job satisfaction.

Problem Statement

In this study, evangelical Christian schools are a subgroup of the American national education system because they are less than 10% of the United States' school population (NCES, 2020). The challenge with this subgroup is that it has become peripheral in educational research. According to Bertram-Troost et al. (2018), there is hardly any literature on evangelical Christian teachers' experience from primary or secondary schools. Although job satisfaction is a well-

studied topic, most studies about job satisfaction focus on public education or comparative analysis between private and public schools; while omitting the relationship between religiosity and job satisfaction in evangelical Christian schools (Ford et al., 2018; Lavy & Bocker, 2018; & Molero Jurado et al., 2019). Therefore, this study aims to contribute to the literature on Christian education by examining the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools.

Religion has a significant impact on job satisfaction (Lal et al., 2020), and this phenomenon can be attributed to the ability of faith to contribute to the life-work balance (Sav, 2019). In the evangelical Christian tradition, the church community plays an essential role in encouraging family support, which translates to higher levels of job satisfaction and higher productivity in different industries (Matsveru & Meylahn, 2018). Christianity also helps individuals obtain a higher level of job satisfaction because it gives a sense of meaning at work, as a sense of calling to demonstrate their faith at work (McGhee, 2019). Leaders need to seek after the religiosity of their teachers, considering that their faith is a foundational reason for their work in their schools. Unfortunately, no studies are examining the influence that job satisfaction has on religiosity. For this reason, it continues to be unclear how job satisfaction is related to the religious commitment among teachers in evangelical Christian schools. In other words, the problem is that the current studies cannot fully explain teachers' job satisfaction in evangelical Christian schools, nor can they explain the relationship between job satisfaction and religiosity.

Purpose Statement

The purpose of this quantitative, non-experimental, predictive-correlational study was to examine the relationship between evangelical Christian school teachers' job satisfaction and religiosity. This study aims to contribute to the literature on Christian schools by giving school

leaders more comprehension on the impact that religiosity has on the satisfaction of their teachers. Job satisfaction is the criterion variable and is defined as the positive or negative evaluative judgment teachers make about their professional practices (Ford et al., 2018). The predictor variable is religiosity. Since this study uses an operational definition to religiosity, religious teachers will be those who are members of a church, attend religious services, read the Bible, contribute to religious causes, observe religious holidays, fast, pray, say grace, and accept restrictions based on their religious obligations and possibilities (Hood et al, 2008).

Using a convenience sampling method, participants will be selected from member schools from the Association of Christian Schools International because these schools put strong emphasis on having a Bible-centered foundation from evangelical and Protestant backgrounds (ACSI, 2020). About 160 participants will be selected from the ACSI member schools from all levels of youth education in the US. Since the targeted population is specific and unique among all schools in the American system of education, a convenience sample is important for this study because it allows the researcher to focus on only the population that is necessary for the study (Gal et al., 2007).

Significance of the Study

NCES's (2016) report shows that teachers' job satisfaction is higher in private schools than in public schools. Approximately 97% of teachers are satisfied with their current private schools' current position, although not all private schools are evangelical Christian. Schools that are considered evangelical Christians are an essential part of America's system of education. Teachers who work in these schools are part of the largest religious community in the United States (US Census, 2018). Unfortunately, very few studies explore the work of teachers in evangelical schools. It is even harder to find studies that consider how religion affects

evangelical Christian teachers' experience with job satisfaction, nor how job satisfaction impacts teachers' religiosity. It is important to study evangelical Christian schools' satisfaction rates because teachers' job satisfaction directly impacts students' education (Jeon & Wells, 2018). Therefore, this study may support future research studies aiming to identify best practices that would keep Christian teachers satisfied and with a stronger commitment to their faith, ultimately to improve students' achievement.

This study relates to Bertram-Troost et al.'s (2018) argument that evangelical Christian schools are not an extensive subject of research. To further understand this study's benefits, it is important to consider that most studies on job satisfaction focus on public schools, distancing private schools from academic research. This gap is exacerbated for evangelical Christian schools (Bertram-Troost et al., 2018). Since job satisfaction directly impacts students' achievement and teachers' retention rates (Ford et al., 2018; Jeon & Wells, 2018; Pepe et al., 2017; & Tran & Smith, 2020), it is beneficial to identify any factors that influence satisfaction. Unfortunately, no research studies address how the religiosity of evangelical Christian teachers is impacted by job satisfaction. Consequently, this study can significantly contribute to the education community by examining the relationship between job satisfaction and religiosity among evangelical schoolteachers. It is also essential to study job satisfaction among teachers in evangelical Christian schools because the millions of students in these schools will grow to be adults with the power to shape this country's economic, political, and cultural future.

Research Question

RQ1: How well does religiosity predict job satisfaction in evangelical Christian school teachers?

Definitions

1. *Christian schools* – Schools with a Bible-center foundation from evangelical and Protestant backgrounds (ACSI, 2020).
2. *Extrinsic factors* – Elements that prevent job dissatisfaction but do not increase satisfaction (Herzberg, 1966; Herzberg et al., 1959).
3. *Intrinsic factors* – Elements that increase job satisfaction but do not prevent dissatisfaction (Herzberg, 1966; Herzberg et al., 1959).
4. *Job satisfaction* – A positive or negative evaluative judgment teachers make about their professional practices (Ford et al., 2018).
5. *Religiosity* – From religious people who are members of a church, attend religious services, read the Bible, contribute to religious causes, observe religious holidays, fast, pray, say grace, and accept restrictions based on their religious obligations and possibilities (Hood et al, 2008).

CHAPTER TWO: LITERATURE REVIEW

Overview

The purpose of this literature review is to present the theoretical framework for this study and to synthesize the existing general knowledge about job satisfaction and religiosity. Chapter two explains Herzberg's Two-factor theory of motivation that describes how individuals become satisfied or dissatisfied. Moreover, this chapter explains spiritual leadership theory, demonstrating the need for considering religiosity in the workplace as a source of satisfaction. The related literature section involves a description of how satisfaction and religiosity impact the work of individuals and their importance for Christian schools. Lastly, the summary section recapitulates the literature's main points. The chapter concludes by restating the importance of studying job satisfaction and religiosity in evangelical Christian schools and its impact on education.

Theoretical Framework

This study examines the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools. Herzberg's two-factor theory of motivation will help understand job satisfaction by dividing satisfaction into two categories: satisfaction and dissatisfaction that can be studied separately but are complementary in affecting the satisfaction of individuals at work. However, since job satisfaction can be influenced by more than intrinsic and extrinsic factors found in the work climate (Gesthuizen et al., 2019), other studies will help explain its relationship to the religiosity of evangelical Christian school teachers. Spiritual leadership theory will help explain religiosity among teachers in evangelical Christian schools. Nevertheless, since spiritual leadership theory is a generic concept that does not specify a unique system of belief, it is important to narrow SLT to Christian spirituality at work.

Defining Job Satisfaction and Religiosity

It is essential to ensure that the definitions of job satisfaction and religiosity are clearly understood to better comprehend the theoretical framework of this study and before conducting a predictive-correlational study. For this reason, in this study job satisfaction is defined as the general judgment individuals make about their professional conditions and practices (Ford et al., 2018). Individuals make a judgment about their work and working conditions through two main categories: Intrinsic and extrinsic factors naturally found in the workplace. Intrinsic factors are found within the individual and include personal growth, career advancement, professional achievement, and others. On the other hand, extrinsic factors are found outside of the individual and include salary, coworkers' relations, working conditions, and others (Herzberg et al., 1959). Conversely, Ford et al. (2018) explained that factors found in the job are not the forces that produce satisfaction; instead, they serve as stimuli for inner psychological needs. For example, teachers' evaluations positively influence teachers' practices and satisfaction only when teachers find strong utility in the feedback they receive from their supervisors (Ford et al., 2018).

Sun et al. (2019) also rationalizes workers' motivation as the product of innate psychological needs and interests that heavily depend on environmental interferences, such as evaluations and the feedback teachers receive on their work. On this matter, Ford et al. (2018) explained that teachers' observations can impact their job satisfaction positively or negatively depending on how well the feedback addresses the inner psychological needs of teachers. Nevertheless, work-related environmental factors are crucial for understanding the satisfaction of individuals because working conditions, such as job pressure and stress, are essential for the satisfaction of teachers (Baroudi et al., 2020). Herzberg's Two-Factor Theory of Motivation helps explain the relationship between work-related factors and the satisfaction of teachers by

describing how motivational and hygiene factors affect job satisfaction and serves as a theoretical foundation for this study.

Considering that religion is a factor that influences behavior and perception, this study assumes an operational definition of religion. Religion is the commitment that people have to be a member of a church, attend religious services, read the Bible, contribute to religious causes, observe religious holidays, fast, pray, say grace, and accept restrictions based on their religious obligations and possibilities (Hood et al., 2008). The influence that religion has on people's well-being is evident. According to Holt et al. (2018), the higher levels of religious support and commitment to religiosity lead individuals to have lower levels of depression and reduce heavy drinking. In other words, religiosity, especially if accompanied by social support from people of the same faith tradition, positively influences individuals' state of mental and physical health. Consequently, it is appropriate to examine if religiosity is associated with the mental condition of satisfaction among teachers in evangelical Christian schools.

Herzberg's Two-Factor Theory of Motivation

According to Herzberg's two-factor theory of motivation, job satisfaction and dissatisfaction are two independent subjects, but they work together within the laboring setting. Hygiene factors are "dissatisfiers" and include working conditions, job salary, security, policies, relationship with coworkers and supervisors, and other benefits as a form of remuneration. These factors cannot lead to satisfaction regardless of quantity and intensity. Instead, hygiene factors can only prevent dissatisfaction by promoting basic needs for the worker. For this reason, Herzberg et al. (1959) argued that workers become dissatisfied when hygiene factors are not present. Gesthuizen et al. (2019) believed that dissatisfiers (hygiene factors) have the purpose of providing "favorable" conditions; so even if workers do not like the content of the job, they will

remain in the job following advantageous circumstances such as good salary and other benefits. In other words, teachers may not have any motivation to stay in their positions. Still, extrinsic factors such as job security, comfortable paychecks, and positive relationships with their peers may prevent them from leaving their posts.

Job dissatisfaction is the strongest predictor of employee turnover among the newer generation of workers; factors such as low pay corresponds with existing nonprofit institutions, while job dissatisfaction is the strongest predictor of leaving the public sector (AbouAssi et al., 2019). These remarks corroborate with Lee and Quek's (2018) conclusions that preschool teachers become dissatisfied with their job when there are low levels of extrinsic factors, including unattractive job benefits. A study conducted by Gunther (2019) argues that a strong strategy to keep teachers and recruit new ones into “harder” schools is raising teachers’ salaries in these schools as a form of remediation for staying in more “challenging conditions.” Increasing salaries is more effective for veteran teachers because this group puts more emphasis on job security when making career decisions. However, it is also important to consider providing appropriate non-monetary support to increase teachers’ likelihood to stay in challenging schools because teachers are also willing to exchange monetary gain for appropriate support (Gunther, 2019). Consequently, school leaders ought to promote extrinsic factors and identify constructs related to job satisfaction

According to Herzberg et al. (1959), factors that promote job satisfaction are motivational or intrinsic factors, including achievement, recognition, advancement, personal growth, and the work itself. If motivational factors are not present, workers do not necessarily become dissatisfied unless hygiene factors are absent. For this reason, the Herzberg two-factor theory of motivation shows that motivational and hygiene factors have an inverse relationship; motivation

increases when intrinsic factors are present, while it decreases when extrinsic factors are absent (Herzberg et al., 1959). Brezicha et al. (2020) studied the influence that ownership perception has on teachers' job satisfaction. They concluded that teachers' autonomy, sense of responsibility, collaboration, and empowerment significantly impact how satisfied teachers are in their positions, increasing their likelihood to remain in their current schools. When teachers have a greater voice in the school's decision-making process, they become more satisfied with their profession. These results show that motivational factors are crucial for teachers because many of them enter that profession not merely as a transitional stage in their lives or to earn a stable living but to build an identity as educators (Perryman & Calvert, 2020).

