

## CHAPTER IV

### Results

This chapter is divided into two sections. The first section concerns a general description of the teachers and schools in this study, and has two subsections: (a) the demographics of Krishna school teachers, and (b) a description of the characteristics of all Krishna schools, as reported by the teachers. That section consists of frequencies and some cross-tabulations. The second main section concerns the research questions, and is divided into subsections, one for each research question. Correlations and one way ANOVA were used for the second section.

#### Section One: Description of Krishna Schools and Teachers

##### *Krishna School Teacher Demographics*

Demographic information about the 344 teachers in this study is as follows. There were 118 males (34.3%) and 217 females (63.1%), with 9 teachers not responding to the question about sex. Almost all the teachers are aged 21-50, with about 30% each in their 20s and 30s, and about 20% in their 40s. Less than three percent are either ages 18-20 or over 60, and less than eight percent are in their 50s. About 60% are married, with 28.8% single, never married. Teachers who are separated, divorced, or widowed make up about 2% each, while those who are remarried after being divorced or widowed make up 1.7%.

This study considered teachers' culture and religious upbringing, which, in this researcher's experience, are more relevant than race or ethnicity to programs connected to the Hare Krishna Movement. Over half of Krishna school teachers, 53.5%, reported being raised in a family of ISKCON (International Society for Krishna Consciousness) devotees, Vaisnavas, or Hindus. It is important to note that these 184 teachers represent both people raised in ISKCON who are of a wide variety of nationalities, races, and ethnicities, as well as those who are from ethnic Indian families who may or may not also have been ISKCON members. A slightly higher percentage of teachers, 59%, spent their childhood in a region where Hindu or Vaisnava culture is dominant. These 203 teachers include those who are from a family which may be Christian or Muslim. There were 66 teachers who reported that they had some or all of their own primary or secondary education with devotees of Krishna, either in a Krishna school or having been home schooled. Because there are traditional gurukula schools that are not associated with ISKCON, it should not be assumed that all these teachers had an education in Krishna schools as they are defined in this study.

Examining teacher qualifications and training, 43.9% reported having government licensure. It should be noted that government requirements for private school teachers vary widely. Teachers with bachelor's degrees made up 27.6% of the population. There were 31.4% of teachers with masters' degrees, and 10.3% teachers with some graduate school education. One teacher, or 0.3%, has a doctorate degree.

Various ISKCON organizations have programs or courses for training teachers in pedagogy or Krishna conscious philosophy. The Vaisnava Training and Education (VTE) has three courses, 30 hours each, specifically for training new teachers. These courses have been developed with ISKCON's Education Ministry as a first step toward complete training in

pedagogy. VTE courses have been taken by 59 Krishna school teachers, or 17.2%. The primary course in Krishna conscious philosophy, originally developed by ISKCON's founder, Prabhupada, is called Bhakti satri, and is offered either as an intensive four month program as well as in formats of one or two years. A Bhakti shastri diploma has been earned by only 30 teachers, or 9%. The next level of scripture and philosophy diplomas, Bhakti vaibhava, has only been earned by 5 teachers, or 1.7%. It should be noted that this course not only takes several years, but is also only recently available in ISKCON, and is available in very few locations. The Vrindavana Institute for Higher Education (VIHE) and its sister, Mayapur Institute for Higher Education (MIHE), both offer many courses in philosophy and practical areas. Courses from these institutes have been attended by 11.3% of teachers. Another 4.7% took courses in ISKCON colleges.

There were two survey questions about length of time in teaching; one asked about time teaching in Krishna schools and the other about time teaching anywhere. As the responses were very similar, this researcher will just report years teaching in Krishna schools. The non-response for this item was 8.1%. More than half of teachers, 57.6%, have taught in Krishna schools four years or less, with about 20% having taught for five to ten years. About 12% have taught for 11-20 years, and about 2% for 21-30 years. Only two teachers have taught for 31 years or more. It should be noted that a number of schools in this study have only been in existence for four years or less.

Regarding their teaching responsibilities, about 28% of teachers indicated that they also serve in an administrative capacity. Non-response on this item was 4.7%. All teachers responded to the questions about what ages of children they teach, and could respond to more than one category. Only one teacher taught students less than one year old, while 28 teachers

taught ages one to three. A third of the teachers taught students aged four to six, and 65 teachers, or 18.9%, taught students aged 17-18. Half of the teachers had students who were 11-13 years old, 43.3% had students seven to ten years old, and 38.7% had students 14-16 years old. In terms of what subjects they taught, teachers could respond to more than one category, so answers exceed 100%. There was a non response rate of between 3.5 and 7.6% on items related to subject category taught. Academic subject matter was taught by 87.2% of teachers, ashrama or sadhana (religious practice) classes by 27%, scripture philosophy or verse memorization by 48.5%, and subjects such as art, music, physical education, and Deity worship by 60.5%.

This researcher included a number of questions in the survey instrument about teachers' present religious self-identification and religious practices, both germane to teachers in Krishna schools. Teachers who self-identified as ISKCON members made up 50% of respondents, with a 4.7% non-response to this question. Of the 328 teachers who responded to this question, 52.4% self-identify as ISKCON members.

ISKCON membership can be broadly or narrowly defined, and may encompass widely differing criteria for different teachers. A more precise measurement is how many teachers have received harinam initiation from a Vaisnava guru. By wording the question as "Vaisnava guru" rather than "ISKCON guru," teachers who have received harinam initiation from a guru in any of the four main Vaisnava lines could answer this question in the affirmative. Even with taking such teachers into consideration, the question of harinam initiation gives a reasonably good indication of the degree of ISKCON membership of teachers in Krishna schools.

To receive harinam initiation in ISKCON, one takes five vows, namely: (a) to chant at least the Hare Krishna mantra 16 times around prayer beads daily (16 rounds); (b) to abstain from all intoxicants, including tobacco and caffeine; (c) to abstain from eating any meat, fish, or eggs; (d) to abstain from gambling; and (e) to abstain from sex other than in marriage for children. Initiates are also generally expected to study Vaisnava scripture, especially Prabhupada's translations and writings, on a regular basis, and to engage in Deity worship, preferably on a daily basis. They are also expected to have the additional dietary restriction of eating food sanctified by being offered to Krishna. A further step beyond harinam initiation is gayatri diksa where one vows, in addition to the requirements for harinam, to chant gayatri mantras three times daily—at sunrise, noon, and sunset. Those who receive gayatri diksa are ordained ministers who are expected to be at high personal standards regarding following their vows. They should have scriptural knowledge, preferably a Bhakti shastri diploma. In most ISKCON centers, only those with gayatri diksa may worship the temple Deities, deliver public sermons in the temple, officiate at weddings and other ceremonies, and so forth. Some Hindu or Vaisnava Krishna school teachers who are not ISKCON members may have gayatri diksa, though some of the gayatri mantras will differ and the vows they took upon receiving diksa will be different.

In this study, 169 teachers, or 49.1%, reported having received harinam initiation, and 108 report having also received gayatri diksa. It is, of course, possible to take these vows ritualistically and not actually follow. In addition, many ISKCON members who have not taken vows follow all or some of the same vows as initiates. So, as an additional way of determining ISKCON membership, a number of questions dealt with teachers' behaviors regarding religious practices.

Of all the religious behaviors and practices, the one that would most clearly demarcate ISKCON membership is vegetarianism, and more specifically eating food offered to Krishna. The strongest prohibition in the Hare Krishna Movement is the eating of meat, fish, or eggs. It is, therefore, of particular interest that over a third of teachers, 125 or 39.8%, are not strictly vegetarian. While a lack of strict vegetarian habits would strongly indicate non-existent or weak ISKCON membership, the presence of vegetarianism in 60.2% of teachers is much less meaningful, especially since over 30% of the teachers who said they are not ISKCON members indicated that they are Hindus. Many Hindus are vegetarian. Over half of the teachers, 56.1%, daily eat food offered to Krishna.

The second behavior that would indicate ISKCON membership would be the chanting of the Hare Krishna mantra (Hare Krishna, Hare Krishna, Krishna Krishna, Hare Hare, Hare Rama, Hare Rama, Rama Rama, Hare Hare) on prayer beads. To chant this mantra one time on each of 108 beads is called “chanting a round.” About a third of teachers daily chant 16 rounds, the vow of initiates. However, almost a third of teachers chant rounds either never or sometimes. Of those Krishna teachers who have taken harinam initiation, nearly 75% chant 16 rounds daily or almost daily, and about 20% chant a regular number of rounds daily, though less than 16.

Other vows of initiates often followed by ISKCON members in general are prohibitions against all forms of intoxication, gambling, and sex other than in marriage for children. About a third of teachers sometimes take mild intoxicants such as caffeine or tobacco, and only two teachers report ever taking stronger intoxicants such as alcohol or marijuana. Almost 90% never gamble, and 59.6% of teachers are either celibate or restrict sex to procreation within marriage. Only five teachers report that their general sexual habits

in the last year were outside of marriage.

A practice that is strongly encouraged for initiates and Krishna members in general, while not being strong vows, is to study daily the Vaisnava scriptures, especially the translations and commentaries of Prabhupada. Over two-thirds of the teachers study Vaisnava scriptures at least once a week, and almost 85% of teachers have studied Prabhupada's books at least once during the last school year. Certainly the teachers whose duties include classes in scripture philosophy or memorization, nearly half of the respondents, would study scriptures as part of their job, whether or not they have personal interest in doing so. There is a fairly wide range of responses in this area.

