To the Graduate Council:

I am submitting herewith a thesis written by Fay Benson Weaver entitled "A Study of the Relationship Between the Levels of Motivation and the Job Satisfaction of Vocational Teachers." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Specialist in Education, with a major in Vocational-Technical Education.

Terrence Powell, Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Vice Provost
and Dean of The Graduate School

STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Specialist in Education degree at The University of Tennessee, Knoxville, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of source is made.

Permission for extensive quotation from or reproduction of this thesis may be granted by my major professor, or in his absence, by the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature Jay Benson Weaver

Date November 18, 1987

A STUDY OF THE RELATIONSHIP BETWEEN THE LEVELS OF MOTIVATION AND THE JOB SATISFACTION OF VOCATIONAL TEACHERS

A Thesis

Presented for the

Specialist in Education

Degree

The University of Tennessee, Knoxville

Fay Benson Weaver

December 1987

ACKNOWLEDGMENTS

This study was completed through the combined efforts of numerous persons. I am indebted, first of all to Professor Terry Powell, chairperson of my committee, whose wisdom and guidance throughout this project made its completion possible. I also express a debt of gratitude to my other committee members, Dr. Gerald Cheek and Dr. George Wiegers, Jr., whose support and suggestions were invaluable. I gratefully acknowledge the assistance, guidance, and encouragement of Dr. Gerald LaBorde, who served as my research professor.

Next, I wish to thank my husband, son, and parents for providing the strength, love, and encouragement so necessary during this project's completion. Appreciation is also extended to the participating vocational teachers of the Metropolitan Nashville Public Schools. I would like to thank Dr. Richard Hooper for his assistance in the project's statistical analysis.

ABSTRACT

The purpose of this study was to investigate the relationship between the levels of motivation and the job satisfaction of vocational high school teachers. This study was to clarify to educators which areas and activities of the job of teaching give the most satisfaction and reward, and in which areas teachers are feeling the least amount of motivation.

Therefore, the findings in this study along with supporting data can provide educators with more insight into what motivates the teacher intrinsically, extrinsically and in general satisfaction. Also, more attention needs to be given to demographic data as administrators deal with personnel. Motivational needs change with such factors as age, sex, years of experience in the trade or subject area, tenure, job training and education, and length of employment as a teacher.

The sample population consisted of two hundred vocational teachers in a large metropolitan public school system in Tennessee. The data group was a random sampling of vocational teachers from each of the ten comprehensive high schools.

The instrument used was a questionnaire distributed to collect desired data and demographic information from the data group. The questionnaire used, the Minnesota Satisfaction Questionnaire, served as a good measure of job satisfaction as related to the levels of motivation.

The null hypotheses stated that there was no significant differences between the relationship of motivation and job satisfaction between

female and male vocational teachers, among the four age factors of vocational teachers, among the various years of teaching experience, and among various levels of educational attainment by vocational teachers.

To the extent that the findings of this study were valid and reliable, and within the framework of limitations placed on this study, the following conclusions may be drawn.

1. Vocational teachers show the most job satisfaction in the areas of job activity, variety of work, job security, and social service. They enjoy working with students and feel they are performing a service for the community.
2. In the areas of supervision, vocational teachers are satisfied with the competencies and human relation aspects of the present leadership.
3. Vocational teachers show the least job satisfaction in the areas of compensation and job advancement, showing dissatisfaction with salary and opportunity for promotion.
4. Vocational teachers show overall job satisfaction with the female teachers more satisfied than the male teachers.
5. Vocational teachers are showing satisfaction in 87% of the aspects of the job and dissatisfaction in 13% of the aspects of teaching.
6. The area showing the most total general job satisfaction was the relationship of vocational teachers with co-workers.