Teachers enter the teaching profession for a long-term career, hoping to satisfy their desires, including "making a difference" and "being creative" (Perryman & Calvert, 2020). Consequently, it is important to identify the motivational factors that promote teachers' sense of creativity and accomplishment. These motivations for entering the teaching profession are consistent with the idea that intrinsic factors such as personal growth, responsibility, and recognition, increase job satisfaction among teachers (Baroudi et al., 2020). In other words, when intrinsic factors are not present, teachers cannot be satisfied because most of them enter the profession following these inherent working conditions. This is specially truth for teachers entering the profession seeking to make a difference in the lives of students; According to Lee et al. (2019), new teachers aim to make a difference by serving in low-income schools, where they believe students have been historically "marginalized" by an "unfair" and "unequal" system of education. Therefore, the challenge is to keep teachers satisfied with conditions that surpass monetary benefits, but with the support they need to be able to accomplish their goal of making a difference in the lives of students, especially in low-income communities. Unfortunately, the

lack of literature in Christian schools also prevents the identification of factors that motivate Christian teachers entering the education profession. For this reason, it is important to examine how religion or spirituality represent a motivation for teachers, using a practical philosophy such as Spiritual Leadership Theory and Christian spirituality at work.

Spiritual Leadership Theory

To advance the understanding of religion's effect on the workplace, Fry (2003) showed that spiritual leadership was a long-neglected type of leadership theory that had much to offer organizations. Fry (2003) argued that spiritual leadership should emphasize spiritual values, attitudes, and behavior that can intrinsically motivate others to achieve more significant commitment and productivity in the workplace. Spiritual leadership theory (SLT) is composed of three primary principles; vision, hope/faith, and altruistic love that, in collaboration, lead to "spiritual well-being" divided into "calling" and "membership" that gives people a purpose and a sense of appreciation respectively (Fry, 2003). Ultimately, Fry (2003) explained that spiritual well-being increases commitment and productivity in the workplace. SLT harmonizes with Ford et al.'s (2018) conclusions that individuals have inner psychological needs such as competence (calling) and relatedness (membership) that are important in understanding the satisfaction of workers. External stimuli such as hygiene and motivational factors found in the work climate can influence these internal needs, as explained by Herzberg's two-factor theory. In other words, motivational and hygiene factors can be related to the spiritual and psychological needs as they are in the development of individuals' satisfaction in the workplace.

Spiritual leadership theory does not necessarily consider religion as a requirement for spirituality. Workers can be spiritual and not have any religious affiliation (Fatima et al., 2017 & Fry, 2003). Therefore, to measure the benefits of a particular religion in developing spirituality at

work (SAW), it is important to examine that religion's unique practices and beliefs. In this study, the religion under examination is evangelical Christianity. In Christian SAW, individuals benefit from having faith-based life and continuing it at work, which includes having a purpose for their labor and offering that labor to God the Father as the ethos that empowers spirituality (McGhee, 2019). A Christian SAW also requires developing a personality at work that mimics the image of Jesus, sharing God's love, and lastly, Christian SAW depends on building relationships with the wider community in the workplace through the Holy Spirit to complete God's work (McGhee, 2019). That is to say that the Trinitarian characteristics of Christianity and its religious ordinances give workers purpose, meaning, and a mission at work. Considering the nature of evangelical schools that align with biblical principles, religiosity becomes an integral part of the school's identity and a significant component of teachers' job requirements and mission. Consequently, it is essential to study the religiosity of teachers in evangelical Christian schools because their faith plays a vital role in how they perceive their work and how their students interact with the school community.

Christian SAW details the benefits of Christianity on the worker. However, it maintains the overall understanding that the stimulation of competence and relatedness is associated with the spirituality of the individual and can be promoted in the workplace. According to Want et al. (2019), Spiritual leadership is positively related to the performance of employers, the behavior of sharing knowledge, and innovation. The favorable changes in the behavior of the employees are the result of employers actively sharing and promoting their ethical and moral principles in the organization (Want et al., 2019). In other words, the spirituality of the employers and working conditions in the job site can be transmitted to the employee, affecting their behavior and satisfaction at work. Unfortunately, there are no studies explaining the overall impact that job

satisfaction has on spirituality or religiosity, neither there are studies that connect that religiosity to job satisfaction among evangelical Christian teachers. For this reason, this study aims to contribute to the literature by studying the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools.

Related Literature

Job satisfaction in evangelical Christian schools receives very little attention in any level of education. Most studies about job satisfaction focus on public education or comparative analysis between private and public schools (Ford et al., 2018; Lavy & Bocker, 2018; & Molero Jurado et al., 2019). Nevertheless, job satisfaction as a general topic is well-researched because it influences teachers and students in many areas of their careers. Among the overall findings of job satisfaction is that it impacts teachers' retention rates, students' outcomes and that there is little or no significant difference between male and female teachers' satisfaction scores (Chalghaf et al., 2019; Garcia Torres, 2019; & Pepe et al., 2017). However, prior research studies are not sufficient to explain job satisfaction among teachers in evangelical Christian schools; most studies do not focus on how job satisfaction is related to the religiosity of teachers and the overall spiritual system of the institution, which is fundamental to understand the functioning of evangelical schools and the identity of teachers in those types of schools. As a result, this study aims to reduce the gap on Christian literature by determining if there is any association between religiosity and job satisfaction among teachers in evangelical Christian schools.

The Non-Universality of Job Satisfaction

Job satisfaction is a complex topic because it has multiple variables that impact the satisfaction of workers. For instance, negatively impacting the identity of teachers may lead to job dissatisfaction. According to Davis et al. (2019), individuals create their identities by

drawing social status from their communities/groups, constructing their hierarchical position in a broader social structure. For instance, individuals obtaining a place in American society by positioning themselves as Christian teachers in public schools may draw their identity from their community of other Christian teachers. For this reason, it is essential to consider teachers' identity as it relates to job satisfaction because job satisfaction can impact their overall happiness, self-esteem, and even the physical health of teachers (Benevene et al., 2018). These conclusions correspond to Bates's (2018) study, which argued that teachers' desire to build relationships with students, families, colleagues, and other school team members is an accurate predictor of entering the teaching profession.

A study conducted by Sheffield et al. (2020) suggests that individuals entering the science teacher profession have the commonality of meaning to make a difference in students' lives. For this reason, most teachers in the study considered themselves as teachers of children, rather than teachers of science. Albeit it is difficult to identify the reasons for most teachers to enter the profession, job satisfaction is achieved when the goals or intentions of the individuals are met. In Herzberg's two-factor theory of motivation meeting a goal is identified as achievement (Herzberg, 1959; 1968). Consequently, job satisfaction also depends on the individual perception of accomplishment (Ford et al., 2018). In evangelical schools, the individual goals of teachers may differ from the individual goals of teachers in other school types. Therefore, the religiosity of teachers can also be a factor that prevents job satisfaction from being understood as a universal phenomenon.

According to Ford et al. (2018), external influences such as satisfaction in the workplace only serve as stimuli for psychological triggers that satisfy a person's internal needs. Ford et al.'s (2018) ideas are harmonious with the conclusions made by Sun et al. (2019), which comprises

three components that motivate individuals: autonomy, competence, and relatedness. These components are a person's internal mechanisms that are only fulfilled by exterior features occurring in the environment, such as the workplace, family, or friends' circles. In the teachers' working environment, these external components are categorized by Herzberg et al. (1959) as hygiene and motivational factors. However, other internal and external factors are found at home, at work, and within different social groups that affect a person's level of satisfaction (Baroudi et al., 2020; Ford et al., 2018; & Sun et al., 2019).

For evangelical Christians some of the external factors can be found with their faith and family communities, who provide the emotional support necessary to motivate them to become more productive (Matsveru & Meylahn, 2018). Consequently, it is difficult to generalize the current understanding of job satisfaction when considering that diverse groups have unique traits that influence their perception of work. Namely, a person's sense of autonomy, competence, and relatedness can be influenced by religion, gender, and other demographic elements (Benoliel & Barth, 2017). In other words, individuals' understanding of self is multidimensional, encircling multiple internal and external factors found in numerous social environments, such as work, family, religious communities, and other subgroups. Consequently, job satisfaction, as explained by Herzberg's dual factors theory of motivation, cannot fully explain the satisfaction of evangelical Christian working in evangelical Christian schools. Instead, it is essential to look at other non-work-related factors such as religiosity to better understand the specificity of job satisfaction among this group of teachers.

The study of job satisfaction as a combination of intrinsic and extrinsic factors has been rooted in the work of Frederick Herzberg and his dual-factor theory. To better understand the hygiene-motivational factors relationship and their impact on the general population of teachers,

it is appropriate to study Herzberg's two-factor theory of motivation and how other researchers have applied it in their studies. Hygiene and motivational factors occur naturally in the work environment and influence teachers' satisfaction (Lee & Quek, 2017). However, the same work environment can lead to different job satisfaction levels between various groups of teachers. Tran and Smith (2020) conducted their research on teachers' retention using Herzberg's two-factor theory of motivation to offer a capacity-building model that focuses on a human-centered approach. The researchers argued that motivators and dissatisfiers could influence teachers' experiences differently in the various phases of their professional careers as educators. In other words, intrinsic and extrinsic factors are also shaped by the teachers' years of experience. Other demographic factors that can also shape how intrinsic and extrinsic factors are perceived by teachers are gender, religion, natural environment, and others (Benoliel & Barth, 2017). The flexibility of intrinsic and extrinsic factors to be shaped by factors outside of the workplace shows that job satisfaction must be studied as a non-universal phenomenon and must be carefully examined across different demographic groups. Therefore, the focus of this study is to determine if there is any significant relationship between job satisfaction and religiosity among a specific group such as evangelical Christian school teachers.

Religiosity Influences Job Satisfaction

Religion impacts a worker's job satisfaction very positively (Matsveru & Meylahn, 2018 & McGhee, 2019). This influence is done by the ability of religion to help workers deal with the stress found in the workplace. Kulikowski and Orzechowski (2018) argue that when job demands are high and "job resources" are low, workers experience increased stress and burnout. Kulikowski and Orzechowski (2018) ideas are relevant to this study because it explains the characteristics that allow teachers in evangelical Christian schools to deal with stress and

burnouts. If Christianity influences teachers' ability to deal with stressful situations, then it is important to study how Christianity is related to the satisfaction of teachers and how teachers use Christianity as a resource that lowers their stress levels and prevents burnouts. Kulikowski and Orzechowski (2018) divide job resources, such as autonomy, socialization, support, among others into three parts: physical, psychological, and emotional; these resources engage in two processes; health impairment and motivational process, where the impairment process led to exhaustion, strain, and other adverse outcomes, while the motivational process led to a more positive work-related state of mind.

The processes in which job resources engage correspond to Herzberg's theory of motivation in that social needs and other factors are essential for a workers' motivation. For this reason, it is vital to examine how socialization influences the motivation factors, considering that social interaction is part of the belief system of evangelical Christian. Simultaneously, Hen and Zhang (2019) explain that individuals are motivated to maintain and obtain new resources to cope with stressful situations. According to Hen and Zhang (2019), individuals interact with their surroundings to preserve and obtain new resources. For Christian teachers working in non-religious schools, finding faith-based resources such as faith-based peer support is less likely to occur than in Christian schools, where the Christian faith is part of their mission statement. Since there are no studies that show the relationship between faith-based support and dealing with stress in schools, it is still unclear how successful Christians are in conserving and obtaining new resources by interacting with their Christian or non-Christian professional environments. Nevertheless, constant interaction with peers is inevitable among teachers in evangelical schools. Consequently, it is essential to study how their religiosity impacts the relationship between

teachers and teacher-supervisors in a Christian-oriented school and the overall impact it has on their job satisfaction.

It is not uncommon knowledge that teaching can be a very demanding and stressful profession that consumes many resources, such as time and energy. Therefore, Christian teachers may seek ways to conserve resources that allow them to cope with stress through their faith and community. McGhee (2019) suggests that religion could be a resource that can help workers deal with stress and increase satisfaction levels leading to higher productivity in the workplace. For this reason, it is essential to measure its influence on the overall satisfaction of teachers. Understanding religiosity as a resource that helps evangelical Christian teachers cope with stress makes it evident the need for studying extrinsic and intrinsic factors in evangelical Christian schools. Studying religiosity as a source for dealing with stress also helps examine how individuals deal with satisfaction and dissatisfaction in the workplace.