Daily worship of deities of Krishna, sacred icons, is also part of recommended religious practice. It should be noted that Hindus and Vaisnavas who are not ISKCON members may also have regular deity worship. The great majority of teachers, 75.9%, engage in deity worship all or most days.

An area of behavior that indicates the seriousness of Krishna religious commitment, while not as strongly encouraged as the other practices outlined above, is to have all entertainment and recreation related to spiritual life. Though over half the teachers never or rarely have non-devotional or non-educational recreation, there is a rather wide range of the degree to which Krishna school teachers are strict in this respect. A similar behavior that could indicate religious conviction is whether or not Krishna school teachers with school-aged children either enrolled those children in Krishna schools or home-schooled them. Of those 135 teachers who had school-aged children, 82.2% educated those children with Krishna devotees. Some teachers with school-aged children may have few choices about their children's education, regardless of personal convictions, due to local laws or Krishna

school grade level availability.

Please see Table 5 for a listing of Krishna teacher characteristics by number and percentage of teacher responses. There were a total of 344 teachers in this study.

**Table 5 Krishna School Teacher Demographics and Characteristics**

Krishna School Teacher Demographics and Characteristics, part 1		n	%	Total n
General				
	Male	118	34.3	335
	Female	217	63.1	335
Age				
	18-20	10	2.9	335
	21-30	115	33.4	335
	31-40	97	28.2	335
	41-50	78	22.7	335
	51-60	26	7.6	335
	61 or older	9	2.6	335
Marital status				
	Single, never married	99	28.8	334
	Married	204	59.3	334
	Remarried after divorce or widowhood	6	1.7	334
	Separated	8	2.3	334
	Widowed	9	2.6	334
	Divorced	8	2.3	334
Own children				
	Had school-aged children in last completed school year	135	39.2	325
	children educated by Krishna devotees	111	*82.2	131
Cultural and religious background and upbringing				
	Childhood in predominantly Hindu or Vaisnava cultural region	203	59.0	335
	Raised by ISKCON devotees, Vaisnavas, or Hindus	184	53.5	329
	any primary or secondary education with Krishna devotees	66	*35.8	140
Teaching				
Duties (could have more than one duty)				
	Administrative position also (principal, project manager, etc.)	91	26.5	328
	Taught academics	300	87.2	332
	Taught ashrama or sadhana classes	93	27	322
	Taught classes such as art, music, PE, or Deity worship	208	60.5	324
	Taught Krishna scripture philosophy or verse memorization	167	48.5	318
Ages of children taught (could teach more than one age group)				
	Birth-3 years	29	8.4	344
	4-6 years	116	33.7	344
	7-10 years	149	43.3	344
	11-13 years	175	50.9	344
	14-16 years	133	38.7	344
	17-18 years	65	18.9	344

\*percent of those who answered yes to the previous question, not percent of the whole population

Krishna School Teacher Demographics and Characteristics, part 2	n	%	Total n
Teaching continued			
Years having taught in Krishna school			
4 or less	198	57.6	316
5-10	68	19.8	316
11-15	25	7.3	316
16-20	14	4.1	316
21-25	8	2.3	316
26-30	1	0.3	316
31 or more	2	0.6	316
Education level and training			
Highest level of education			
Bachelor	95	27.6	336
Some graduate	35	10.2	336
Masters	108	31.4	336
Doctorate	1	0.3	336
Other training and education			
Government teacher licensure	151	43.9	328
Teacher courses from Vaisnava Training and Education (VTE)	59	17.2	313
Course from ISKCON Colleges	16	4.7	317
Courses from Vrindavana and/or Mayapur Institutes for Higher Education (VIHE; MIHE)	39	11.3	317
Bhakti shastri diploma	31	9.0	309
Bhakti vaibhava diploma	5	1.5	229
Religious identification			
Hare Krishna or ISKCON membership			
Member of ISKCON	172	50.0	328
Harinama initiation from Vaisnava guru	169	49.1	305
Gayatri diksa	108	31.4	301
Other religious identification if not ISKCON member			
No religion, spiritual beliefs or practices	5	1.5	163
Religion other than Vaisnavism or Hinduism	22	6.4	163
Hindu but not an ISKCON member	108	31.4	163
Vaisnava but not part of the Gaudiya Sampradaya	13	3.8	163
Part of the Gaudiya sampradaya but not an ISKCON member	15	4.4	163

Krishna School Teacher Demographics and Characteristics, part 3	n	%	Total n
Religious Practices and Behaviors in last completed school year			
Chanting rounds of the Hare Krishna mantra			
Never in the last school year	16	4.7	329
Sometimes	91	26.5	329
Usually or always regular amount less than 16	76	22.1	329
Usually at least 16	31	9.0	329
Every day at least 16	115	33.4	329
Vegetarian diet: no meat, fish or eggs			
Never in the last school year	31	9.0	332
Sometimes	66	19.2	332
Usually	28	8.1	332
Always	207	60.2	332
Eating vegetarian food offered to Krishna			
Never in the last school year	7	2.0	329
A few times in the last school year	31	9.0	329
At the temple or a spiritual program	52	15.1	329
Once or twice a week	14	4.1	329
Most days	32	9.3	329
Every day	193	56.1	329
Taking coffee, tea, tobacco, or caffeinated drinks			
Never in the last school year	220	64.0	326
A few times in the school year	33	9.6	326
A few times a month	17	4.9	326
Once or twice a week	12	3.5	326
Most days	12	3.5	326
Every day	32	9.3	326
Taking alcohol, marijuana, or other drugs			
Never in the last school year	323	93.9	325
A few times in the school year	1	0.3	325
Once or twice a week	1	0.3	325
Playing games of skill or chance on which money was staked			
Never in the last school year	307	89.2	331
A few times in the school year	14	4.1	331
A few times a month	4	1.2	331
Once or twice a week	4	1.2	331
Most days	1	0.3	331
Every day	1	0.3	331

Krishna School Teacher Demographics and Characteristics, part 4			
	n	%	Total n
Religious Practices and Behaviors in last completed school year, continued			
Having recreational entertaining that included non-devotional and non-educational movies, television, computer games, books, etc.			
Never in the last school year	112	32.6	329
A few times in the school year	88	25.6	329
A few times a month	55	16.0	329
Once or twice a week	30	8.7	329
Most days	32	9.3	329
Every day	12	3.5	329
General sexual habits			
Outside of marriage	5	1.5	308
In marriage	98	28.5	308
In marriage for having children	86	25.0	308
Celibacy	119	34.6	308
Studying Vaisnava scriptures			
Never in the last school year	12	3.5	333
A few times in the school year	49	14.2	333
A few times a month	23	6.7	333
Once or twice a week	66	19.2	333
Most days	89	25.9	333
Every day	94	27.3	333
Specific studying of Prabhupada's books, at least once	291	84.6	327
Worship of deities of Krishna, at home or at a temple			
Never in the last school year	16	4.7	335
A few times in the school year	24	7.0	335
A few times a month	13	3.8	335
Once or twice a week	21	6.1	335
Most days	77	22.4	335
Every day	184	53.5	335

This study is focused upon teacher job satisfaction because it is a primary indicator of student academic achievement (Bogler, 2002; Zigarreli, 1996). It is also important that teachers be qualified in the specific areas they teach. As pointed out in the section on the history of Krishna schools, the early schools in ISKCON focused almost exclusively on teachers' spiritual qualifications, if there was a concern with qualifications at all (Deadwyler,

2001). Presently, there is a shift toward interest in academic qualifications, even sometimes at the expense of religious considerations.

In Krishna schools there are two broad areas of student achievement, the academic and the religious. Cross tabulations show the relationship between the type of class taught and teacher qualifications that relate to that class. In Table 6 data concerning teachers who teach academic classes (300 teachers, or 87.2%) are disaggregated according to the number and percentage of teachers with various levels of education and teacher licensure. A little less than half of academic teachers have government teacher licenses, and nearly three-fourths have a bachelors' degree or higher.

Regarding teaching classes in religious subjects, teacher qualifications would encompass at least four indicators of being a practicing member of the Hare Krishna Movement, namely: (a) self-identification as an ISKCON member, (b) strict practice of vegetarianism, (c) having harinam initiation, and (d) having gayatri diksa. The number and percentage of teachers with these qualifications are examined regarding the two types of religious classes, namely: (a) classes in religious practice, namely ashrama or sadhana, or (b) classes in religious dogma, namely scripture philosophy or memorization. In Table 7, cross tabulations between these four indications of ISKCON membership and teaching of these two types of classes, indicate that about one-fifth to one-half of the teachers of these classes do not have one or more of the indicators of strict membership in the Hare Krishna Movement.

**Table 6 Cross tabulation of teaching academic subjects and teacher education and licensure**

Type of class taught	Teacher academic qualifications							
	Has government teacher licensure		Bachelor's degree		Some graduate school		Masters or doctorate	
	% within class		% within class		% within class		% within class	
	n	taught	n	taught	n	taught	n	taught
Academics	140	46.6	86	28.7	32	10.7	104	34.7

**Table 7 Cross tabulation of teaching religious subjects and teacher religious practice**

Type of class taught	Teacher religious characteristic or behavior							
	ISKCON member		Strictly vegetarian		Harinam initiation		Gayatri diksa	
	% within class		% within class		% within class		% within class	
	n	taught	n	taught	n	taught	n	taught
Ashrama or sadhana	67	72.1	74	79.6	70	75.6	56	60.2
Scripture philosophy or memorization	102	61.1	115	68.9	117	70.1	79	47.3

*Krishna School Characteristics*

Teachers reported facts about the school in which they taught during the last completed school year. Most of the percents add up to slightly less than one hundred because of item non-responses. Item non-response ranged from zero to 71 (20.6%), though it was

most common for about six respondents (1.7%) to skip an item. Items which had a particularly large non-response rate are noted in this narrative.