7. Vocational teachers over fifty years of age are experiencing less job satisfaction, whereas, the younger teachers are demonstrating high levels of job satisfaction.
8. Beginning vocational teachers are demonstrating higher levels of job satisfaction than teachers with over ten years of teaching experience.
9. Educational attainment had no measurable effect on the job satisfaction of vocational teachers.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Purpose of the Study	2
	Hypotheses	3
	Importance of the Study	3
	Assumptions	4
	Delimitations and Limitations	5
	Definition of Terms	5
	Organization of the Study	6
II.	REVIEW OF RELATED LITERATURE AND RESEARCH	8
	Motivation	8
	Job Satisfaction	11
	Management of Human Behavior	14
	Summary	19
III.	METHODS AND PROCEDURES	22
	Population and Sample	22
	Instrumentation	23
	Procedures	24
	Data Analysis	25
IV.	ANALYSIS OF DATA AND FINDINGS	29
	Introduction	29
	Respondent Groups	30
	Hypotheses	32
	Summary	43
V.	SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS	46
	Summary	46
	Major Findings	47
	Conclusions	49
	Discussion	50
	Recommendations	51
LIST OF REFERENCES		53
APPENDICES		57
A.	TEACHER QUESTIONNAIRE	58
B.	TEACHER DEMOGRAPHIC DATA SHEET	62

PAGE

C. LETTERS OF REQUEST AND APPROVAL TO CONDUCT THE STUDY IN THE METROPUBLIC SCHOOL SYSTEM . . . 64
D. LETTERS OF REQUEST AND PERMISSION TO USE THE MINNESOTA SATISFACTION QUESTIONNAIRE 69
E. COVER LETTER TO THE TEACHER 72
F. FIRST FOLLOW-UP POSTCARD REMINDER TO RESPONDENTS 74
G. SECOND FOLLOW-UP LETTER TO NONRESPONDENTS . . . 76

VITA 78

LIST OF TABLES

TABLE		PAGE
1.	Summary of Demographic Variables of 58 Vocational Teachers in a Metropolitan Area of Tennessee	31
2.	Frequencies and Means of Responses of 58 Vocational Teachers to Question Items 1-20 on the Minnesota Satisfaction Questionnaire	33
3.	Total Response Frequencies to Question Items 1-20 With Tabulations of Distribution for Total General Job Satisfaction	34
4.	Response Frequencies of 58 Vocational Teachers to the Intrinsic Motivators and General Job Satisfaction on the MSQ	36
5.	Response Frequencies of 58 Vocational Teachers to the Extrinsic Motivators and General Job Satisfaction on the MSQ	38
6.	Means, Standard Deviations and $\underline{T}$ Values on General Job Satisfaction Scores for Male and Female Responses as Compared to Total Group General Job Satisfaction	39
7.	Means, Standard Deviations, and Analysis of Variance of General Job Satisfaction Scores by Age Groups	41
8.	Means, Standard Deviations, and Analysis of Variance of General Job Satisfaction Scores by Years of Experience Groups	42
9.	Means, Standard Deviations, and Analysis of Variance of General Job Satisfaction Scores Among the Levels of Educational Attainment	44

CHAPTER I

INTRODUCTION

Motivation has been recognized for several years by educators as necessary for the achievement of the goals and objectives in educational institutions. In recent years educational institutions have given increased attention to the importance of human factors, motivation and job satisfaction, in the effectiveness of organizations.

Miskel (1982) mentioned that writers and practitioners have expressed concern about motivation problems that have contributed to stress, burnout, and low effort. However, some authorities believe little can be done to alleviate these problems (p. 65-68). Thompson (1982) indicated that literature on educator motivation is based mostly on common sense rather than research, and it makes limited use of feedback from teachers and discussion of motivational problems in schools (p. 1).

Administrators should be concerned with the motivation of the teaching staff and the organizational environment influencing learning outcomes.