A Negative View of Religion's Influence

Psychoanalytic and Marxist theories about religion framed religious beliefs as harmful for society. Freud (1907) equated religion as a pathological condition or neurosis in which individuals are out of touch with reality. Later, Freud maintained his negative view on religion but recognized religion as cultural progress of the past because it prevented massive social chaos. After all, religion was useful because God forbidden many actions the ancients performed (Freud 1927). For Freudian intellectuals, religion was good for humans in the past because of their pre-modern state, but currently may not be necessary and it may actually create more social and individual problems. According to Lau and Ramsay (2019), religion has forced people to behave well because of fear of angering a higher power, causing negative feelings such as anxiety and guilt. Hence, religion is perceived as a negative influence on society because it prevents the

exploitation of the individuals' full potential. However, despite the negative emotions produced by religious identities, people may still rate their lives as satisfactory (Lau & Ramsay, 2019). As a result, it may be challenging to accurately assure the impact that religion has on society or among Christian teachers in evangelical schools through a negative lens of religion; it is important to consider that religiosity is most often associated with beneficial outcomes in the workplace and personal lives (Lau & Ramsay, 2019; McGhee, 2019 & Want et al., 2019).

Similarly, Marxism viewed religion as the sigh of the oppressed, the expression of real suffering, and the people's illusory happiness. Therefore, Marx believed that society must abolish religion to achieve real happiness and success (Marx, 1843). According to Ypi (2017), Marx's vision for humanity is to attain emancipation from religion as a collective entity, which would lead to the ethical transformation of the community at the group and individual levels. Ypi (2017) also points out that the community's transformation will require the abandonment of external authorities and an intense dependency on the socialization between and only among individuals. In other words, individuals' well-being depends on communal interactions and relationships. However, Marx's position on religion does not disqualify the benefits of socialization through religious affiliation. Although Freud's and Marx's views on religion were hostile and far from amicable, neither Freud's nor Marx's ideas can undermine religion's influence on society for the better or worse. Recent theories about spirituality in the workplace contradict Marxist and Freudian ideas about the importance of faith in productivity and job satisfaction (Fatima et al., 2017; Ke, Zhang, & You, 2020). The importance of faith in the workplace gives purpose to study to investigate how religiosity relates to job satisfaction among

teachers in evangelical Christian schools, hoping to support Christian school leaders better comprehend the importance of maintaining a healthy spirituality in their workplace.

Evangelical Christianity and Job Satisfaction

It is not easy to measure the connection between evangelical Christianity and job satisfaction because of the multiple confounding variables that impact individuals' experiences, including inner psychological needs and the external stimuli explained in Herzberg's two-factor theory. Herzberg's Intrinsic and extrinsic job factors influence job satisfaction (Perales & Bouma, 2019; Tourigny et al., 2017; & Winkel, 2019). For this reason, studying a specific external factor, such as religion, potentially provides a better understanding of how job satisfaction relates to teachers' experiences in an evangelical Christian school. For instance, workers with a solid attachment to the "Christian God" show higher affective organizational commitment and job satisfaction, especially when they perceive their jobs as a vocation from God (McGhee, 2019). In Christian education, the relationship between faith and job satisfaction is crucial because teachers often enter the profession following a vocational call that derives from their religious affiliation (Perryman & Calver, 2020).

Teachers' vocational call is only intensified with the element of religion among teachers in religious schools. According to Gillespie (2019), spirituality gives teachers a unique reason for contributing to education as it is part of their religious call. The interaction between their professional lives and spirituality gives them a purpose to bring about positive change for their students. Therefore, religion's influence on individuals' professional lives depends heavily on their devotion to their faith. Overall, these findings show that job satisfaction is influenced by factors that transcend hygiene and motivational factors, including psychological needs such as competencies and relatedness (Baroudi et al., 2020; Ford et al., 2018; & Sun et al., 2019).

According to Steel et al. (2019), workers' job satisfaction may also be affected by satisfaction in their personal lives and circumstances, which can be positively or negatively affected by their religious affiliations.

Religion does not only provide an intensified reason for teaching, but it can also directly impact job satisfaction (McGhee, 2019). According to Chirico (2017), praying may help teachers deal with stress, increase job satisfaction, and decrease the sensation of burnout and hopelessness associated with their workplace environment. Like any other profession, teaching can be stressful. Among the primary sources of stress found in general or special education classrooms are those extrinsic factors found in Herzberg's theory of motivation, including handling students with behavior problems as part of the working conditions and disagreeable compensation as part of salary (Amstad & Muller, 2020 & Vučinić et al., 2020). Christian teachers conserve and obtain new resources through prayer and other Christian-related behaviors (Chirico 2017), and most importantly, reaffirming their commitment to their job by perceiving it as a "vocational call" from God (McGhee, 2019). That is to say that the religiosity of evangelical Christians is very important for their job performance. Therefore, it is pertinent to study their religiosity as it relates to job satisfaction in evangelical Christian schools.

Job Satisfaction as Influence of Religiosity

The influence that religion has on society and culture is evident and well-studied in the literature. However, there is little conversation about the impact that culture and society have on the religiosity of individuals. According to Dueck et al. (2017), culture and religion are mutually interacting, creating a cyclical movement of change, where cultural practices shape people's faith, and people's faith shapes their cultural practices. For example, Winkel (2019) explains that how religious people interpret the role of women in housework depends heavily on their cultural

traditions. Some cultures have fewer egalitarian traditions than others, and these traditions shape how individuals assign gender roles (Winkel, 2019). Unfortunately, there is no research connecting job satisfaction as an influencer of religious identity and the commitment of teachers. However, some studies show the risk of desensitizing the school identity from the teachers' religious identity.

Bertram-Troost et al. (2018) argued that Christian teachers' worldviews sometimes do not align smoothly with the educational institution's formal religious identity for which they work, resulting in conflicted peer and supervisor-teacher relations. This issue found in religious schools may not be foreign to non-religious schools, opening the possibility that the religious identity of teachers may conflict with the secular identity of public schools. Therefore, if there is a lack of discussion about teachers' religious beliefs and accommodations, then it is possible to divide the school's identity and the teachers' identity. Having teachers develop a different school identity may be disadvantageous, considering that workers' relationships with their peers and supervisors are extrinsic factors that affect job satisfaction (Herzberg, 1959; 1968). Suppose a teachers' relationship with their peers and supervisors suffers. In that case, it is possible that their spirituality is also affected, considering that many teachers enter the profession as a response to what they believe is a calling from God (McGhee, 2019). Consequently, this study aims to identify if there is any significant relationship between teachers' job satisfaction and religiosity among teachers in evangelical Christian schools, hoping that school leaders consider the identity of teachers and how it connects to the overall school's identity.

Job Satisfaction and Teachers

Among the effects that teachers' job satisfaction has on education is the direct impact on retention rates; as job satisfaction increases, teachers' probability of remaining in their positions

increases. On the contrary, as job dissatisfaction increases, teachers' likelihood of staying in their jobs shrinks (AbouAssi et al., 2019 & Lee and Quek, 2018). The inverse relationship between job satisfaction and teacher turnover is especially true for early career and pre-service teachers. Novice teachers intend to leave the profession due to hygiene factors such as salary and motivational factors, including relationships with their peers and the perceived values that society and parents place on their work (Kelly et al., 2019). These results are not surprising considering that Herzberg's two-factor theory of motivation explained that intrinsic factors, such as salary, can only prevent dissatisfaction. In contrast, extrinsic factors, such as recognition, increase satisfaction. For this reason, school leaders ought to increase satisfaction by considering the promotion of intrinsic factors. According to Dreer (2021), job-related well-being among teachers, especially positive emotions, strong relationships, and achievement in the workplace are very important for the satisfaction of teachers and their retention. Therefore, Dreer (2021) suggests that school leaders ought to foster positive emotions at the level of the individual teacher by providing teachers the adequate space for professional ownership of over effective instruments and intervention.

Motivational factors, also known as intrinsic satisfaction, include achievement, recognition, advancement, personal growth, and work. On the other hand, hygiene factors, also known as extrinsic dissatisfiers, involve working conditions, job salary, security, policies, relationships with coworkers and supervisors, and other benefits as a form of remuneration. All these factors are essential when determining the job satisfaction of teachers. However, some elements may be more influential than others. According to Baroudi et al., (2020), the most significant extrinsic factor impacting teachers is working conditions and professional development. Although these results are incomparable with other studies that place peer

relationships as the most critical hygiene factor, these studies show that extrinsic factors are not uninformed; their influence is determined by other covariates, including religiosity or other demographic features among teachers. Moreover, Baroudi et al. (2020) shows that Herzberg's hygiene and motivational factors are not uniform and have the same effect on all individuals; rather, their rank of influence depends on the uniqueness of the teacher and other external factors such as religion. These results seem intuitive considering that the psychological needs and interests vary among individuals.

Similarly, Tamim and Hojeij (2020) also found that not all intrinsic factors have the same influence on job satisfaction. There seem to be dominant factors such as the work itself and advancement that increase teacher motivation. The impact of individual intrinsic and extrinsic factors on job satisfaction varies according to the teachers' cultural context, including their religious beliefs (Gesthuizen et al., 2019). Consequently, job satisfaction may influence education differently according to differences in the populations. For example, race and geographical location can impact job satisfaction differently between males and females (Farinde-Wu & Fitchett 2018). Therefore, this study may have similar limitations considering that many other confounding factors outside of religion influence satisfaction.

Ultimately, the study of job satisfaction aims to improve schools' conditions, thus increasing student achievement. According to Jeon & Wells (2018), work satisfaction directly impacts teacher attrition, a strong predictor of educational attainment among students. Job satisfaction is interactively related to students' achievement in math and reading because teachers' job satisfaction is part of the school's context. Banerjee et al. (2017) suggested that principals should promote teacher satisfaction and school culture. Consequently, the school administrator's job is to create conditions that simulate motivational satisfiers like recognition,

achievement, and responsibility while avoiding the suppression of hygiene dissatisfaction, including peer-ratings, salary, and supervisory quality.

The risk of teachers leaving their profession exists as the result of the discontent of the teachers with their current position. However, discontent with their position is not always represented with dissatisfaction. According to Madigan and Kim (2021), job satisfaction is not the same as “burnout,” and their study shows that the strongest predictor of teachers’ attrition is burnout. That is to say that burnout is more than dislike for the job; it extends to the self-evaluation of their abilities as teachers. Consequently, teachers who are not satisfied with their work are not always burnout, and those who are satisfied often carry a burnout that may cause them to quit their jobs (Madigan & Kim, 2021). For instance, Roch and Montague (2021), conducted a study in the new wave of online learning and compared it to traditional schooling. The authors found that although teachers in virtual schools have higher levels of satisfaction, there is no difference in their intention to leave their teaching positions because they have different burnout levels. Therefore, it seems important that school leaders intervene in teachers prior to reaching a burnout through reducing job demands, providing autonomy, a supportive environment, and providing training to new, prospectus, and veteran teachers on strategies that will help them identify early symptoms of burnout and how to cope with these symptoms.

Religiosity and Teachers

For Christian teachers in evangelical schools, the strategy to reduce burnout and job dissatisfaction may be different because of the religious dimension. According to the Spiritual Leadership Theory, individuals respond well to spiritual interventions because it addresses their goals and sense of appreciation through purposely targeting individuals’ spiritual values, attitudes, and behavior (Fry, 2003). The spirituality of teachers then becomes important because

it helps reduce the stress of the profession (Fatima et al., 2017). Especially among Christian teachers, who use their faith-based practices to reduce stress, including praying and fellowship as a reminder that their work is an offering to God (McGhee, 2019).

The religiosity of teachers does not end in their house of worship. Instead, it is part of their everyday lives in and outside their faith communities. There are approximately 3.7 million teachers in the United States (NCES, 2021). Although it is unclear how many of them are Christian teachers in private or public schools, the idea that evangelical Christian teachers make up a significant percentage of the teachers' population is plausible considering that evangelicals are the largest religious group in the country (US Census, 2018). Unfortunately, confrontations between job responsibilities and religious obligations are not foreign to the experience of Christian teachers. According to Eckes (2021), school districts create appropriate limitations to an employee's religious beliefs in order to offer all students equal access to education free from any issue that may affect their well-being.