Sometimes teachers from the same Krishna school reported facts differently from each other. The differences could possibly be due to the fact that some teachers are currently in a school other than the one to which they refer in the survey. Also, some of the schools have different policies depending on whether students are boarding or day. Some schools have differing policies for students in different age categories. So, some teachers could be reporting policies for a particular sub-population of students in their school. Finally, some teachers, especially part-time teachers, may be less familiar with the characteristics and policies of their schools than others. In this section, school characteristics are reported by number of teachers. For very basic school characteristics sorted by specific schools rather than by teachers, please see Appendix five. The principal or the primary contact person gave the information in Appendix five to this researcher by phone, or rarely, email. Information in Appendix five includes a list of Krishna schools worldwide in each region and country, the grade levels or ages of students taught, number of teachers, and whether each school is co-educational or single sex, boarding or day.

This study was of 344 teachers out of 377. Some of the 377 teachers were new and thus could not answer questions based on the last completed school year. Responses received represent about 90% of the entire population of Krishna teachers worldwide as of October, 2005. As detailed in Appendix five, the study covered 32 Krishna schools, of which three small schools in America recently closed. By far the largest Krishna schools are located in India, which also contained 12 of the schools in this study. Results in this study were not analyzed by school, for reasons of confidentiality, especially since some Krishna schools are

very small.

When considering general characteristics of Krishna schools, half of the teachers, 50.3%, worked in a rural school, with 39.2% having worked in an urban school. About 9% described their school as having been located in a town or suburban setting. Teaching in co-educational schools was reported by 84% of teachers, with 11% teaching in schools for boys only, and 3.2% teaching in schools for girls only. Exclusively boarding schools accounted for 4.4% of teacher responses, and exclusively day schools for 59.6%. About a third of teachers, 34.3%, work in schools that have both boarding and day students. The largest number of teachers, 61%, worked in schools where the youngest students were between four and six years old. The second largest number of teachers, 23%, worked in schools where the youngest students were between one and three years old, and 6.1% worked in schools where the youngest student was less than one year old. Schools where the youngest students were either ages seven to ten, 11-13, or 14-16 are each represented by about 2-4% of the teachers. There is much more variety in what teachers report as the oldest students in their schools. Schools with their oldest students aged 11-13 or 14-16 account for 21.2% and 27.3% of the teachers, respectively. Teachers who reported that the oldest students were aged 16-18 years accounted for 43.9%. Only 5.8% worked in schools where the oldest students were aged seven to ten.

When asked how students in their school achieved academically on national exams or similar assessments, almost 95% of teachers reported that achievement was between average to far superior. This question had a relatively large non-response rate of 9.6%, or 33 teachers. Some of these teachers wrote in their final comments that they skipped that question because their students did not take any form of national exams. The reason given was that in their

country, such exams are not given for primary school children.

Teachers described the culture of the region and their students. Almost two-thirds of the teachers, 64%, worked in a school that is located in a country or area where most people are Hindus or Vaisnavas. Slightly less than half of the teachers, 41.6%, worked in schools where more than half of the students' native language was the same as the language of instruction. The only racial or ethnic factor considered in this study was what percent of the students were ethnic Indian Hindus. A little less than half of the teachers, 40.4%, described their student body as being all or mostly ethnic Indian Hindus. The next largest categories were more than half or none of the students being from ethnic Indian Hindu families, which was reported by 18.6% and 19.2% of the teachers, respectively. Two percent reported that half their student body was from ethnic Indian Hindu families, and 15.4% reported that this group made up less than half of their students. When considering whether or not the students' families were International Society for Krishna Consciousness (ISKCON) members of any ethnicity, the largest group of teachers, 45.6%, said that such students were less than half of the student body. Teachers who worked in schools where all students were from ISKCON families accounted for about 24% of respondents, and 12.5% of teachers reported working in schools where no students came from ISKCON families. More than half the teachers, 59.6%, indicated that more than half of the eligible children in their community attended their school in the last completed academic year.

When asked about how many students received financial aid, 71 teachers, or 20.6%, did not answer the question. Some wrote in that they did not know. Such information might, in many schools, only be available to administrators. Of those that responded to this question, 15.4% (12.2% of all teachers) indicated that more than half of the students received aid, and

59% (46.8% of all teachers) said that few or no students received aid. Some teachers added, either next to this question or in the open-ended comment section at the end of the survey, that all their students received financial aid. This study included a charity school in Vrindavana, India, as well as two orphanages—one in Sri Lanka and one in Kenya.

Regarding the schools' finances, all teachers answered the question regarding sources of school funds. Only 19 teachers, or 5.5%, worked in schools that received government funding. Tuition and fees provided funding for the schools of 65.1% of the teachers, and 51.5% of teachers worked in schools that received donations. In addition, almost 7% reported other sources, generally listing these as money from the local Krishna temple, corporate grants, and so forth. Almost half of the teachers reported tuition as the chief source of funds, followed by 28.5% who checked donations as their chief source. Only 4.7% of teachers, representing 16 respondents, named government as the chief source of school funds. Most teachers are paid salaries, as reported by 75.3% of respondents, with almost 15% saying that teachers are unpaid volunteers, and 7% reporting that most teachers are given compensation in the form of living facility, with or without additional money. When asked about whether or not students received training in technology such as computers, 20.1% of teachers said that the resources for such training were not available in their school. Only 4.4% stated that training in technology was not offered because of a conflict with the school's mission, and 43% reported that training in technology was a regular, required part of the school's instructional program.

Teachers also provided information about their schools' practices and policies. Although Prabhupada (founder of the Hare Krishna Movement) originally set up ISKCON's first gurukulas (literally *residence of the teacher*, where students lived with their teacher's

family) on the ancient, traditional model of multi-level or individualized learning, less than a third of respondents, or 28.2%, described their classroom organization as following this model. Close to 90% of teachers reported that students were required to memorize scripture. A similar percentage said that Vaisnava festival observance was a required part of school programs. About 80% of teachers said they were required to relate Krishna consciousness to academic instruction. A similar percentage of teachers reported that students learned the philosophy of Krishna consciousness. Learning the rules of Vaisnava etiquette, with the expectation of it being applied, was also reported by about 80% of teachers. Student requirements for an at-home vegetarian diet, participation in early morning religious practice (sadhana), worship during school hours, and the wearing of some aspects of traditional Vaisnava dress were each policies that about 70% of teachers reported as existing in their schools. About 60% of teachers work in schools that have home media guidelines for students, while a similar percentage of teachers report that students in their school receive training in Vaisnava practices such as Deity worship.

Please see Table 8 for a listing of Krishna school characteristics by number and percentage of teacher responses. There were a total of 344 teachers in this study.

**Table 8 Krishna School Characteristics**

Krishna School Characteristics, part 1		n	%	Total n
<b>Students</b>				
General				
Boarding only		15	4.4	338
Day only		205	59.6	338
Boarding and Day		118	34.3	338
Co-educational		289	84.0	338
Boys only		38	11.0	338
Girls only		11	3.2	338
More than half the community's eligible children attended		205	59.6	321
More than half of students have native language same as language of instruction		143	41.6	333
Academic achievement				
Far superior academic achievement		60	17.4	311
Better than average academic achievement		166	48.3	311
Average academic achievement		67	19.5	311
Lower than average academic achievement		13	3.8	311
Far below average academic achievement		5	1.5	311
Financial Aid				
More than half received financial aid		42	12.2	273
Less than half received financial aid		70	20.3	273
Very few or none received financial aid		161	46.8	273
Age of youngest students				
1-3 years old		79	23.0	338
4-6 years old		210	61.0	338
other		28	8.1	338
Age of oldest students				
11-13 years old		73	21.2	340
14-16 years old		94	27.3	340
16-18 years old		151	43.9	340
other		22	6.4	340
Students from ethnic Indian Hindu families				
None		66	19.2	329
Less than half		53	15.4	329
More than half		64	18.6	329
All or most		139	40.4	329
Students from ISKCON families; any ethnicity				
None		43	12.5	328
Less than half		157	45.6	328
All or most		82	23.8	328

Krishna School Characteristics, part 2		n	%	Total n
<b>Location</b>				
	Urban	135	39.2	338
	Rural	173	50.3	338
	Other	30	8.7	338
	Region where most people are Hindus or Vaisnavas	220	64.0	331
<b>Finances</b>				
	Any funding received from			
	Government	19	5.5	344
	Donations or fundraising	177	51.5	344
	Tuition or fees from students' families	224	65.1	344
	Other	23	6.7	344
	Chief funding from			
	Government	16	4.7	309
	Donations or fundraising	98	28.5	309
	Tuition or fees from students' families	171	49.7	309
	Other, or no chief source	24	7.0	309
	Most teachers were compensated by			
	Salaries	259	75.3	334
	Living facility with or without money	24	7.0	334
	Volunteers, no compensation	51	14.8	334
<b>Policies</b>				
	Classroom organization			
	Classrooms grouped by age or level	238	69.2	335
	Different ages and levels taught together	97	28.2	335
	Training given in the use of technology such as computers			
	Yes, as regular, required function	148	43.0	338
	Yes, but optional	106	30.8	338
	No, because of school mission	15	4.4	338
	No, because of lack of resources	69	20.1	338
	Required Hare Krishna practices			
	Memorizing scripture (whether Sanskrit, translation, or both)	304	88.4	330
	Vaisnava festival observance a part of school programs	301	87.5	336
	Training in, and application of, Vaisnava etiquette	292	84.9	334
	Courses in Krishna conscious philosophy	280	81.4	327
	Teachers relating Krishna consciousness to academics	266	77.3	330
	Students following a vegetarian diet at home	255	74.1	335
	Students participating in daily worship during school hours	253	73.5	334
	Students participating in a daily early morning worship	249	72.4	333
	Students and teachers wearing some traditional Vaisnava dress	239	69.5	336
	Student guidelines about use of media at home	219	63.7	326
	Training in Vaisnava practices such as Deity worship	214	62.2	329

## Section Two: Research Questions

For a list of all factors and corresponding questions, please see Chapter three, procedures, variables used. Please also see Appendix six. For a list of independent and dependent variables for research questions 11 and 12, please see Table 4.