Preston and Zimmerer (1978) stated:

> Some of the elements which form the relationship between the supervisor and employees: (1) the supervisor's willingness and ability to recognize the individual differences in employees; (2) the role played in motivation by employees, as they view their individual probabilities for success or failure; (3) the actual opportunities employees have to achieve their personal objectives. (p. 188)

Administrators must attempt to continuously recognize their responsibilities and try to provide opportunities to improve teachers' willingness to meet goals. Most concede that the principal's ability to communicate meaningful feedback and provide an environment where the teacher's self-esteem can be positively reinforced will reduce job dissatisfaction. Educators should consider that people are motivated by many different situations. Effective motivation may foster the development of these needs and goals which are desirable for teachers.

Owens (1981) stated, ". . . motivation is both the inner effective condition of wants and wishes, desires, and that which activates or moves an individual" (p. 107). Without motivation there would be no purposive, organized behavior by the individual, either at work or elsewhere.

I. Purpose of the Study

The purpose of this study was to determine the relationship between the levels of motivation and the job satisfaction of vocational high school teachers. Additionally, the study was an attempt to clarify which areas and activities of the job of teaching give the most satisfaction and reward, and in which areas teachers are feeling the least amount of motivation. There was also an attempt to determine if significant difference in teacher motivation and job satisfaction exists between the teacher's sex, age, length of service, and level of educational attainment.

II. Hypotheses

The following hypotheses were used to provide direction for the study. Hypotheses were stated in the null for the purpose of statistical treatment. They were tested at the .05 level of significance.

H_1: There is no significant relationship between intrinsic motivators and the job satisfaction of vocational teachers as measured by the Minnesota Satisfaction Questionnaire.

H_2: There is no significant relationship between extrinsic motivators and the job satisfaction of vocational teachers as measured by the Minnesota Satisfaction Questionnaire.

H_3: There is no significant difference of the motivation levels of female and male vocational teachers.

H_4: There are no significant differences of motivation levels between the 4 age levels of vocational teachers.

H_5: There are no significant differences between teacher motivation measures among the various years of teaching experience of vocational teachers.

H_6: There are no significant differences between teacher motivation measures among various levels of educational attainment by vocational teachers.

III. Importance of the Study

Many teachers may be experiencing a slump in motivation which may be due to a failure or fear of the Career Ladder Program in Tennessee, teacher burn-out, or feelings of not being appreciated by

administrators for a job well done. This study emphasized the content of motivational behavior rather than the manner of operation.

Administrators rise from the teaching ranks, but as the field of teaching changes, it is important that teachers feel the principals still relate to and understand the tasks teachers face each day. Teachers are self-motivated to a great degree, but a feeling of success and job satisfaction comes from the knowledge that the principal perceives these accomplishments as worthy.

Therefore, the findings in this study along with supporting data can provide educators with more insight into what motivates the teacher intrinsically, extrinsically and in general job satisfaction. Also more attention may need to be given to demographic data as administrators deal with personnel. Motivational needs change with such factors as age, sex, years of experience in the trade or subject area, tenure, job training and education, and length of employment as a teacher.

The study may disclose data which when used, guide principals and teachers to increase productivity by improving job satisfaction. Finally, findings from this study may provide information, which, when applied, may help improve teacher motivation, help improve school leaders, and therefore, it may enhance the environment in schools for principals, teachers, and students.

IV. Assumptions

The following assumptions were taken under consideration in compiling the data for this study.

1. It was assumed that certificated and professional vocational teachers would be willing to contribute data to this study.
2. It was assumed that these professionals are fully qualified and skilled to provide data concerning the functions as vocational teachers.

V. Delimitations and Limitations

This study was subject to certain limitations.

1. This study was delimited to a sample of high school vocational teachers in the Nashville Metropolitan school system.
2. There was no attempt to include surrounding counties, therefore, there was no data gathered in other counties across the state.

VI. Definition of Terms

For the purpose of this study, the following definitions were formulated:

Extrinsic motivation. An outside influence regarding pay and/or promotions which satisfies and individual's need resulting in performance.

Feedback. The principal's verbal reaction or behavior upon monitoring a teacher's job performance.