District imitations on religious beliefs often lead to confrontations, leading to greater issues, including firing the teacher. In 2018, Mr. Kluge was fired for refusing to use a transgender student's first name, citing his religious convictions that it is "sinful to promote transgender behavior." Although the issue ended in court with Mr. Kluge's failure to prove his case (Eckes, 2021), this example and others show that Christian teachers in public schools may have different sources of stress than those teachers in evangelical Christian schools. For instance, many science Christian teachers in public schools often experience anxiety when they teach evolution in their classroom, considering that Christian teachers often disbelieve evolutionary claims about the origin of humanity (Hawley & Sinatra, 2019). Meanwhile, Christian teachers in evangelical schools often are dissatisfied by the disconnection between the formal religious

identity of the school and their own religious identity, considering that not all Christian teachers attend the same denominational tradition (Bertram-Troost et al., 2018). Although no studies distinguish which education system is more stressful for Christian teachers, official data from the NCES shows that teachers in private schools (including Christian evangelical schools) are more satisfied with their current position (NCES, 2016). However, these results do not provide a clear interpretation of evangelical Christian teachers because they do not target that specific population. For this reason, this study aims to contribute to the literature on Christian education by examining the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools.

Job Satisfaction in Public and Private Schools

Evangelical Christian schools are different from public and secular private schools because of the religious dynamic. As an influence in public schools, religion is rarely studied; instead, researchers focus on intrinsic and extrinsic factors naturally occurring in the work climate. Among the causes of teachers' stress is the absence of good relationships with their peers, poor relationships with students, low compensation, and other factors that, when they are missing, lead to dissatisfaction and stress in the workplace (Amstad & Muller, 2020 & Vučinić et al., 2020). These findings are consistent with Herzberg's two-factor theory of motivation because peer relations, working conditions, and salary are hygiene factors that, when in deficiency, lead individuals to dissatisfaction (Weiss et al., 1967). Consequently, when studying job satisfaction in evangelical Christian schools, it is essential to consider how religion relates to the intrinsic and extrinsic factors of the work climate (Winkel, 2019; Perales & Bouma, 2019).

In contrast, other intrinsic motivational factors are responsible for satisfying teachers, including recognition and achievement. One of the essential tools to increase recognition and

promote the sensation of accomplishment is teacher evaluations. As an intrinsic factor of teaching, evaluations encourage satisfaction because they are positively related to intrinsic factors. As rating increases, so does job satisfaction (Ford et al., 2018). However, evaluations can produce an alternate effect; evaluations can be considered a motivational factor because it promotes achievement and recognition, highlighted through positive feedback. On the other hand, when evaluations are negative, they can be transformed into a hygiene factor that increases dissatisfaction, potentially damaging the teacher-evaluator relationship causing adverse effects on their job satisfaction (Derrington & Martinez, 2019).

One of the most critical factors influencing satisfaction score differences between private and public schools is the teacher-supervisor relationship. Dahler-Larsen and Foged (2018) argued that private schools are better at creating positive teacher-supervisor relationships because they use a "profit-seeking model" that focuses on human relations. Not surprisingly, the last report from the National Center for Education Statistics in 2016 demonstrated that private school teachers are often more satisfied than their public-school peers. In all school systems, satisfaction scores are above 90%, which is surprising considering that the NCES also reported that 16 % of public-school teachers did not return to their posts following the 2011-2012 academic year. Instead, 8% moved to other schools, while an additional 8% of teachers left the profession (NCES, 2016). In other words, despite the reports of high job satisfaction, teachers seem to be resigning their position in significant numbers. Considering that evangelical Christian schools are private and have religion as a foundation of their work environment, their job satisfaction scores may be different from those of other studies that do not consider religion to measure job satisfaction.

Unfortunately, there has been very little recent research on teachers in evangelical Christian schools (Bertram-Troost et al., 2018). The NCES report highlighted scores from the 2003–04, 2007–08, and 2011–12 school years, demonstrating that, although job satisfaction scores are significant, many teachers perceive insufficient support from their administrators (NCES, 2016). Unfortunately, NCES (2016) does not explain what factors contributed to their job satisfaction scores nor specifies the number of teachers in evangelical Christian schools. Therefore, it is challenging to generalize job satisfaction scores to evangelical Christian schools considering that religion is fundamental to their perception of work and the mission statement of the school (Eliaison et al., 2017; Ruiz et al., 2017; and & Setzler & Yanus, 2017). Recognizing the lack of literature on Christian education, this study seeks to determine any relationship between job satisfaction and religiosity among teachers working in evangelical Christian schools.

Demographics and Job Satisfaction

Using the 2018 TALIS, Lassibille and Navarro Gómez (2020), studied the effect of gender imbalance in job satisfaction across different countries. Their results show that there is no difference in job satisfaction between male and female teachers. The study showed that the teaching vacancies continue to be filled mostly by females, especially in the pre-elementary and elementary levels, but “masculinizing” the profession does not make any difference in the job satisfaction scores among teachers. Lassibille and Navarro Gómez (2020) argue that their result may be the product of a disassociation from gender stereotype. In other words, teachers, regardless of their sex, have similar job expectation. However, these results are not specific for evangelical Christian schools in the United States, where culturally outside of the work, males and females are assigned roles based on their sex type (Winkel, 2019). It is unclear if and how the assignation of sex roles in Christian community transfer to the job site; However, considering

that religious beliefs do not dissolve during individuals' workhours, it is important to study how the religious beliefs affect individuals' job satisfaction.

Another important demographic factor when studying job satisfaction among teachers is their years of service. Veteran teachers have found ways to remain in their profession despite the difficulties, therefore, it is important to understand what factors and tools built their resilience. According to Carrillo and Flores (2018), an important factor that helps teachers stay in the classroom is identity. The identity of teachers is divided into three levels; personal, situated, and professional, which are important to explain their perseverance in education. For example, at the personal level, veteran teachers' family circumstances and spirituality are very consequential in making the decision to stay in their teaching positions. Carrillo and Flores (2018) argue that when a teacher perceives their job as a vocation, a calling, and a passion, these perceptions increase the teachers' chances to persist. At the situated level, teachers seem to endure when there is a strong relationship with their colleagues, administrative staff, and students. Lastly, at the professional level, veteran teachers persist in the profession when their accountability was not too attached to students' achievement. In other words, educational reforms and other school contexts have a negative impact on teachers' development of identity.

Teachers' identity as explained by Carrillo and Flores (2018) is related to Herzberg's theory of satisfaction in that at the situated and professional levels, teachers may be dissatisfied if hygiene factors such as relationship, policies, and rules are undesired. However, the personal level that is also influential in determining veteran teachers' resilience can be better explained by conditions outside of the worksite, including their family and religious lives. For this reason, it is important to understand job satisfaction among veteran teachers as a combination of internal and external forces that affect the possibilities of remaining in a position amid the stressor found in

the workplace. In Christian schools, the relationship between the personal, situated, and professional levels are vivid because these schools are grounded on the identity of their teachers as Christians. Their identity is not only a commonality among educators, but a necessary aspect of the school's faith-based mission and vision. For this reason, it is important to examine the relationship between evangelical Christian teachers' religiosity and job satisfaction.

The teacher identity is not the only form of identity used by educators, teachers have more than one identity in their lives, including their religion, economic status, political affiliation, ethnicity and more. These identities are important in determining their satisfaction in the classroom. For instance, a study conducted by McCarthy et al. (2021) explains that different ethnic groups appraise classroom demands in various ways. White teachers tend to perceive classroom demand higher than there are resources relative to Black and Hispanic teachers. Even though the three groups agree that demands are higher than resources, Whites are more likely to see the gap between resources and demand greater. According to McCarthy et al. (2021), these results are significant considering that the higher perception of the disparity between resources and demands is, the higher the risk for stress among teachers. Unfortunately, the study was conducted on public schools, alienating Christian educators, thus difficult to determine if ethnicity plays a big role on the satisfaction of evangelical teachers, who may perceive their Christian identity as more significant than their ethnic group.

Teachers and Students

McCarthy et al. (2021) also suggests that the perception of the disparity between resources and demands vary across school and demographic, where institutions with predominant Black and Hispanic students tend to be perceived as more stressful schools than schools with predominant white students. In other words, teachers' levels of stress are related to

their interaction with students and the variation in demography. Admiraal (2019) argues that the relationship with their students is one of the main sources of satisfaction through their careers. In their study, Admiraal (2019) suggests that satisfied veteran teachers attribute their resilience to stay in their profession to the quality of their teacher-student relationships, while unsatisfied veteran teachers attribute their dissatisfaction to extrinsic factors that include working conditions and school policies. Consequently, it is recommended that school leaders find ways to help teachers improve their relationship with their students, so their chances to remain in their current positions increase.

The relationship between teachers and students affects the satisfaction of educators, which ultimately impacts their sense of meaning at work. At the same time, the satisfaction of teachers affects the teacher-student relationship, also impacting their sense at meaning at work (Lavy & Bocker, 2018). The reciprocity between job satisfaction and teacher-student relationship corresponds with the relationship between sense of meaning at work and job satisfaction, which suggests that job satisfaction is greatly influenced by the sense of meaning at work. For Christian teachers, meaning at work is not only the result of their relationship with students or other hygiene or motivational factors; their sense of meaning at work is given by their religious convictions (McGhee, 2019). Consequently, studying how their religious convictions and practices as measured by the DUREL is important because it may show how religiosity influences the satisfaction of teachers who have a Christian faith.

Unfortunately, religiosity is not the only external factor that influences job satisfaction among individuals working in Christian schools. Job satisfaction is a complex subject that is influenced by many variables, including teachers' personalities, religiosity, work-related characteristics, demographic traits, and much more (Baroudi et al., 2020; Ford et al., 2018; &

Sun et al., 2019). Consequently, this study has a limitation that is very common among other studies about job satisfaction: it is difficult to accurately measure how teachers become satisfied and dissatisfied since individuals are complex beings that are affected by uncountable variables in their environment and within themselves. This study understands its limitations and aims to contribute to the literature on Christian education by studying one of the multiple variables that affect job satisfaction: religiosity among teachers in schools connected to the Association of Christian Schools International.

Summary

Job satisfaction is teachers' general judgment about their professional conditions and practices (Ford et al., 2018). Taking into consideration the great influence that job satisfaction has on the achievement of students and the work of teachers, this topic has been researched extensively (Dicke et al., 2019; Jeon & Wells, 2018; Lee & Quek, 2017; Pepe et al., 2017; & Tran & Smith, 2020). Nevertheless, job satisfaction is not studied thoroughly among all the subgroups of the American school system. For instance, there is limited research on job satisfaction among evangelical Christian schools at any level of education (Bertram-Troost et al., 2018). Consequently, this study aims to contribute to the literature on Christian education by examining the relationship between religiosity and job satisfaction in evangelical Christian schools associated with the ACSI. Religiosity is fundamental for schools that are affiliates in ACSI because membership is contingent on the schools' commitment to having a Bible-centered foundation from evangelical and Protestant backgrounds (ACSI, 2020). Therefore, it is pertinent to understand how religiosity is associated with the job satisfaction of teachers considering that

religion is a foundational element in the mission and vision that schools have their students and the work of teachers.

Since religion is a factor that influences behavior and perception of believers, this study assumes an operational definition of religion. Religiosity is the commitment that people must be a member of a church, attend religious services, read the Bible, contribute to religious causes, observe religious holidays, fast, pray, say grace, and accept restrictions based on their religious obligations and possibilities (Hood et al., 2008). This study is grounded on spiritual leadership theory better to understand the importance of religiosity in Christian schools. SLT is composed of three primary principles; vision, hope/faith, and altruistic love that, in collaboration, lead to "spiritual well-being" divided into "calling" and "membership" that gives people a purpose and a sense of appreciation respectively (Fry, 2003). SLT is not specific to any religion or non-religious system of belief (Fatima et al., 2017 & Fry, 2003). Therefore, to measure the influence of Christianity in developing spirituality at work (SAW), it is essential to examine the uniqueness of the Christian SAW, which includes having a purpose for their labor and offering that labor to God the Father as the ethos that empowers spirituality (McGhee, 2019).

This study adopts Herzberg's theory of motivation to better understand the job satisfaction of teachers, which proposes hygiene and motivation factors as the most significant contributors to job satisfaction and dissatisfaction (Herzberg, 1959; 1968). Hygiene factors include working conditions, job salary, security, policies, relationships with coworkers and supervisors, and other benefits such as remuneration. These factors cannot increase satisfaction; instead, they act as a foundation for motivational factors, leading to dissatisfaction if they are not present. On the other hand, motivational factors include achievement, recognition, advancement,

personal growth, and work. Motivational factors are capable of motivating workers. If missing, these factors do not lead to dissatisfaction but act as intrinsic satisfiers when present.