### *Question 1*

Research question 1: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of supervision. Results, as indicated in Table 9, show a statistically significant relationship at  $p < .01$ , two tailed. Correlation was .468 between the measure of overall satisfaction and supervision.

### *Question 2*

Research question 2: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of interaction with colleagues. Results, as indicated in Table 9, show a statistically significant relationship at  $p < .01$ , two tailed. Correlation was .445 between the measure of overall satisfaction and colleagues.

### *Question 3*

Research question 3: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of working conditions. Results, as indicated in Table 9, show a statistically significant relationship at  $p < .01$ , two tailed. Correlation was .428 between the measure of overall satisfaction and working conditions.

#### *Question 4*

Research question 4: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of pay. Results, as indicated in Table 9, show a small but statistically significant relationship at  $p < .01$ , two tailed. Correlation was .222 between the measure of overall satisfaction and pay.

#### *Question 5*

Research question 5: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of responsibility. Results, as indicated in Table 9, show a small but statistically significant relationship at  $p < .01$ , two tailed. Correlation was .268 between the measure of overall satisfaction and responsibility.

#### *Question 6*

Research question 6: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of the work itself. Results, as indicated in Table 9, show a statistically significant relationship at  $p < .01$ , two tailed. Correlation was .327 between the measure of overall satisfaction and work itself.

#### *Question 7*

Research question 7: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of recognition. Results, as indicated in Table 9, show a statistically significant relationship at  $p < .01$ , two tailed. Correlation was .396 between the measure of overall satisfaction and recognition.

### *Question 8*

Research question 8: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of advancement. Results, as indicated in Table 9, show a statistically significant relationship at  $p < .01$ , two tailed. Correlation was .427 between the measure of overall satisfaction and advancement.

### *Question 9*

Research question 9: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of security. Results, as indicated in Table 9, show a small but statistically significant relationship at  $p < .05$ , two tailed, for the measure of overall satisfaction. Correlation was .138 between the measure of overall satisfaction and security.

### *Question 10*

Research question 10: There will be a relationship between Krishna teachers' scores on the selected measures of overall job satisfaction and selected measures of ISKCON organizational management. Results, as indicated in Table 9, show a statistically significant relationship at  $p < .01$ , two tailed. Correlation was .419 between the measure of overall satisfaction and ISKCON organizational Management.

### *Summary of Questions 1-10*

For all the ten factors of job satisfaction, there was a statistically significant relationship between each of those factors and overall job satisfaction for teachers in Krishna primary and secondary schools. This relationship existed for the intrinsic motivating factors of positive job satisfaction, namely: (a) responsibility, (b) work itself, (c) advancement, and (d) recognition. The relationship also held for the external hygiene factors of job

dissatisfaction, namely: (a) supervision, (b) colleagues, (c) working conditions, (d) pay, and (e) security. See Table 9 for summary information on the relationship between overall satisfaction and these ten factors.

**Table 9 Correlation between Overall Satisfaction and Ten Factors**

+Scale: 1=very dissatisfied, 2=dissatisfied, 3=neutral, not dissatisfied or satisfied, 4=satisfied, 5=very satisfied

Factors	Items				Correlation with	
	N	Range	Mean+	SD	Overall Satisfaction	Teachers N
Overall Satisfaction	7	2.71	4.25	.54	1.00	337
Intrinsic Motivators						
Work Itself	8	2.25	4.13	.44	.327**	337
Advancement	5	3.40	3.56	.60	.427**	337
Responsibility	8	2.63	4.23	.38	.268**	337
Recognition	3	4.00	3.70	.71	.396**	337
Extrinsic "Hygiene"						
Supervision	14	3.14	3.87	.52	.468**	337
Colleagues	10	2.40	4.01	.43	.445**	337
Working						
Conditions	7	3.14	3.55	.56	.428**	337
Pay	7	4.00	2.80	.75	.221**	337
Security	2	4.00	3.58	.97	.138*	336
ISKCON						
Organizational Management	14	4.00	3.44	.64	.419**	340

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

### *Question 11*

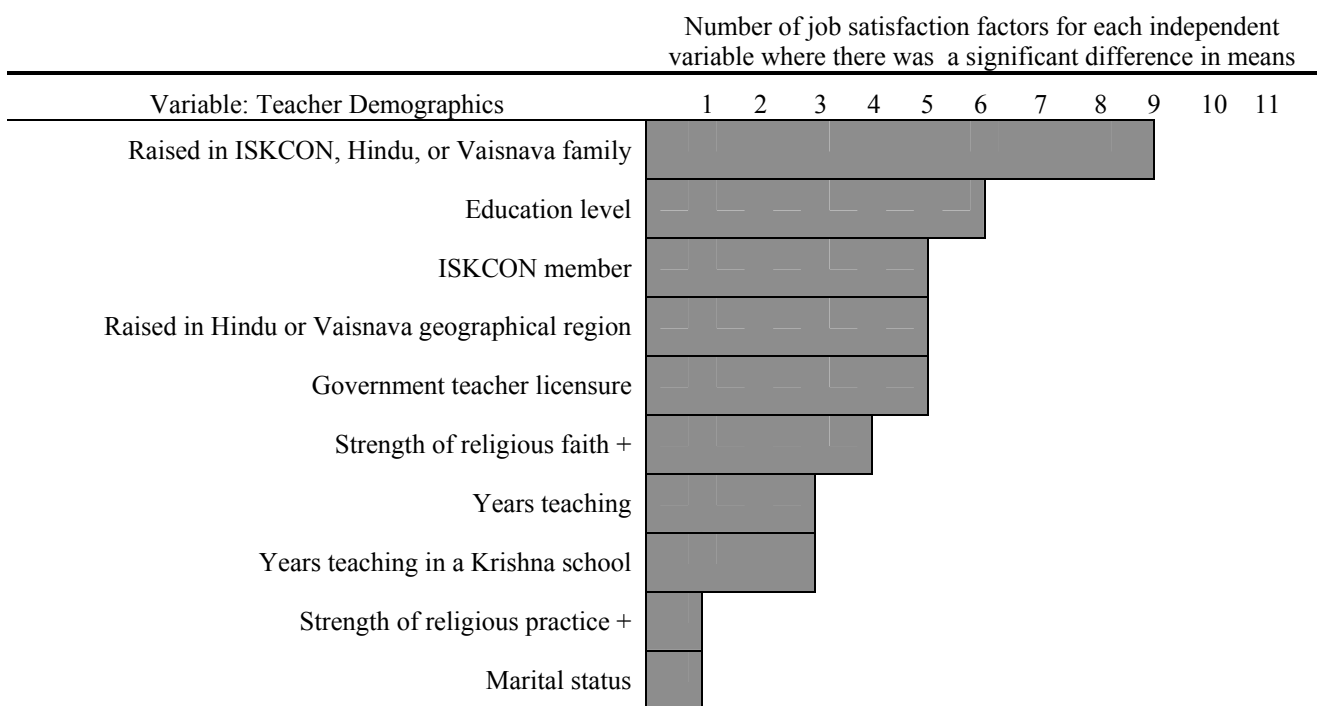
Research question 11: There will be a relationship between overall satisfaction as well as the four motivating factors or the six hygiene factors and teacher demographics such as: (a) age, (b) sex, (c) years teaching, (d) years teaching in a Krishna school, (e) education level, and (f) religious self-identification. Results showing how many job satisfaction factors—the ten separate factors and overall satisfaction—have a statistically significant relationship with teacher demographic variables, are shown in Figure 2. Details showing the significant results of the ANOVA calculation are shown in Table 10, and details for the significant correlations between satisfaction variables and the two continuous variables of teacher characteristics (i.e. strength of religious faith and strength of religious practice) are shown in Tables 11 and 12. Further details of only the significant relationships between each teacher demographic and satisfaction factors are found in Tables 13-17. Scheffe post hoc calculations are shown in Tables 13-17 whenever appropriate. Please note that sometimes a teacher demographic has a significant overall relationship to a satisfaction factor, but there are no significant differences between individual aspects of that demographic and the satisfaction factor. In other words, a teacher demographic may be listed in the ANOVA table as having a significant relationship with a particular satisfaction factor, but that satisfaction factor is not listed in the Sheffe post hoc table for that demographic. These situations generally occurred when there was a very small group of teachers who reported a particular aspect of, for example, a marital status. Because this is a study of a population estimate, rather than a purposeful sample, such apparent discrepancies simply reflect the fact that the total amount of Krishna teachers is small, rather than any type of error or bias.