The relationship between job satisfaction and religiosity is not well studied in evangelical schools. However, other studies show the impact that religion has on individuals, including the positive effect of religiosity has on workers' satisfaction. This influence is done by the ability of religion to help workers deal with stressful situations found in the workplace (Matsveru & Meylahn, 2018 & McGhee, 2019). A strong attachment to the "Christian God" shows higher levels of affective organizational commitment and job satisfaction among Christians, especially when workers perceive their jobs as a vocation from God (McGhee, 2019). Although opposing theories of religion argue that it hinders individuals' potential (Ypi, 2017), it is undeniable that religiosity continues to play a major role in the personal and professional lives of individuals. Unfortunately, there is little conversation about the impact that culture and society have on the religiosity of individuals. Therefore, it is difficult to understand how job satisfaction influences the religiosity of teachers in evangelical Christian schools.

Job satisfaction influences teachers' probability of remaining in their positions. (AbouAssi et al., 2019 and Lee and Quek's, 2018). However, job satisfaction is a very complex subject that is impacted by innumerable variables found in the workplace and outside in their personal environments (Baroudi et al., 2020; Benoliel & Barth, 2017; Ford et al., 2018; & Sun et al., 2019). In evangelical Christian schools, it is essential to consider other elements such as religion to understand the experience of the teachers. Religion is an integral part of their mission and vision for their students, work requirements, and the perception of teachers. Unfortunately, the complexity of job satisfaction creates limitations to all studies dealing with that topic including this one. Since it is impossible to measure the uncountable factors that may trigger

dissatisfaction or satisfaction among individuals, this study can only contribute to the literature on Christian education by studying the relationship between job satisfaction and religiosity among teachers working in evangelical Christian schools. With this study, it is hoped that future research can elaborate on this topic and find new information that may help leaders understand how religiosity affects and is affected by the nature of working in evangelical schools.

CHAPTER THREE: METHODS

Overview

The purpose of this non-experimental predictive-correlational study was to examine the relationship between religiosity and job satisfaction among evangelical Christian school teachers. This study analyzed the data collected from 85 participants from different schools affiliated with the Association of Christian Schools International (ACSI) using the short versions of the Minnesota Satisfaction Questionnaire (MSQ) to measure job satisfaction and the Duke University Religion Index (DUREL) to measure religiosity. This study conducted a bivariate regression analysis to understand the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools affiliated with the ACSI. Chapter Three will explain the study's design, recapitulate the research questions and hypotheses, and describe the participants, setting, procedures, and provide the appropriate data analysis.

Design

A correlational study involves discovering a relationship between variables examining the association's direction and strength (Gall et al., 2007). Therefore, a correlational design was appropriate for this study because it provided information about the relationship between job satisfaction and religiosity and how strongly they are associated. To measure the significance of the relationship and accurately predict changes to the criterion variables from the predictor variables, a bivariate linear regression analysis was necessary. According to Gall et al. (2007), a bivariate regression requires only one variable predicting the change in another variable. In this study, job satisfaction is the criterion variable because it has the potential to be affected by the variation of the predictor variable that in this study is teachers' religiosity.

Job satisfaction is the general judgment teachers make about their professional conditions and practices (Ford et al., 2018). Religiosity is the commitment that people have to be a member of a church, attend religious services, read the Bible, contribute to religious causes, observe religious holidays, fast, pray, say grace, and accept restrictions based on their religious obligations and possibilities (Hood et al., 2008). In this study, the criterion variable was studied using the MSQ because it measures the degree to which teachers are satisfied with their job, considering hygiene and motivational factors (Herzberg, 1966; Herzberg et al., 1959). To measure the predictor variable, this study used the DUREL because it measures individuals' commitment to their religious beliefs. The variables were studied by selecting participants from schools associated with the ACSI from all levels of youth education in the US. Since the targeted population is specific and unique among all schools in the American system of education, a convenience sample was conducted because it allowed the research to focus on only the population that is necessary for the study (Gal et al., 2007).

Research Question

RQ: How well does religiosity predict job satisfaction in evangelical Christian school teachers?

Hypothesis

The null hypothesis for this study is:

H₀: There is no significant predictive relationship between job satisfaction and religiosity in evangelical Christian school teachers.

Participants and Setting

In this study, all participants were drawn from all youth education levels in evangelical Christian schools that are members of the ACSI. Evangelical Christian schools are those whose

vision and mission statements are aligned with the Protestant-Christian understanding of the gospel of Jesus Christ. According to ACSI (2020), membership into the ACSI is granted only to schools that accept their Protestant-evangelical statement of faith that include among others, that the Bible is the inspired, infallible, authoritative, and inerrant Word of God; that God is one eternally existence in three persons-Father, Son, and Holy Spirit, and that Jesus was both fully man and fully God. According to ACSI (2020), their schools have a Bible-centered foundation from evangelical and Protestant backgrounds. Therefore, schools associated with the ACSI were appropriate for this study because they are considered evangelical Christians. In this study, participants will be selected through convenience sampling. This type of sampling permitted the selection of participants that fit the study's needs. According to Gall et al. (2007), convenience sampling is highly used in research because often participants are studied in their natural environment and the study requires a specific population that may not be selected when conducting probability sampling.

Considering that in this study, participants must be specifically from evangelical Christians schools, convenience sampling was appropriate. In this study, there were 16 male and 68 female participants that made up a 1:4 ratio and one participant declining to disclose his/her sex, with ages ranging from 22 to 71. The average age was 45.6 years old. 84 participants had at least a BA degree, and 38 held a master's or above. According to (Mellor et al., 2020), ten years of teaching experience is sufficient to consider a veteran teacher, and one with less than two years is regarded as a novice. 14.1 years was the average experience time among all teachers. Therefore, it can be concluded that the sample population was made up of mostly veteran teachers. All participants held the title of teachers and were older than 18 years. From the population, 47 participants worked in elementary school positions, 31 were middle school

teachers, and 36 worked in high schools (See Table 2).

This predictive-correlational study included a descriptive analysis of demographic factors such as years of experience, education, age, and gender. All teachers' identities were anonymized and referred to during the study using numerical coding such as participants 1, 2, 3, and so on. To further protect teachers' identity, schools' names were coded using nominal labels such as colors, numbers, and letters, never using their actual names. The heads of the schools were contacted in the spring semester before appropriate approval from the IRB and Liberty University. During spring semester, the researcher will contact at least 16 schools from the ACSI's website. For this study, the number of participants were 85 teachers, which according to Gal et al. (2007, p.145), exceeds the required minimum of 66 when conducting a bivariate regression analysis. Therefore, 85 participants were more than appropriate to conduct a predictive-correlational study. During spring semester, participants took the surveys online using a single digitized Qualtrics form that contained the surveys, instructions, and the demographics sheet from the MSQ and DUREL (See Appendix A and Appendix B).

Instrumentation

In this study, two instruments were used to collect data: the Minnesota Satisfaction Questionnaire (MSQ) and the Duke University Religion Index (DUREL). The MSQ supported this study by providing information about teachers' job satisfaction and collecting primary demographic data, such as age, gender, level of education, job title, and years of occupation. The DURELL measured a criterion variable, examining religiosity and its relationship to job

satisfaction. Data from both instruments was uploaded in SPSS and conducting a bivariate regression analysis to determine their relationship's direction and strength.

Minnesota Satisfaction Questionnaire (MSQ)

This instrument identifies specific information regarding a job that employees find rewarding. In this study, the definition of job satisfaction is the positive or negative evaluative judgment teachers make about their professional practices (Ford et al., 2018). Therefore, the MSQ was used to measure the degree to which workers are satisfied with their professional practices, considering intrinsic and extrinsic factors in the work climate (Herzberg, 1966; Herzberg et al., 1959). The MSQ is also useful for exploring a person's vocational needs, career counseling, and generating information regarding traits that reinforce job satisfaction (University of Minnesota, 2020). The short version of the MSQ was used in other recent studies about job satisfaction ensuring its reliability (Bagheri Hosseinabadi et al., 2019; Gulsen, M., & Ozmen, 2020; & Pehlivanoglu et al., 2021). The MSQ is a five-minute survey that assesses how needs and values are satisfied on a job (University of Minnesota, 2020). The emphasis on needs and wants fits Herzberg's two-factor theory of motivation, which argues that employees are motivated by hygiene factors that prevent dissatisfaction and motivation factors that promote satisfaction (Herzberg, 1966; Herzberg et al., 1959). The MSQ is appropriate for individuals who can read at a fifth-grade level or higher; therefore, the questionnaire was not confusing for the participants since all of them were school teachers with at least a high school degree (University of Minnesota, 2020).

The MSQ was administered online using a Qualtrics form and it was followed by the DUREL. The digitalization of the MSQ was appropriate for this study because the researcher did have a close proximity to the participants. At the same time, online surveys allowed participants

to take the study anywhere where they have internet service. The MSQ has three versions; however, the short version was used for this study because it consists of 20 items from the extended version that best represents 20 scales divided into two factors; intrinsic and extrinsic satisfaction. The short version of the MSQ uses the same response categories used in the 1977 extended version of the survey (University of Minnesota, 2020). The response choices are: satisfied, very satisfied, "N" (neither satisfied nor satisfied), dissatisfied, and very dissatisfied. The MSQ also includes a simple demographic questionnaire designed to collect specific data regarding age, gender, date of birth, level of education, and a general satisfaction section that can also be scored. The subscales include ability utilization, achievement, activity, advancement, authority, company policies, compensation, relationship with co-workers, creativity, independence, moral values, recognition, responsibility, security, social status, social service, human relations supervision, technical supervision, variety, and working conditions (Weiss, Dawis, England, & Lofquist, 1967).

The MSQ yields scores ranging from 20 to 100. The raw score for each scale can be converted to percentile using the tables in sections III-B and IV-B of the MSQ user manual. A score of 75 or higher represents a high degree of satisfaction, a score of 25 or lower represents a low degree of satisfaction, and a score between 26 and 74 represents average satisfaction. Any score above 50 is considered satisfactory.

For the intrinsic satisfaction scale, Cronbach's alpha (α) ranged from 0.84 to 0.91, with a median reliability coefficient score of 0.86. For extrinsic satisfaction, Cronbach's alpha (α) ranged from 0.77 to 0.82, with a median score of 0.80. The general satisfaction reliability scores were 0.87 to 0.92, with a median score of 0.90 (Weiss et al., 1967). Therefore, it can be concluded that the MSQ is sufficiently reliable for measuring job satisfaction. The validity of the

MSQ is defined by two sources: the studies of occupational group differences and analyses of the relationship between happiness and satisfiers. The occupational group differences did not present a statistically significant variability, while less than 2% of the variance was standard between any satisfaction scale and the satisfactoriness scales (Weiss et al., 1967). Lastly, permission for instrument use is available under a "Creative Commons Attribution-NonCommercial 4.0 International License." This license allows the MSQ to be used for research work without any fee or written consent. Still, this study must acknowledge that the instrument is the work of "Vocational Psychology Research, the University of Minnesota" (University of Minnesota, 2020). See Appendix C for permission to use the instrument.

Duke University Religion Index (DUREL)

Considering that religion is a factor that can influence behavior and that participants were associated with evangelical Christianity, this study uses an operational definition of religiosity. Religious teachers are church members, attend religious services, read the Bible, contribute to religious causes, observe religious holidays, fast, pray, say grace, and accept restrictions based on their religious obligations and possibilities (Hood et al., 2008). Consequently, the DUREL measured the religiosity of teachers in evangelical Christian schools associated with the ACSI. The Duke University Religion Index (DUREL) is a five-item measurement of religious involvement. The DUREL consists of three significant dimensions of religiosity: organizational religious activity, non-organizational religious activity, and intrinsic/subjective religiosity that can be used to study the relationship between religiosity and health outcomes (Koenig & Büssing, 2010). In this study, the DUREL measured the religiosity of evangelical Christian school teachers, and their scores were compared to the scores from the MSQ. The DUREL was

used in other recent studies about job satisfaction ensuring its reliability (Abdel Gawad et al., 2018; Lamb et al., 2019; & Lee et al., 2019).

According to Hood et al (2008), religiosity can be measured by church membership, attendance to religious services, reading the Bible, contributing to religious causes, observing religious holidays, fasting, praying, saying grace, and accepting restrictions based on their religious obligations and possibilities. To measure religiosity as defined by Hood et al (2008), the DUREL serves as an effective instrument because its five-items scales assess religious activities such as attending religious services like prayer groups and scripture studies as part of its organizational subscale. Additionally, the DUREL measures activities performed in private such as private prayer, private scripture studying, watching religious TV, or Listening to religious radio as part of its non-organizational subscale. The intrinsic/subjective subscale measures the degree of personal religious commitment and motivation (Koenig & Büssing, 2010). Consequently, the DUREL can assess the religiosity of individuals as defined by Hood et al. (2008).

The DUREL has an overall score range from 5 to 27. Nevertheless, it has three subscales of religiosity: organizational, non-organization, and intrinsic/subjectivity. Question 1 measures the organizational religious activity through a Likert scale that ranges from 1 to 6, with 1 being "high involvement" and 6 being "low involvement." Question 2 measures non-organizational religious activity through a 6-point Likert scale ranging from 1 for "more than once a day" to 6 for "never." The final three questions relate to the intrinsic/subjective religiosity and use a 5-point Likert scale where 1 is "definitely true" to 5 "definitely not true." For this study, an overall score of 5–13 represented a higher level of religiosity, and a score of 14–27 represented a lower level of religiosity. The intrinsic subscale has a Cronbach's alpha of 0.75, which moderately

correlates to the organizational subscale of $r = 0.40$ and the non-organizational subscale of $r = 0.42$. The overall scale has high test-retest reliability (intra-class correlation = 0.91), high internal consistency (Cronbach's $\alpha = 0.78\text{--}0.91$), high convergent validity with other measures of religiosity at r 's = 0.71–0.86 (Koenig & Büssing, 2010). According to Gall et al. (2007), instruments must meet a standard average of 0.80 Cronbach's α ; therefore, the DUREL is reliable and appropriate for this study. Similar to the MSQ, permission for instrument use is available under a "Creative Commons Attribution-NonCommercial 4.0 International License." This license allows the DUREL to be used for research work without any fee or written consent. However, the author was contacted to confirm permission. See Appendix D for permission to use the instrument.

Procedures

Considering that this study targeted evangelical Christian schools, it was appropriate to select participants from the ACSI because this association only admits schools with a Bible-centered foundation from evangelical and Protestant backgrounds (ACSI, 2020). The first step was to obtain approval from 16 participating schools from the ACSI. An email was sent to the schools' headmasters, introducing the researcher, the study's characteristics, and requesting participation from the schools (See Appendix E). Then, permission was obtained from Liberty University's IRB to ensure participants' safety in this study (See Appendix F). Following IRB approval, a convenience sampling was conducted. In this study, the targeted population was teachers in evangelical Christian schools that could be divided into demographic groups identified through the MSQ.

Following the email confirming the participation of 16 schools' headmasters listed on the ACSI website, teachers were recruited using a participation email that contained the link to the

consent form digitized in Qualtrics (See Appendix G). The head of the school received the invitation email and forwarded to their teachers using their school directory (See Appendix H). The email and the consent form included a brief description of the study, researcher contact information, explained that participation is voluntary, and ensured participants that the data collected would not be shared with anyone inside or outside their schools. Teachers clicked on the consent form link, which directed them to an external Qualtrics form containing the consent form. The consent form included two "YES" or "NO" questions: one acknowledging that teachers have read and understood the consent form. The second "YES" or "NO" question asked if the teacher agreed to participate in the study. All participating teachers clicked yes to both questions, then the consent form generated the surveys. Considering that the study was anonymous, no names or emails were collected before or during the survey to avoid tracking participants. Data collected cannot be linked to participating teachers or participating schools. All data is secured in the researcher's Qualtrics account and cannot be accessed by anyone without the account password. Data will be deleted after study is complete.

After each of the 85 ($N = 85$) teachers clicked yes to both consent questions, the Qualtrics form displayed the MSQ survey directions and questionnaire. After completing the MSQ, the Qualtrics form displayed the DUREL's instructions and questionnaire. Lastly, the Qualtrics forms displayed a confirmation page explaining that the participants have completed the surveys and thanking them for their participation. The last page contained a link to an external survey where participating teachers typed their names and emails to receive the promised \$5 gift card from Starbucks (See Appendix I). Asking for their names in email in an external link avoided linking participants to responses. All responses were deleted after completion of the study. Participants were ensured that their names and emails were not to be shared with anyone and that

their data was not going to be used for the study. The reason for asking for their names and emails in a separate survey was only to send the promised gift card. All gift cards were delivered independently without any mass email. The last page also explained that their information is safely maintained in the researchers' Qualtrics forms and will not be shared with anyone inside or outside the school.

The MSQ and DUREL were digitized using a Qualtrics form, both instruments in the form. The digitalization of the instruments permitted teachers to complete a digitized copy of the MCQs demographic section (See Appendix J). Participating teachers took the two surveys, including the demographic questionnaire, between 5 or 10 minutes. After teachers complete their surveys, data were collected automatically in an electronic folder only found in the researchers' Qualtrics forms account. The data was analyzed using the appropriate statistical analysis technique. After analysis, participants and the head of the school received an email thanking them for their participation (See Appendix K). The email also advised them that they are free to request the results of the study. To avoid identifying other participants, the researcher sent the thanking email to the heads of the schools individually and asked them to forward the email to all their teachers. Before participants receive results, Liberty University will receive the findings to conclude the study.

Data Analysis

Data from this study was analyzed using a bivariate linear regression to determine if there was any relationship between religiosity and job satisfaction in evangelical Christian schools. A bivariate regression is useful when determining if there is an association between two variables, while determining if the predictor successfully predicted changes in the criterion variable (Gall et al., 2007). For this reason, this study examined any relationship between job satisfaction and

religiosity, while determining if religiosity successfully predicted any changes in the job satisfaction scores of teachers in evangelical Christian schools. The strength and direction of the association between the predictor and criterion variables were measured through a simple linear regression model, in which the X-axis was used to input the religiosity scores and the Y-axis showed the job satisfaction scores. In the scatterplot, the data was examined with a regression line to show direction and strength of the association. However, it was important to first make the appropriate parametric assumption.

First, data was visually inspected by identifying any missing and inaccurate entries, then the data was checked using a scatter plot between the predictor (X-axis) and criterion (Y-axis) variables to identify any extreme outliers and ensure linearity. The scatter plot also demonstrated normal distribution and homoscedasticity as classical “cigar shape” was identified (Gall et al., 2007). A correlation coefficient of $r > 0.5$ and $r^2 > 0.7$, would mean that strong relationship and predictability between religiosity and job satisfaction among evangelical Christian school teachers could be concluded with an $\alpha=0.05$ and a 95% confidence level. The findings will be shown in Chapter 4.

CHAPTER FOUR: FINDINGS

Overview

Chapter Four outlines the findings from the data collected in this study. The purpose of this study was to examine the relationship between religiosity and job satisfaction in evangelical Christian schools. To determine religiosity participants completed the DUREL, while the MSQ served to measure job satisfaction. The data directly addressed the research question, which is included in this chapter along with the null hypothesis, descriptive statistics, and the results of the study.

Research Question

RQ: How well does religiosity predict job satisfaction in evangelical Christian school teachers?

Null Hypothesis

H₀: There is no significant predictive relationship between job satisfaction and religiosity in evangelical Christian school teachers.

Descriptive Statistics

This study surveyed ninety-one teachers from various evangelical Christian schools. All participants met the criteria to participate in the study. Eighty-five of the participants completed the survey, while six completed only the demographic sheet or less. Descriptive statistics were obtained for both variables. The mean and standard deviation scores for the predictor (religiosity) and criterion (job satisfaction) are shown in Table 1. The data range for each of the scales in the DUREL (Duke University Religion Index) was 1 to 6, a score of 1 is the lowest possible score, which indicated little commitment to that religious activity, while a score of 6 is the highest

possible score in that religious activity. The mean for the level of religious commitment of the participants was 4.97, which indicates a high level of religiosity.

The data range for each of the scales in the MSQ (Minnesota Satisfaction Questionnaire) was 1 to 5, a score of 1 is the lowest possible score, which indicates little satisfaction in that area of the job, while a score of 5 is the highest possible satisfaction score in that area of the job. The mean for the level of job satisfaction of the participants was 4.1, which refers to a high-level job satisfaction. Moreover, Table 2 provides a description of participants' demographics, where 45.6 was the average age of participants, 14 the number of years of experience, and most participants holding a master's degree or higher. Other demographic data can be found in Chapter 3's participants and sample section.

Table 1

Descriptive Statistics for Job Satisfaction and Religiosity

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Job Satisfaction	85	4.0994	.51936
Religiosity	85	4.9718	.33116
Valid N (Listwise)	85		

Table 2*Participants' demographics*

Variable	<i>n</i>	<i>Max</i>	<i>Min</i>	<i>M</i>
AGE	85	71.00	22	45.6
YRSCURRJOB	85	28.00	1	7.5
Elementary School	47			
Middle School	31			
High School	36			
EXPERIENCE	85	40.00	1	14.1
EDUCATION	85	6.00	2	3.59
Doctorate	5			
Professional	3			
Master's	30			
Bachelor's	46			
Some College	1			
SEX	85	3	1	1.82
Male	16			
Female	68			
Prefer not to answer!	1			

Note. Education: 1=High School, 2=Some College, 3= Bachelors', 4= Master's, 5= Professional, 6= Doctorate. Sex: 1=Male, 2=Female, 3=Prefer not to answer

Results

Ninety-one participants fit the criteria as teachers over 18 years old working in evangelical Christian schools and were asked to complete both surveys. Data was screened for missing data points and incomplete entries before moving with assumptions testing. From the ninety-one participants, only six did not complete the survey.

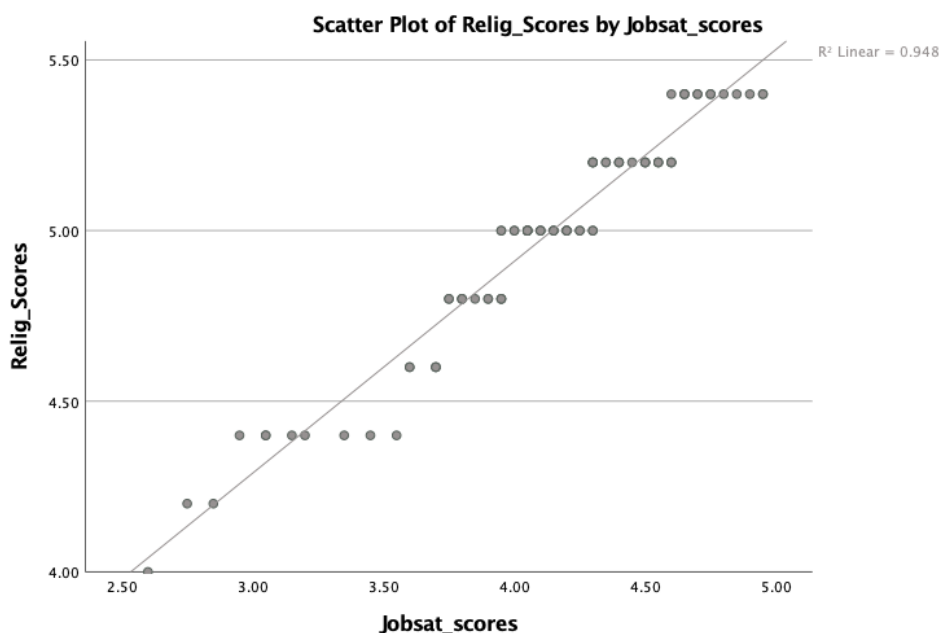
Assumption Testing

Prior to completing the regression analysis, the data were visually screened in an excel spreadsheet to identify any missing and inaccurate entries. The data was also checked using a scatter plot to identify any extreme outliers and ensure linearity. There were no outliers in the

data and linearity was observed meeting assumptions through a visual test in the excel spreadsheet and plot. See Figure 1 for the scatter plot.

Figure 1

Scatterplot of Religiosity Scores vs Job Satisfaction Scores



Hypothesis

The null hypothesis stated that there would be no significant predictive relationship between job satisfaction (the criterion) and religiosity (predictor) in evangelical Christian school teachers. A bivariate linear regression analysis was conducted to test the relationship between teachers' job satisfaction and religiosity. The regression equation for predicting overall comprehension score is, $Y = .207X_{\text{job-satisfaction score}} + 3.07$. With a 95% confidence level, where $p = .228$, the linear regression model shows a low effect size where $r = .132$. According to the model, approximately only 2% of the variance of the criterion variable can be explained by the predictor variable. Therefore, the researcher failed to reject the null hypothesis. See Table 3 for a summary of the regression analysis for the variable predicting job satisfaction.