Teachers raised in families of ISKCON members, Vaisnavas, or Hindu (these categories can overlap) had significantly higher satisfaction with all factors except for work itself and responsibility. Teachers' education level had a significant relationship with satisfaction with (a) advancement, (b) recognition, (c) supervision, (d) security, (e) ISKCON organizational management, and (f) overall satisfaction. In general, teachers with masters or doctorate degrees were more satisfied in these areas. Teachers who self-identified as ISKCON members were significantly less satisfied with (a) advancement, (b) recognition, (c) supervision, (d) ISKCON organizational management, and (e) overall satisfaction. Teachers with government licensure were significantly more satisfied with (a) work itself, (b) responsibility, (c) colleagues, (d) security, (e) ISKCON organizational management, and (f) overall satisfaction. Teachers' strength of religious faith had a significant relationship with their levels of satisfaction with (a) work itself, (b) colleagues, (c) responsibility, and (d) security. The relationship between strength of religious faith and security is negative, however. Teachers who were raised in a geographical region where Hindu or Vaisnava culture was dominant were significantly more satisfied with (a) advancement, (b) recognition, (c) supervision, (d) ISKCON organizational management, and (e) overall satisfaction. Teachers' strength of religious practice had a significant relationship with satisfaction with working conditions.

For three teacher demographics, an ANOVA test indicated a significant relationship with some satisfaction factors, but the nature of the relationship can not be determined through Scheffe post hoc tests, presumably because of the small number of teachers in some of the categories. This situation existed for the following relationships: (1) The number of years spent teaching in any school had a significant relationship with teachers' satisfaction

with (a) work itself, (b) working conditions, and (c) pay. (2) The number of years teachers spent teaching in Krishna schools had a significant relationship to their satisfaction with (a) work itself, (b) advancement, and (c) ISKCON organizational management. (3) Teachers' marital status had a significant relationship with satisfaction with advancement. Three teacher demographic variables, age, sex, and whether or not a teacher also held an administrative position, did not have any significant relationship with any satisfaction variables.

**Figure 2 Number of job satisfaction factors for each teacher demographic with significant relationships**



+These two variables are continuous rather than categorical, so for these teacher characteristics, this figure notes the number of job satisfaction factors where there was significant correlation rather than a significant difference in means.

**Table 10 ANOVA for Teacher Demographics and Job Satisfaction Factors**

Relationship Between Teacher Demographics and Job Satisfaction Factors											
Job satisfaction factors for each independent variable where there was a significant difference in means (df between groups, df within groups)=F											
Variable: Teacher Demographic	Work Itself	Advancement	Responsibility	Recognition	Supervision	Colleagues	Working Conditions	Pay	Security	Organization ISKCON	Overall Satisfaction
ISKCON, Hindu, or Vaisnava family origin		(1,333)= 17.80***		(1,327)= 17.13***	(1,327)= 17.51***	(1,327)= 5.01*	(1,327)= 7.22**	(1,327)= 11.79**	(1,327)= 6.14*	(1,325)= 34.33***	(1,326)= 20.52***
Education level		(4,331)= 5.46***		(4,331)= 5.44***	(4,331)= 3.87**				(4,330)= 5.19***	(4,329)= 3.93**	(4,330)= 4.68**
ISKCON member		(1,326)= 20.97***		(1,326)= 7.47**	(1,326)= 9.49**					(1,324)= 10.54**	(1,325)= 10.03**
Government teacher licensure	(1,326)= 6.30*		(1,326)= 3.93*			(1,326)= 5.35*			(1,326)= 8.66**		(1,325)= 9.04**
Raised in Hindu or Vaisnava geographical region		(1,333)= 17.80***		(1,333)= 7.90**	(1,333)= 9.77**					(1,331)= 26.02***	(1,332)= 24.63***
Years teaching	(6,312)= 2.32*						(6,312)= 2.38*	(6,312)= 3.04**			
Years teaching in a Krishna school	(5,310)= 2.76*	(5,310)= 3.08**								(6,307)= 3.27**	
Marital status		(5,328)= 2.77*									

\*\*\*difference in means between groups is significant at p<.001

\*\*difference in means between groups is significant at p<.01

\*difference in means between groups is significant at p<.05

**Table 11 Correlation between teachers' strength of religious faith and job satisfaction**

+Scale: 1= very weak faith, 2=weak faith, 3=strong faith, 4=very strong faith

Teacher Characteristic Factor	Items N	Range	Mean+	SD	Correlation with	
					Overall Satisfaction	N
Santa Clara Strength of Religious Faith	5	3.00	3.46	.43	.035	336

Job satisfaction factors where there is statistically significant correlation

Job satisfaction factor	Correlation	n
Work Itself	.174**	337
Colleagues	.146**	337
Responsibility	.318***	337
Security	-.136*	336

\*\*\*Correlation is significant at the 0.001 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

**Table 12 Correlation between teachers' strength of religious practice and job satisfaction**

+Scale: 12-23=very weak practice, 24-36=weak practice, 37-49=strong practice, 50-61=very strong practice

++These data are provided because they provide more easily read information than the z-score

Teacher Characteristic Factor	Items N	Raw score range	Mean	SD	Correlation with	
					Overall Satisfaction	N
Strength of Religious Practice, not standardized++	12	12-61	51.46+	7.22	.039	343
Standardized z score	12	-2.68-.86	.0053	.54	.039	343

Job satisfaction factors where there is statistically significant correlation

Job satisfaction factor	Correlation	n
Working Conditions	.122*	338

\*\*\* Correlation is significant at the 0.001 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Note: the correlation was established using the standardized z-score

**Table 13 Teachers raised in families that were ISKCON members, Vaisnavas, or Hindus: Detailed comparisons by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	yes	3.68	.50	.27***
	no	3.41	.69	
Recognition	yes	3.85	.61	.32***
	no	3.53	.81	
Supervision	yes	3.97	.41	.23***
	no	3.74	.62	
Colleagues	yes	4.07	.41	.11*
	no	3.96	.44	
Working Conditions	yes	3.63	.49	.17**
	no	3.46	.62	
Pay	yes	2.92	.67	.28**
	no	2.64	.83	
Security	yes	3.69	.93	.27*
	no	3.42	1.00	
ISKCON organizational management	yes	3.61	.57	.39***
	no	3.22	.65	
Overall satisfaction	yes	4.10	.39	.24***
	no	3.86	.57	

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 14 Teachers' educational level: Post hoc multiple comparisons tests between pairs of groups by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	Masters or doctorate	4.11	.37	
	Some graduate	3.80	.60	.32*
Recognition	Masters or doctorate	3.91	.62	
	Some graduate	3.36	.70	.56**
Supervision	Masters or doctorate	3.94	.40	
	Some graduate	3.59	.52	.35*
Security	Masters or doctorate	3.85	.84	
	Secondary	3.23	1.03	.62**
ISKCON Organizational Management	Secondary	3.53	.68	
	Some university	3.13	.75	.40*
	Masters or doctorate	3.54	.49	
	Some university	3.13	.75	.41*
Overall Satisfaction	Masters or doctorate	4.11	.37	
	Some graduate	3.80	.60	.32*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 15 Whether teachers were ISKCON members: Detailed comparisons by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	yes	3.43	.63	
	no	3.71	.50	-.28***
Recognition	yes	3.61	.75	
	no	3.82	.63	-.21**
Supervision	yes	3.78	.56	
	no	3.96	.46	-.18**
ISKCON organizational management	yes	3.33	.68	
	no	3.55	.55	-.22**
Overall satisfaction	yes	3.91	.54	
	no	4.08	.42	-.17**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 16 Whether teachers were raised in dominantly Hindu or Vaisnava cultures: Detailed comparisons by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	yes	3.67	.51	.28***
	no	3.39	.69	
Recognition	yes	3.80	.63	.22**
	no	3.58	.80	
Supervision	yes	3.94	.46	.18**
	no	3.76	.60	
ISKCON organizational management	yes	3.58	.56	.36***
	no	3.22	.67	
Overall satisfaction	yes	4.10	.40	.27***
	no	3.83	.57	

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 17 Whether teachers had government teacher licensure: Detailed comparisons by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Work Itself	yes	4.20	.47	.12*
	no	4.08	.41	
Responsibility	yes	4.27	.36	.08*
	no	4.19	.39	
Colleagues	yes	4.07	.43	.11*
	no	3.96	.42	
Security	yes	3.74	.91	.31**
	no	3.43	1.00	
Overall satisfaction	yes	4.07	.49	.17**
	no	3.90	.49	

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

### *Question 12*

Research question 12: There will be a relationship between overall satisfaction as well as the four motivating factors or the six hygiene factors and school characteristics such as: (a) urban or rural environment, (b) boarding or day students, (c) co-educational or single sex, (d) age of students, (e) percentage of students from ISKCON families, (f) basis of financing, (g) cultural background of students (e.g. ethnic Indian Hindus), (h) spiritual and religious practices included in school day, and (i) predominant religion of local area. Results showing how many job satisfaction factors—the ten separate factors and overall satisfaction—have a statistically significant relationship with school characteristic or policy variables, are shown in Figure 3. Details showing only the statistically significant results of the ANOVA calculation are shown in Table 18. Further details of only the significant relationships between each school characteristics and satisfaction factors are found in Tables 19-45. Scheffe post hoc calculations are shown in Tables 19-45 whenever appropriate. Please note that sometimes a school factor has a significant overall relationship to a satisfaction factor, but there are no significant differences between individual aspects of that characteristic and the satisfaction factor. In other words, a school characteristic may be listed in the ANOVA table as having a significant relationship with a particular satisfaction factor, but that satisfaction factor is not listed in the Sheffe post hoc table for that characteristic. These situations generally occurred when there was a very small group of teachers who reported a particular aspect of a school characteristic. Because this is a study of a population estimate, rather than a purposeful sample, such apparent discrepancies simply reflect the fact that the total amount of Krishna teachers is small rather than any type of error or bias.

Teacher satisfaction is significantly greater when student achievement is higher. This relationship exists between students' academic achievement and all 11 variables of Krishna teachers' job satisfaction. Teachers in schools for girls only have significantly lower satisfaction, with teachers in co-educational schools generally having higher satisfaction, for all variables except for work itself and responsibility. Teachers' satisfaction is greater when more students have a different native language than the language of instruction for all satisfaction variables except: (a) responsibility, (b) colleagues, and (c) overall satisfaction. Teachers have significantly higher satisfaction when there are more students from ethnic Indian Hindu families in all areas except: (a) work itself, (b) responsibility, and (c) colleagues.

Teachers are significantly more satisfied when the school is in a region dominated by a Hindu or Vaisnava culture in the areas of: (a) advancement, (b) recognition, (c) supervision, (d) pay, (e) security, (f) ISKCON organizational management, and (g) overall satisfaction. A school's chief source of funds is significantly related to teachers' satisfaction in the areas of: (a) work itself, (b) responsibility, (c) recognition, (d) colleagues, (e) working conditions, and (f) security. In the area of security, teachers are most satisfied when the chief source of funds is from the government. Having donations as the main funding is least satisfying for teachers, unless relying mostly on donations is compared to having no chief source of funds.

The age of the school's youngest students, with generally younger ages being more satisfying, is significantly related to teachers' satisfaction in the areas of: (a) work itself, (b) advancement, (c) supervision, (d) security, (e) ISKCON organizational management, and (f) overall satisfaction. Teachers are significantly more satisfied when fewer students receive

financial aid, in the areas of: (a) work itself, (b) responsibility, (c) recognition, (d) colleagues, and (e) overall satisfaction.

Having more than half of the eligible children in the local community attend the Krishna school is significantly more satisfying to Krishna teachers in the areas of: (a) advancement, (b) pay, (c) ISKCON organizational management, and (d) overall satisfaction. Krishna teachers are significantly less satisfied when more students' families are ISKCON members, in the areas of advancement and ISKCON organizational management. In the area of security, teachers were more satisfied when more of the students came from ISKCON families. There is a significant relationship in the ANOVA  $F$  test between the percentage of students from ISKCON families and overall satisfaction, but the Scheffe post hoc test did not show any significant differences between sub-categories for this measure.

When students are required to have early morning spiritual worship and practices, teachers are significantly more satisfied in the areas of: (a) advancement, (b) supervision, (c) pay, and (d) ISKCON organizational management. If teachers are required to relate academic instruction to Krishna consciousness they are significantly more satisfied in the areas of: (a) advancement, (b) supervision, (c) ISKCON organizational management, and (d) overall satisfaction. When students have guidelines for the use of media at home, teachers are significantly more satisfied in the areas of: (a) advancement, (b) supervision, (c) pay, and (d) ISKCON organizational management.

The following three school characteristic variables are only significantly related to extrinsic hygiene satisfaction factors. (1) Whether the school is boarding, day, or a combination is significantly related to teachers' satisfaction in the areas of: (a) pay, (b) security, (c) ISKCON organizational management, and (d) overall satisfaction. Teachers'

satisfaction with security is lower for boarding only schools; for the other factors, higher satisfaction is related to working in a school that is boarding only. (2) When students are not trained in technology due to lack of resources, teachers' satisfaction is significantly less in the areas of: (a) working conditions, (b) pay, (c) security, and (d) overall satisfaction. (3) The way in which most teachers are compensated (i.e. salary, given living facility with or without money, or volunteers) is significantly related to teacher satisfaction in the areas of: (a) working conditions, (b) pay, and (c) ISKCON organizational management. Generally, teachers are more satisfied with salaries, and least satisfied with receiving living facility and money. However, they are more satisfied with receiving living facility and money than working as volunteers with no type of compensation.

The age of the school's oldest students is significantly related to teacher satisfaction in the areas of: (a) advancement, (b) recognition, and (c) pay, with, generally, older students related to higher satisfaction. If students are required to have a program of worship and spiritual practice in the school day, teachers are significantly less satisfied in the areas of: (a) work itself, (b) recognition, and (c) working conditions. Whether Vaisnava festival observance is a required part of the school program is significantly related to higher teacher satisfaction in the areas of: (a) responsibility, (b) colleagues, and (c) ISKCON organizational management. Whether students are required to learn Vaisnava practices such as deity worship is significantly related to lower teacher satisfaction in the areas of: (a) work itself, (b) colleagues, and (c) security. Whether teachers and/or students are required to wear any aspects of Vaisnava traditional dress is significantly related to lower teacher satisfaction in the areas of work itself and security. Whether the school is in a rural or urban location is significantly related to teacher satisfaction in the areas of advancement and security.

Teachers are more satisfied with urban or rural locations than they are with other types of surroundings, such as being located in suburbia or villages.

Only extrinsic hygiene factors have a significant relationship to whether students are required to learn philosophy, scripture verse memorization, and Vaisnava etiquette. Whether Krishna philosophy is required to be taught is significantly related to higher teacher satisfaction in the areas of supervision and security. Whether students are required to memorize scripture verses is significantly related to higher teacher satisfaction in the areas of supervision and ISKCON organizational management. Whether students are required to learn and practice Vaisnava etiquette is significantly related to higher teacher satisfaction in the area of ISKCON organizational management. Teachers are significantly more satisfied when classrooms are organized by grade rather than by multi-level in the intrinsic motivational area of advancement. There is no significant relationship between whether students are required to follow a vegetarian diet at home and any teacher satisfaction variables.

*Student academic achievement: a note*

The only variable among all school characteristics and policies, even among all teacher demographics, that is significantly related to all satisfaction variables, is the level of student academic achievement. For that reason alone it merits particular attention. In addition, the premise of this study is that teacher job satisfaction is a single significant predictor of schools' effectiveness (Bogler, 2002). It is, therefore, not surprising that there is a strong relationship between Krishna teachers' higher satisfaction in all areas, including overall, and the degree to which their students are achieving academically. This relationship is discussed further in Chapter five.



**Table 18 ANOVA for School Characteristics and Job Satisfaction Factors**

Relationship Between School Characteristics and Job Satisfaction Factors, part 1											
Job satisfaction factors for each independent variable where there was a significant difference in means (df between groups, df within groups)=F											
Variable: School Characteristic or Policy	Work Itself	Advancement	Responsibility	Recognition	Supervision	Colleagues	Working Conditions	Pay	Security	Organization ISKCON	Overall Satisfaction
Academic Achievement	(4,303)= 8.46***	(4,303)= 4.799**	(4,303)= 3.90**	(4,303)= 9.92***	(4,303)= 9.42***	(4,303)= 5.64***	(4,303)= 8.53***	(4,303)= 4.26**	(4,302)= 2.87*	(4,304)= 2.93*	(4,305)= 12.88***
Single sex or co-educational		(2,331)= 7.79***	(2,331)= 3.82*		(2,331)= 6.41**	(2,331)= 5.24**	(2,331)= 3.10*	(2,331)= 9.63***	(2,330)= 3.33*	(2,333)= 3.62*	(2,334)= 6.41**
Native language same as language of instruction	(1,328)= 5.48*	(1,328)= 17.72***		(1,328)= 14.32***	(1,328)= 14.21***		(1,328)= 7.54**	(1,328)= 6.67*	(1,327)= 13.19***	(1,329)= 35.44***	
Students' families who are ethnic Indian Hindus		(4,321)= 10.17***		(4,321)= 3.50**	(4,321)= 4.19**		(4,321)= 3.39*	(4,321)= 6.86***	(4,321)= 2.96*	(4,323)= 14.39***	(4,323)= 8.31***
Region where Hindu or Vaisnava culture is dominant		(1,325)= 26.97***		(1,325)= 17.73***	(1,325)= 7.83**			(1,325)= 6.26*	(1,324)= 7.27**	(1,328)= 20.10***	(1,328)= 24.08***
Chief source of funds	(3,302)= 9.75***		(3,302)= 7.08***	(3,302)= 2.97*		(3,302)= 3.74*	(3,302)= 3.67*		(3,302)= 13.40***		
Age of youngest students	(5,328)= 2.87*	(5,328)= 2.95*			(5,328)= 2.46*				(5,327)= 4.61***	(5,330)= 2.56*	(5,331)= 2.94*
Percentage of students who receive financial aid	(2,268)= 9.56***		(2,268)= 3.55*	(2,268)= 6.54**		(2,268)= 5.25**					(2,269)= 3.76*