Table 3*Coefficients^a*

Model	<i>B</i>	<i>SE B</i>	β
1 (Constant)	3.07	.850	
(Religiosity)	.207	.171	.132
Original Score			

Note. ^a Dependent Variable: Job Satisfaction

The results show no significance evidence to reject null hypothesis and conclude that religiosity scores ($M = 4.9718$, $SD = .33116$) did not significantly predict job satisfaction scores ($M = 4.0994$, $SD = .51936$), $F(1, 83) = 1.474$, $p < .228$. See Table 4 for the results of the ANOVA analysis.

Table 4*ANOVA^a*

Model	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>f</i>	Sig.
Regression	.395	1	.395	1.474	.228 ^b
Residual	22.262	83	.268		
Total	22.657	84			

Note ^a. Dependent Variable: Job Satisfaction Score

^b. Predictor: (Constant), Religiosity

After studying the correlation between job satisfaction and religiosity, the researcher aimed to examine how each religious activity influenced job satisfaction separately. The results

show that the activity that has the greatest influence is attending religious meetings with a significance level of .892. See Table 5.

Table 5

Coefficient for religious activities and job satisfaction ^a

Model	<i>B</i>	<i>SE B</i>	β
1 (Constant)	2,939	.996	
Attend religious meetings	-.032	.090	-.042
Private Activities	.093	.080	.134
Divine Experience	.020	.146	.016
Approach to life	.096	.156	.073
Religion governs life	.061	.094	.076

Note. ^a Dependent Variable: Job Satisfaction

After studying how each religious activity influenced job satisfaction separately, the researcher examined descriptive statistics for each category from both surveys. The results can be observed in Tables 6 and 7.

Table 6

Descriptive Statistics for Religiosity Categories

	<i>n</i>	<i>Max</i>	<i>Min</i>	<i>M</i>
Attend religious meetings	85	6	3	5.29
Private Activities	85	6	3	5.19
Divine Experience	85	5	3	4.82
Approach to life	85	6	3	4.85
Religion governs life	85	6	1	4.71
Valid N (listwise)	85			

Table 7*Descriptive Statistics for Job-Satisfaction Categories.*

	<i>n</i>	<i>Max</i>	<i>Min</i>	<i>M</i>
Staying busy	85	5	1	4.25
Independence	85	5	2	4.06
Variety in work	85	5	1	4.38
Community status	85	5	1	3.93
Supervisor relationship	85	5	1	4.06
Supervisor competence	85	5	1	4.29
Moral values	85	5	2	4.66
Job security	85	5	2	4.28
Social service	85	5	2	4.62
Responsibility	85	5	2	3.60
Ability utilization	85	5	2	4.46
School policies	85	5	1	3.60
Salary	85	5	1	2.72
Advancement	85	5	1	3.34
Taking charge	85	5	1	4.32
Creativity	85	5	1	4.49
Working conditions	85	5	2	4.15
Co-worker relationships	85	5	1	4.42
Recognition	85	5	1	3.92
Accomplishments	85	5	1	4.44
Valid N (listwise)	85			

CHAPTER FIVE: CONCLUSIONS

Overview

This study examined the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools. Chapter Five continues to discuss how the data addressed the hypothesis, explain the implications of the findings on the Christian literature, discuss its limitations, and make recommendations for future research on Christian education and Christian schools.

Discussion

Job satisfaction has been thoroughly studied in relation to various industries and non-religious schools. However, job satisfaction in evangelical Christian schools continues to be a topic that is almost unknown. For this reason, Bertram-Troost et al. (2018), suggests that Christian education must continue to be studied to understand how it impacts teachers and ultimately students who attend those schools. Often, studies about job satisfaction in religious schools come as a comparison to public schools, and they do not address how religiosity influences the satisfaction of teachers in those types of schools. Consequently, this study aimed to close the literature gap by examining the relationship between job satisfaction and religiosity, where religiosity is the predictor variable and job satisfaction the criterion variable in a predictive correlational study, which used a bivariate regression analysis to test the null hypothesis. With a low effect size ($R = .132$ and $R^2 = .948$), the researcher concluded no relationship between job satisfaction and religiosity.

Religiosity and job satisfaction have been studied in other industries outside of education, and the most common understanding is that religiosity has a positive impact on job satisfaction (Matsveru & Meylahn, 2018 & McGhee, 2019). The positive influence that religiosity has on job

satisfaction is often attributed to the resources that religiosity gives to workers to cope with stress in the workplace (Matsveru & Meylahn, 2018). More precisely, McGhee (2019) investigated Christian spirituality to determine how Christianity influences job satisfaction. In his study, it was observed that teachers in evangelical Christian schools bring their religious values to their workplace. Not surprisingly, McGhee's (2019), results correlate to this study in that when the values of the workplace harmonize with the values of the worker, it is very likely that individuals become more satisfied. In this study, when participants were asked how satisfied they were being able to do things that do not go against their conscience, participants showed the highest scores with a mean of 4.66. See Table 7. This result shows that moral values are essential for working in evangelical Christian schools. However, to better understand how religiosity influences the relationship between the harmonization between teachers' religious values and the professional values of the school, it is important to study this variable independently in future research.

In this study, the lowest score was received in the category of salary with a mean of 2.72. See Table 7. This is not surprising considering job characteristics like salary have among the highest impact on satisfaction among teachers (Amstad & Muller, 2020 & Vučinić et al., 2020). Therefore, it can be concluded that salary continues to be a big issue for teachers in Christian schools as well as teachers in other school systems. However, considering that the harmonization of values between the workplace and the individual has the highest score, it can be concluded that teachers in evangelical Christian schools are able to maintain their satisfaction despite their discontent with their low salaries. These results are correlated with Dreer's (2021) conclusions that the key to improving satisfaction among teachers depends on promoting intrinsic characteristics including positive emotions, strong relationships, and achievement in the workplace. For Christian schools, the push to improve intrinsic factors may also include caring

for teachers' religious commitment and matching the school's values to the religious values of teachers. To determine if aligning the values of the school to closely match the religious values of the teacher changes job satisfaction scores, future studies may isolate this variable and study its impact on the satisfaction of teachers in evangelical Christian schools.

According to Perryman & Calver (2020), Christian teachers often enter the profession following a vocational call that derives from their religious affiliation. Perryman & Calver's (2020) idea relates to this study because the religious activity that seems the most influential in predicting job satisfaction is experiencing the presence of the divine, with a very high significance score of .892. See Table 6. It seems that the more teachers sense the presence of God in their lives, the more likely they are to be satisfied with their work and life. According to Steel et al. (2019), workers' job satisfaction may also be affected by satisfaction in their personal lives. In other words, their personal religious commitment spills over to their working lives and influences their job satisfaction. As a result, Steel et al. (2019) seems to suggest that the more committed teachers are to their religion, the more satisfied that may be. In other words, teachers in evangelical Christian schools seem to be satisfied with their employment because of their authentic happiness, which include various aspects of their lives, inside or outside of their employment. To better understand how their authentic happiness impacts their satisfaction at work, it would be useful to investigate how authentic happiness is related to satisfaction and religiosity among teachers in evangelical Christian schools.

Steel et al. 's (2019), idea relates to this study because teachers showed high scores in their religious commitment. Among the two most important religious activities were engaging in community activities such as attending church, and private activities such as praying. Chirico (2017), argues that praying may help teachers deal with stress, increase job satisfaction, and

decrease the sensation of burnout and hopelessness associated with their workplace environment. Not surprisingly, community and private activities received the highest scores among Christian teachers with means of 5.29 and 5.19 respectively. See Table 6. These results show that Christian schools' commitment to elevate their teachers' spirituality should be more than a tradition, rather a necessity for improving job satisfaction in the workplace.

This study is grounded in two theories: Herzberg's two-factor theory of motivation and spiritual leadership theory. Herzberg's theory of motivation helps explain how teachers become satisfied or dissatisfied by distinguishing between motivational and hygiene factors (Herzberg, 1959; 1968). Overall, this study's findings are consistent with Herzberg's theory of motivation in that religiosity as a type of intrinsic factor of motivation can predict the satisfaction of teachers in evangelical Christian schools. Although, results show no relationship between the predictor and the criterion at $p=.001$ (See Table 5), the MSQ's questioning about moral values shows that when the religious' values of teachers harmonize with the values of the school, teachers are more likely to be satisfied with their job. To better understand the importance of the moral values variable and to compare it to other satisfaction variables, it could be useful to study how each subscale in the MSQ independently impacts the satisfaction of teachers in evangelical Christian schools.

Bertram-Troost et al. (2018) argued that Christian teachers' worldviews sometimes do not align smoothly with their school's religious identity resulting in conflict and stress. It seems beneficial for school leaders to work towards the harmonization of their school values with the moral values of their teachers. Spiritual leadership theory supports the idea of emphasizing on the spirituality of workers. SLT is composed of three primary principles; vision, hope/faith, and altruistic love that, in collaboration, lead to "spiritual well-being" divided into "calling" and

"membership" that gives people a purpose and a sense of appreciation, respectively (Fry, 2003).

In Christian spirituality, individuals benefit from having faith-based life and continuing it at work, which includes having a purpose for their labor and offering that labor to God (McGhee, 2019). This study is consistent with SLT in that the religious moral values have a stronger relationship to job satisfaction than other variables. Consequently, some findings of this study can be taken into consideration in the application of increasing job satisfaction in evangelical Christian schools.

Implications

Job satisfaction in a well-studied topic outside of Christian schools. Unfortunately, Christian schools are not a subject of abundant studies, alienating a population that serves almost 10% of the students' population and a community that is part of the largest religious community in the United States (NCES, 2020). This study tries to close the gap on the literature by examining the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools. The results of this study show three main implications that can be applied in Christian schools around the country: first, school leaders could emphasize on helping teachers create a closer relationship to God; second, re-examine their values systems so it matches the moral values system of their teachers; and lastly, understanding their similarities with other schools' job satisfaction data and targeting those dissatisfiers that hinder teachers' satisfaction in the workplace, including salary and advancement.

Building a closer relationship with God

According to SLT, spirituality at work helps individuals cope with stress and improve satisfaction (Fry, 2003). Among evangelical Christian schools, their spirituality includes activities such as praying, actively engaging with the community, and other private and

community activities (McGhee, 2019). This study showed that even though religiosity failed to predict job satisfaction among Christian school teachers, the high scores of some variables such as moral values are important for teachers in evangelical Christian schools. Consequently, school leaders should purposely include in their professional development moments of spiritual growth, praying together, engaging in fellowship, and other activities that seem to bring teachers closer to God.

Building a better values system

Bertram-Troost et al. (2018) argued that Christian teachers' worldviews sometimes do not align smoothly with their school's religious identity resulting in conflict and stress. For this reason, it is important to consider teachers' values system and discuss these values in a respectful way, so the school community gains a more comprehensive understanding of the moral system the school tries to promote to adults and children alike. This implication has a greater value when it is connected to emphasizing a closer relationship with God because talking about the school's values system could directly help teachers be more aware of their relationship with God and increase their commitment to God and the school.

Targeting dissatisfiers in Christian schools

Not surprising, extrinsic factors such as salary received low scores among teachers in this study. This circumstance is not foreign to other types of schools, demonstrating that Christian schools must continue to monitor job-satisfaction literature overall to understand the trends that maintain teachers satisfied and dissatisfied. Thankfully, this study focused specifically on teachers in Christian schools, allowing school leaders to have a better understanding of job satisfaction in their unique community, without separating themselves from the broader community of school in the United States.

Limitations

This study had several limitations. The first notable limitation was related to the demographics. Most participants were female (80%, $n = 68$). More male participants are necessary to have a greater understanding of job satisfaction across various groups. A second demographic limitation was age. The mean score was 45.6, which shows that most teachers participating were older and had more experience as teachers. The average years of experience was 14.1 years. Having a sample that is mostly older does not accurately measure the satisfaction of younger and novice teachers. For this reason, it is important that future studies seek to obtain a more diverse age group for their study.

Another noticeable limitation was the geographical limitation of the participants. Most participants came from the east coast. The researcher received enough numbers of participating school and teacher participants mostly bordering the east coast of the United States that inviting participants from other regions of the country was not explored. Although not all schools were in the east coast, having most participants from one region does accurately demonstrate how satisfied teachers are in other parts of the country.