\*\*\*difference in means between groups is significant at p<.001

\*\*difference in means between groups is significant at p<.01

\*difference in means between groups is significant at p<.05

Relationship Between School Characteristics and Job Satisfaction Factors, part 2

Job satisfaction factors for each independent variable where there  
was a significant difference in means  
(df between groups, df within groups)=F

Variable: School Characteristic or Policy	Work Itself	Advancement	Responsibility	Recognition	Supervision	Colleagues	Working Conditions	Pay	Security	ISKCON Organization	Overall Satisfaction
Eligible local children who attend the school		(1,317)= 5.63*						(1,317)= 7.08**		(1,320)= 15.98***	(1,319)= 5.39*
Students' families who are ISKCON members		(4,320)= 6.67***							(4,319)= 5.72***	(4,322)= 4.89**	(4,322)= 2.88*
Whether early morning sadhana is required		(1,329)= 8.83**			(1,329)= 4.62*			(1,329)= 4.63*		(1,329)= 28.43***	
Whether teaching is related to Krishna		(1,326)= 16.03***			(1,326)= 13.12***					(1,327)= 17.80***	(1,327)= 18.44***
Whether students have home media guidelines		(1,322)= 18.64***			(1,322)= 6.98**			(1,322)= 3.88*		(1,322)= 21.12***	
Boarding, day, or mixed								(2,331)= 7.85***	(2,330)= 5.44**	(2,333)= 7.65**	(2,334)= 3.97*
Amount of technology instruction							(3,331)= 3.98**	(3,331)= 11.44***	(3,330)= 9.84***		(3,333)= 3.13*
How teachers are compensated							(3,327)= 3.02*	(3,327)= 4.61**		(3,328)= 6.79***	
Age of oldest students		(4,331)= 2.73*		(4,331)= 2.61*				(4,331)= 3.92**			

\*\*\*difference in means between groups is significant at p<.001

\*\*difference in means between groups is significant at p<.01

\*difference in means between groups is significant at p<.05

Relationship Between School Characteristics and Job Satisfaction Factors, part 3

Job satisfaction factors for each independent variable where there was a significant difference in means  
(df between groups, df within groups)=F

Variable: School Characteristic or Policy	Work Itself	Advancement	Responsibility	Recognition	Supervision	Colleagues	Working Conditions	Pay	Security	ISKCON Organization	Overall Satisfaction
Whether worship is required in school	(1,330)= 4.39*			(1,330)= 4.72*			(1,330)= 5.39*				
If Vaisnava festivals are part of school program			(1,332)= 6.24*			(1,332)= 7.41**				(1,322)= 7.59**	
If teaching Vaisnava practices	(1,325)= 7.22**					(1,325)= 5.87*			(1,325)= 7.28**		
If teachers and/or students have Vaisnava dress	(1,332)= 18.32***								(1,332)= 13.13***		
Urban or rural location		(2,332)= 4.88*							(2,331)= 3.70*		
If teaching philosophy					(1,323)= 7.78**				(1,322)= 4.46*		
If teaching scripture memorization					(1,326)= 6.75*					(1,327)= 12.09**	
If Vaisnava etiquette is taught and practiced										(1,330)= 11.01**	
Classroom organization		(1,330)= 5.274*									

\*\*\*difference in means between groups is significant at p<.001

\*\*difference in means between groups is significant at p<.01

\*difference in means between groups is significant at p<.05

**Table 19 Academic Achievement: Post hoc multiple comparisons tests between pairs of groups with regard to how well all the schools' students performed, overall, on national academic examinations, for each satisfaction factor, part 1**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Work Itself	Far superior	4.28	.42	
	average	3.90	.44	.37***
	Far superior	4.28	.42	
Work Itself	Lower than average	3.83	.43	.45*
	Better than average	4.19	.42	
	average	3.90	.44	.28**
Advancement	Better than average	3.66	.56	
	average	3.38	.61	.28*
Responsibility	Far superior	4.37	.39	
	average	4.10	.41	.27**
Recognition	Better than average	3.86	.61	
	average	3.33	.74	.53***
	Better than average	3.86	.61	
Recognition	Lower than average	3.08	.92	.78**
	Far superior	3.96	.62	
	average	3.59	.42	.37**
Supervision	Better than average	3.95	.44	
	average	3.59	.42	.36***
	Better than average	3.95	.44	
Supervision	Lower than average	3.50	.49	.46*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 20 Academic Achievement: Post hoc multiple comparisons tests between pairs of groups with regard to how well all the schools' students performed, overall, on national academic examinations, for each satisfaction factor, part 2**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Working Conditions	Far superior	3.68	.57	
	average	3.25	.48	.43***
	Better than average	3.62	.53	
	average	3.25	.48	.37***
Pay	Far superior	3.03	.82	
	Far below average	1.91	.73	1.12*
Security	Better than average	3.73	.98	
	average	3.26	.87	.47*
ISKCON Organizational Management	Better than average	3.50	.59	
	average	3.20	.62	.29*
Overall Satisfaction	Far superior	4.20	.40	
	average	3.72	.56	.48***
	Far superior	4.20	.40	
	Lower than average	3.51	.55	.68***
	Better than average	4.05	.43	
	average	3.72	.56	.32***
	Better than average	4.05	.43	
	Lower than average	3.51	.55	.53**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 21 Co-educational or single sex: Post hoc multiple comparisons tests between pairs of groups by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	Boys only	3.46	.67	
	Girls only	2.90	.44	.55*
	Co-educational Girls only	3.59 2.90	.58 .44	.68**
Supervision	Co-educational	3.90	.51	
	Boys only	3.66	.47	.25*
	Co-educational Girls only	3.90 3.51	.51 .72	.39*
Colleagues	Co-educational	4.04	.43	
	Boys only	3.83	.45	.21*
Pay	Boys only	3.29	.71	
	Girls only	2.62	.73	.66*
	Boys only Co-educational	3.29 2.74	.71 .73	.54***
Security	Co-educational	3.61	1.00	
	Boys only	3.20	.66	.41*
ISKCON Organizational Management	Boys only	3.51	.53	
	Girls only	2.95	.28	.56*
	Co-educational Girls only	3.46 2.95	.65 .28	.50*
Overall Satisfaction	Co-educational	4.02	.48	
	Girls only	3.55	.61	.47**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 22 Native language of students: Detailed comparisons with regard to whether or not students' language is the same as the language of instruction, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Work Itself	yes	4.06	.43	
	no	4.18	.44	-.12*
Advancement	yes	3.40	.64	
	no	3.68	.52	-.28***
Recognition	yes	3.54	.72	
	no	3.84	.68	-.30***
Supervision	yes	3.74	.59	
	no	3.96	.52	-.22***
Working Conditions	yes	3.46	.58	
	no	3.63	.52	-.17**
Pay	yes	2.69	.81	
	no	2.90	.68	-.39*
Security	yes	3.37	1.00	
	no	3.75	.90	-.38***
ISKCON organizational management	yes	3.22	.64	
	no	3.61	.57	-.39***

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 23 Students' ethnicity: Post hoc multiple comparisons tests between pairs of groups with regard to percentage of students from ethnic Indian Hindu families by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	More than half	3.78	.54	
	None	3.43	.66	.35*
	More than half	3.78	.54	
	Less than half	3.19	.66	.59***
	All or most	3.67	.47	
	Less than half	3.19	.66	.47***
Recognition	More than half	3.86	.63	
	None	3.47	.93	.39*
Supervision	More than half	3.99	.46	
	None	3.66	.70	.33*
	All or most	3.93	.41	
	None	3.66	.70	.27*
Working Conditions	Less than half	3.70	.61	
	None	3.37	.62	.34*
Pay	About half	3.55	.92	
	None	2.53	.73	1.02*
Security	All or most	3.70	.90	
	None	3.21	1.00	.48*
ISKCON Organizational Management	More than half	3.65	.45	
	None	3.17	.72	.48***
	More than half	3.65	.45	
	Less than half	3.06	.67	.59***
	All or most	3.62	.55	
	None	3.17	.72	.44***
	All or most	3.62	.55	
	Less than half	3.06	.67	.55***
Overall Satisfaction	More than half	4.10	.35	
	None	3.75	.63	.34**
	All or most	4.11	.38	
	None	3.75	.63	.35***

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 24 Schools' cultural region: Detailed comparisons with regard to whether or not a Krishna school is located in a region where Hindu or Vaisnava culture dominates, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	yes	3.67	.52	.35***
	no	3.32	.67	
Recognition	yes	3.83	.60	.34***
	no	3.49	.84	
Supervision	yes	3.92	.45	.18**
	no	3.74	.64	
Pay	yes	2.88	.72	.22*
	no	2.66	.81	
Security	yes	3.69	.93	.31**
	no	3.38	1.02	
ISKCON organizational management	yes	3.55	.54	.32***
	no	3.23	.72	
Overall satisfaction	yes	4.08	.43	.28***
	no	3.80	.57	

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 25 Funding: Post hoc multiple comparisons tests between pairs of groups with regard to the chief source of funds by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Work Itself	Tuition and fees	4.22	.40	
	Donations/fundraising	3.94	.43	.28***
Responsibility	Government	4.40	.35	
	Donations/fundraising	4.09	.37	.31*
	Tuition and fees	4.28	.35	
	Donations/fundraising	4.09	.37	.19**
Recognition	Tuition and fees	3.80	.69	
	Donations/fundraising	3.54	.69	.26*
Colleagues	Tuition and fees	4.06	.41	
	Donations/fundraising	3.89	.43	.17*
Working Conditions	Government	3.80	.65	
	No chief source	3.28	.75	.52*
Security	Government	3.81	1.06	
	No chief source	2.58	1.07	1.22**
	Donations/fundraising	3.37	.83	
	No chief source	2.58	1.07	.79**
	Tuition and fees	3.76	.93	
	No chief source	2.58	1.07	1.17***
	Tuition and fees	3.76	.93	
	Donations/fundraising	3.37	.83	.39*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 26 Students' age: Post hoc multiple comparisons tests between pairs of groups with regard to age of youngest students by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	4-6 years	3.60	.59	
	11-13 years	3.02	.76	.59*
Security	4-6 years	3.71	.93	
	Less than 1 year	2.80	.91	.91**
Overall Satisfaction	Less than 1 year	4.31	.30	
	11-13 years	3.74	.66	.58*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 27 Financial aid to students: Post hoc multiple comparisons tests between pairs of groups with regard to percentage of students who receive financial aid by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Work Itself	Less than half	4.14	.45	
	More than half	3.90	.49	.24*
	Very few or none	4.22	.37	
	More than half	3.90	.49	.32***
Responsibility	Less than half	4.34	.42	
	More than half	4.14	.39	.20*
Recognition	Less than half	3.85	.65	
	More than half	3.36	.87	.50**
Colleagues	Less than half	4.09	.44	
	More than half	3.83	.38	.26**
	Very few or none	4.02	.41	
	More than half	3.83	.38	.19*
Overall Satisfaction	Less than half	4.02	.41	
	More than half	3.79	.65	.23*
	Very few or none	4.00	.46	
	More than half	3.79	.65	.22*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 28 Attendance: Detailed comparisons with regard to whether or not more than half of eligible children in the local community attended the school by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	yes	3.64	.52	
	no	3.48	.66	.16*
Pay	yes	2.90	.73	
	no	2.68	.72	.12**
ISKCON Organizational Management	yes	3.57	.56	
	no	3.28	.69	.29***
Overall Satisfaction	yes	4.05	.42	
	no	3.91	.58	.14*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 29 ISKCON membership, students: Post hoc multiple comparisons tests between pairs of groups with regard to percentage of students whose families were ISKCON members by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	Less than half	3.70	.51	
	All or most	3.29	.73	.41***
Security	Less than half	3.72	.97	
	None	2.95	1.04	.77***
	All or most	3.63	.88	
	None	2.95	1.04	.69**
ISKCON Organizational Management	Less than half	3.57	.49	
	All or most	3.25	.76	.32**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 30 Early morning sadhana: Detailed comparisons with regard to whether students are required to have early morning sadhana (religious practice) by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	yes	3.61	.55	
	no	3.39	.70	.22**
Supervision	yes	3.90	.48	
	no	3.76	.62	.26*
Pay	yes	2.86	.72	
	no	2.66	.79	.20*
ISKCON organizational management	yes	3.54	.58	
	no	3.13	.69	.41***

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 31 Religious academics: Detailed comparisons with regard to whether teachers are required to relate academic instruction to Krishna consciousness by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	yes	3.63	.55	.33***
	no	3.30	.68	
Supervision	yes	3.92	.48	.26***
	no	3.66	.63	
ISKCON organizational management	yes	3.51	.62	.36***
	no	3.15	.58	
Overall Satisfaction	yes	4.05	.47	.29***
	no	3.76	.53	

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 32 Media guidelines: Detailed comparisons with regard to whether students have home media guidelines**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	yes	3.66	.51	.29***
	no	3.37	.68	
Supervision	yes	3.92	.46	.15**
	no	3.77	.61	
Pay	yes	2.85	.69	.17*
	no	2.68	.86	
ISKCON organizational management	yes	3.56	.58	.33***
	no	3.23	.66	

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 33 Boarding or day: Post hoc multiple comparisons tests between pairs of groups with regard to whether schools are exclusively boarding, exclusively day, or a mixture, by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Pay	Boarding only	3.50	.65	
	Day only	2.73	.77	.77**
Security	Boarding only	3.50	.65	
	Mixed	2.84	.66	.66**
	Day only	3.54	.96	
	Boarding only	2.87	.81	.67*
ISKCON organizational management	Mixed	3.72	.98	
	Boarding only	2.87	.81	.85**
	Boarding only	4.02	.54	
	Day only	3.38	.65	.64**
Overall Satisfaction	Boarding only	4.02	.54	
	Mixed	3.48	.58	.54**
Overall Satisfaction	Boarding only	4.30	.32	
	Mixed	3.93	.50	.37*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 34 Use of technology: Post hoc multiple comparisons tests between pairs of groups with regard to whether students are trained in the use of technology such as computers, by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Working Conditions	Optional instruction	3.64	.56	
	No, lack of resources	3.35	.54	.29*
Pay	Regular & required instruction	2.98	.82	
	No, lack of resources	2.42	.67	.56***
	Optional instruction	2.73	.57	
	No, lack of resources	2.42	.67	.31*
	No, conflict with school mission	3.22	.71	
	No, lack of resources	2.42	.67	.80**
Security	Regular & required instruction	3.62	.96	
	No, lack of resources	3.06	.94	.56**
	Optional instruction	3.84	.90	
	No, lack of resources	3.06	.94	.78***
Overall Satisfaction	Regular & required instruction	4.11	.47	
	No, lack of resources	3.90	.53	.21*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 35 Teacher compensation: Post hoc multiple comparisons tests between pairs of groups with regard to the way in which most teachers are compensated, by satisfaction factor Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Pay	Salaries	2.87	.73	
	No compensation	2.46	.60	.40**
ISKCON Organizational Management	Salaries	3.48	.62	
	Living place & money	2.94	.79	.53**
	No compensation	3.55	.50	
	Living place & money	2.94	.79	.61**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 36 Students' age: Post hoc multiple comparisons tests between pairs of groups with regard to age of oldest students, by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	11-13 years old	3.62	.60	
	7-10 years old	3.15	.80	.47*
Pay	11-13 years old	2.88	.85	
	7-10 years old	2.27	.83	.62*
	16-18 years 7-10 years old	2.89 2.27	.66 .83	.63*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 37 Religious practice: Detailed comparisons with regard to whether sadhana, religious practice, is required in school, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Work Itself	yes	4.11	.42	
	no	4.22	.49	-.11*
Recognition	yes	3.65	.72	
	no	3.85	.67	-.20*
Working Conditions	yes	3.50	.55	
	no	3.67	.56	-.17*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 38 Religious festivals: Detailed comparisons with regard to if Vaisnava festival observance is a required part of the school program, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Responsibility	yes	4.24	.36	
	no	4.07	.53	.17*
Colleagues	yes	4.03	.42	
	no	3.82	.48	.21**
ISKCON organizational management	yes	3.48	.63	
	no	3.17	.57	.31**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 39 Religious worship: Detailed comparisons with regard to if Vaisnava practices such as Deity worship are a required part of instruction, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Work Itself	yes	4.09	.43	
	no	4.22	.45	-.13**
Colleagues	yes	3.97	.41	
	no	4.09	.45	-.12*
Security	yes	3.46	.92	
	no	3.77	1.07	-.31**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 40 Religious dress: Detailed comparisons with regard to if teachers and/or students are required to wear any aspect of traditional Vaisnava dress, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Work Itself	yes	4.07	.44	
	no	4.29	.40	-.22***
Security	yes	3.46	.96	
	no	3.88	.94	-.42***

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 41 School location: Post hoc multiple comparisons tests between pairs of groups with regard to school location, by satisfaction factor, Scheffe**

Satisfaction factor	Group versus group	Mean	SD	Mean difference
Advancement	Urban	3.62	.55	
	Not urban or rural	3.24	.70	.38**
	Rural	3.57	.60	
	Not urban or rural	3.24	.70	.33*
Security	Urban	3.70	.88	
	Not urban or rural	3.18	.85	.53*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 42 Religious philosophy classes: Detailed comparisons with regard to whether or not Vaisnava scriptural philosophy is required to be taught, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Supervision	yes	3.89	.49	
	no	3.67	.64	.22**
Security	yes	3.63	.92	
	no	3.30	1.20	.33*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 43 Scripture verses: Detailed comparisons with regard to whether or not Vaisnava scripture verses are required to be memorized, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Supervision	yes	3.89	.50	
	no	3.61	.63	.27*
ISKCON Organizational Management	yes	3.48	.62	
	no	3.04	.60	.44**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 44 Cultural etiquette: Detailed comparisons with regard to whether students are taught Vaisnava etiquette and expected to practice it, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
ISKCON Organizational Management	yes	3.48	.64	
	no	3.14	.52	.34**

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$

**Table 45 Graded or un-graded classrooms: Detailed comparisons with regard to whether classrooms were organized by grade/age or multi-level, by satisfaction factor**

Satisfaction factor	Group versus group	Mean	SD	Mean Difference
Advancement	Grouped by age or grade	3.61	.59	
	Multi-level	3.45	.60	.16*

\*\*\*difference in means between groups is significant at  $p < .001$

\*\*difference in means between groups is significant at  $p < .01$

\*difference in means between groups is significant at  $p < .05$