One final limitation is that both instruments, the MSQ and the DUREL are self-reporting questionnaires. Self-reporting questionnaires are open to be influenced by respondents' bias. The religiosity scores in all schools were high, and it is unclear if these scores were a true measure of how committed teachers are to their religion or if these scores show a hopeful thinking that teachers aspire to have. For this reason, it is important that self-scoring about job satisfaction can be complimented by researchers' live observation. Overall, the generalization of the study's result may not be transferable considering the various intrinsic and extrinsic limitations. Thus, creating a need for further research on the subject.

Recommendations for Future Research

This study shows no relationship between job satisfaction and religiosity among teachers in evangelical Christian schools. However, there are various limitations that may prevent the generalization of the results on the targeted population. Consequently, there are four main recommendations for future research on this topic.

1. It is recommended that the study be duplicated with a much larger sample size. It is unclear that a larger population would maintain the same relationship score. However, a larger population would allow the researcher to know if the relationship between the predictor and criterion are significantly true.
2. It is important to notice the trend in the relationship between religiosity and job satisfaction; all variables move in the same direction as satisfaction, and even though the relationship is too small to be significant, it continues to show that religiosity is important for teachers in Christian schools. However, it is unclear what factor is tying them together to continue that trend. For this reason, it is recommended that future research isolate the variables such as moral values to determine how these singular values contribute to the satisfaction of teachers.
3. Considering that religiosity and satisfaction scores were very high and the variation between the mean scores of the variables, it is recommended that future research take a close look at the multiple regression analysis of the variables in the satisfaction and religiosity scales to better understand each of these variables independently impact the satisfaction of teachers in evangelical Christian schools.
4. A more diverse population is needed to understand if the absence of relationships continues to be true in the various groups of teachers in Christian schools.

5. The researcher could recruit participants from many other regions of the country to have a better understanding of job satisfaction and religiosity throughout the United States.
6. The researcher must intentionally gather more male participants for the study. It is unclear if the job satisfaction scores are transferable to male teachers because the participation of this group was only 20%.

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APPENDIX A:

MINNESOTA SATISFACTION QUESTIONNAIRE

Ask yourself: How satisfied am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to work alone on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The chance to do different things from time to time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to be "somebody" in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The way my boss handles his/her workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The competence of my supervisor in making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to do things that don't go against my conscience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The way my job provides for steady employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The chance to do things for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The chance to tell people what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The chance to do something that makes use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The way company policies are put into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My pay and the amount of work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The chances for advancement on this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The freedom to use my own judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The chance to try my own methods of doing the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way my co-workers get along with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The praise I get for doing a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

APPENDIX B:

DUKE UNIVERSITY RELIGION INDEX

(1) How often do you attend church or other religious meetings? (ORA)

1 - Never; 2 - Once a year or less; 3 - A few times a year; 4 - A few times a month; 5 - Once a week; 6 - More than once/week

(2) How often do you spend time in private religious activities, such as prayer, meditation or Bible study? (NORA)

1 - Rarely or never; 2 - A few times a month; 3 - Once a week; 4 - Two or more times/week; 5 - Daily; 6 - More than once a day

The following section contains 3 statements about religious belief or experience. Please mark the extent to which each statement is true or not true for you.

(3) In my life, I experience the presence of the Divine (*i.e.*, God) - (IR)

1 - Definitely *not* true; 2 - Tends *not* to be true; 3 - Unsure; 4 - Tends to be true; 5 - Definitely true of me

(4) My religious beliefs are what really lie behind my whole approach to life - (IR)

1 - Definitely *not* true; 2 - Tends *not* to be true; 3 - Unsure; 4 - Tends to be true; 5 - Definitely true of me

(5) I try hard to carry my religion over into all other dealings in life - (IR)

1 - Definitely *not* true; 2 - Tends *not* to be true; 3 - Unsure; 4 - Tends to be true; 5 - Definitely true of me


APPENDIX C:

PERMISSION TO USE THE MINNESOTA SATISFACTION QUESTIONNAIRE

Adopted from <https://vpr.psych.umn.edu/msq-minnesota-satisfaction-questionnaire>

Department of Psychology

Vocational Psychology Research

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(MSQ) Minnesota Satisfaction Questionnaire

VPR no longer sells the MSQ questionnaires. All forms are available under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). This license allows the instrument to be used for research or clinical work free of charge and without written consent, provided that you acknowledge Vocational Psychology Research, University of Minnesota, as the source of the material in your reproduced materials (printed or electronic). This license does not allow commercial use or reproduction for sale. The MSQ may be used without cost, however, for employee surveys provided that the survey is implemented within an organization and that no charges are made for its use.

VPR and the University of Minnesota do not offer scoring for the MSQ and cannot answer questions about its administration or scoring. Directions for scoring the MSQ are in its manual.

APPENDIX D:

PERMISSION TO DUKE UNIVERSITY RELIGION INDEX

permission to use the DUREL ▶ WORKING ON x



Jairon Jarrin [REDACTED]

Wed, Dec 15, 2021, 6:09 AM



to [REDACTED]

Good morning Professor Koenig,

I am a student at Liberty University hoping to complete my dissertation about the relationship between job satisfaction and religiosity in evangelical Christian schools. I came across your instrument to measure religiosity and I would like to confirm that I may use your instrument in my study.

Very respectfully,

Jairon Gabriel Jarrin

"Amado, yo deseo que tú seas prosperado en todas las cosas, y que tengas salud, así como prospera tu alma." 3 Juan 1:2



Harold Koenig, M.D. [REDACTED]

Wed, Dec 15, 2021, 6:52 AM



to me ▾

Jairon -- yes, you have permission to use the scale. Best wishes to you and your study. Dr. K

Harold G. Koenig, M.D.

Professor of Psychiatry & Behavioral Sciences

Associate Professor of Medicine

Director, Center for Spirituality, Theology and Health

Duke University Medical Center, Durham, North Carolina

Adjunct Professor, Dept of Medicine, King Abdulaziz University, Jeddah, Saudi Arabia

Adjunct Professor of Public Health, Ningxia Medical University, Yinchuan, P.R. China

Visiting Professor, Shiraz University of Medical Sciences, Shiraz, Iran

APPENDIX E:**EMAIL CONTACTING SCHOOL LEADERS TO REQUEST PERMISSION TO
RECRUIT TEACHER PARTICIPANTS.**

Good afternoon [REDACTED]

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctorate degree. The title of my research project is The Relationship Between Job Satisfaction and Religiosity in evangelical Christian Schools, and the purpose of my research is to examine the relationship between evangelical Christian school teachers' job satisfaction and religiosity. This study aims to contribute to the literature on Christian schools by giving school leaders more comprehension on the impact that religiosity has on the satisfaction of their teachers.

I am writing to request your permission to contact members of your staff to invite them to participate in my research study. Participants will be asked to complete two surveys digitally. The data will be used to examine any relationship between job satisfaction and religiosity, while determining if religiosity can successfully predict any changes in the job satisfaction scores of teachers in evangelical Christian schools. Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. May God continue to bless you and your school.

Very Respectfully,

Jairon Jarrin
Liberty University Student

APPENDIX F:

IRB APPROVAL



February 16, 2022

Jairon Jarrin
Treg Hopkins

Re: IRB Exemption - IRB-FY21-22-627 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND RELIGIOSITY IN EVANGELICAL CHRISTIAN SCHOOLS

Dear Jairon Jarrin, Treg Hopkins,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46.104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

Research Ethics Office

APPENDIX G:

CONSENT FORM

Consent

Title of the Project: The Relationship Between Job Satisfaction and Religiosity in Evangelical Christian Schools.

Principal Investigator: Jairon Jarrin, EdD Student, Liberty University.

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be at least 18 years old, a teacher of any grade level in an evangelical Christian School and have obtained at least a high school diploma. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to examine the relationship between evangelical Christian school teachers' job satisfaction and religiosity.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:

1. Complete a digital demographic survey that will take approximately 3-5 minutes.
2. Complete a digital survey about your job satisfaction that will take approximately 5-10 minutes.
3. Complete a digital survey about your religiosity that will take approximately 5-10 minutes.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

This study can significantly contribute to the education community by examining the relationship between job satisfaction and religiosity among evangelical schoolteachers.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous.

- Data will be stored on the researchers' Qualtrics survey platform account. The data can only be accessed by the researcher using a two-step verification login. After three years, all electronic/digital records will be deleted.

How will you be compensated for being part of the study?

Participants will be compensated for participating in this study. Your name and email addresses will be requested at the end of the survey through a different survey link for compensation purposes, and a \$5 digital Starbucks card will be sent to your email after successful completion of your participation. Your name and email will be used by the researcher to send you a gift card; it will not be used as data in the study and will not be shared with anyone.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or your current position at your school. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the surveys, without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Jairon Jarrin. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at JJarrin@liberty.edu. You may also contact the researcher's faculty sponsor, Dr. Treg Hopkins, at

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515, or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

APPENDIX H:
RECRUITING EMAIL

Dear Teacher,

As a graduate student in the school of education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to investigate the relationship between job satisfaction and religiosity among teachers in evangelical Christian schools, and I am writing to invite eligible participants to join my study.

Participants must be 18 years of age or older, have obtained a high school diploma or higher, and work as a teacher in an evangelical Christian school. Participants, if willing, will be asked to complete an online survey about their religiosity and job satisfaction. It should take approximately 10-25 minutes to complete. Participation will be completely anonymous and no personal, identifying information will be collected.

To participate, please click here (https://liberty.col.qualtrics.com/jfe/form/SV_eqH4h1uGC5NmT8q) to complete the digital survey. You will receive a message thanking you for your participation at the end of the survey.

A consent document is provided as the first page of the digital survey. The consent document contains additional information about my research. Because participation is anonymous, you do not need to sign and return the consent document unless you would prefer to do so. After you have read the consent form, please select “yes” to the next two questions regarding your willingness to participate, then click the “next” button to proceed to the demographic sheet and survey. Doing so will indicate that you have read the consent information and would like to take part in the survey.

Participants will receive a \$5.00 electronic gift card from Starbucks for their participation at the end of the survey. A different survey link will be displayed at the end of the survey where you may provide your name and email to receive a \$5.00 gift card. Your name and email will be used by the researcher to send you a gift card; it will not be used as data in the study and will not be shared with anyone.

Sincerely,

Jairon Gabriel Jarrin
Student, Liberty University

APPENDIX I:
LAST PAGE OF SURVEY



Thank you for your time spent taking this survey.

Your response has been recorded.

If you would like to receive a \$5 gift card from Starbucks, please go to the following link:

https://docs.google.com/forms/d/e/1FAIpQLScXV6WfIRwh92JyeFMrjDzpK9io6zysEaIK-uOoA1vdyaKT3g/viewform?usp=sf_link

Your name and email will not be used as data for the study or shared to anyone.

Thank you!

APPENDIX J:
DEMOGRAPHICS QUESTIONNAIRE

1. How old are you? Enter numbers only!
2. Select your highest level of education:
 - a. High School
 - b. Some College
 - c. Undergraduate
 - d. Master's
 - e. Professional
 - f. Doctorate
3. Select one!
 - a. Male
 - b. Female
 - c. Prefer not to answer!
4. Select all that apply!
 - a. Elementary school teacher
 - b. Middle school teacher
 - c. High school teacher
5. How many years have you been in your present job?
6. How many years have you been a teacher?

APPENDIX K:**THANK YOU EMAIL**

Dear teachers,

I am eternally thankful for your support. Yesterday I closed the survey because I received all the necessary responses to complete the study. I hope you enjoyed the gift card. There are teachers who did not fill out the google form to receive the gift card after they completed the survey. If you are one of them and would like to receive it, please email me directly at jjarrin@liberty.edu. If you filled it out but did not receive it, let me know as well.

At this moment the survey is closed; No more responses are allowed. I have to report the findings to my school before I can disclose them to anyone who would like to know about the relationship between religiosity and job satisfaction in evangelical Christian schools. I hope to complete the study before the end of the school year. If you would like to know the results, please email me and I can share the findings right after the school approves them.

Please keep in mind that the identity of the participants is confidential so I can only share results and there will not be any way to know the responses of individual participants. That information cannot be tracked even by the research team. If you completed the survey, rest easy that your responses cannot be tracked back to you as they are safely stored and codified.

I cannot thank you and your leaders enough for your support. If you ever need anything, please feel free to contact me.

I pray that your school year continues to be a beacon of light in this world and we as the body of Christ continue to do His will.

Thank you.