Intrinsic motivation. A need or desire from within, such as pride or reward, which causes one to perform or act.

Job satisfaction. Any combination of psychological, physical, and environmental circumstances that cause a person to say, "I am satisfied with my job" (Hoppock, 1935).

Leadership. The process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation (Hersey & Blanchard, 1977).

Levels of motivation. The degrees by which an individual is inspired outwardly by pay raises and improved job conditions and inwardly by prestige, reward, and pride.

Motivation. The creation of a work climate in which employees work willingly to reach goals of the organization because they find that doing so is in their best interest (Hersey & Blanchard, 1977).

Organizational environment. The principal's ability utilization and delegation of responsibility within the staff.

VII. Organization of the Study

This study was organized into five chapters. Chapter I provides an introduction to this research, which includes the statement of the problem, hypotheses, importance of the study, assumptions, delimitations, definitions of terms, and organization of the study.

Chapter II contains a review of related literature and research in the area of teacher motivation which resulted in the identification of several elements pertinent to the investigation. Primary among these elements were motivation, theories and research of job performance, and management of human behavior.

Chapter III is concerned with the method used in the research, the population and sample, data collection procedures, instrumentation, and statistical treatment.

Chapter IV provides the analysis of the data and the findings of the research.

Chapter V provides the findings, conclusions, recommendations of the study, and suggestions for further research.

In addition, a list of references and a set of appendices are included.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

A review of the literature in the area of teacher motivation resulted in the identification of several elements pertinent to the investigation. Primary among these elements were measurement of motivation, job satisfaction, and theories and research in relation to management of human resources.

The literature review is presented in 3 main sections. The focus of the first section is on motivation. Job satisfaction and how it is affected by motivation is the topic of the second section. Section 3 of the literature review highlights the various research studies and theories pertaining to management of human behavior.

I. Motivation

Clay (1984) reported in an extensive study on attracting and keeping quality teachers in the profession that older teachers may remain in teaching for either positive or negative reasons depending on the staff's status with the best teachers reporting intrinsic rewards making teaching not a job but a calling (p. 13). Based on research findings, if these factors are deleted it appears that extrinsic rewards like money and working conditions may be significant.

Kaiser (1980) introduced the idea that whether the teacher may be either motivated or burned out depends greatly upon the motivational factors pertaining to the desires or needs of teachers.

Kaiser (1980) stated:

> The older teachers on our faculty seem to be more calm than the younger teachers and less emotionally involved with their work as teachers. I'd like to know how they do it. I wish I could learn to be more detached. Maybe they have got a more professional attitude. (p. 19)

Silver (1982) pointed out from her research study how school administrators may have a significant influence on teacher motivation, ". . . especially by rewarding teacher performance" (p. 554).

Hoy and Sousa (1984) reported that motivation was studied in secondary schools in New Jersey. In this study it was found that principals who shared decision making with teachers demonstrating leadership skills and attaining additional courses and professional growth appeared to have faculties with more loyalty and satisfaction; ". . . the administration structure appeared to be less rigid" (p. 331).

Only within the last few years have attempts to apply conceptual and methodological tools of the behavioral sciences, particularly psychology, to the relationship between man's motivation and his work. According to Vroom and Deci (1970), the importance of implementing motivation in schools depends on the principal's recognizing the needs that motivate the behavior of the teachers in the schools. What is there about teachers' needs and incentives that principals should know in order to direct the motivation of teachers? If the principals can know the needs of the teachers they supervise, they can control much of the behavior of those teachers. It is obviously not possible for anyone to know what everyone's needs could be. The clearest example of the use of rewards that refers to motivation and performance may be

found in individual wage incentives. Such practices as promoting individuals on their merit and recognizing and rewarding employees for their special accomplishments are also means of motivation. Some penalties are contingent upon employees' falling below some minimal standards of performance. Examples of this include warnings, reprimands or even dismissals for violating rules and procedures (p. 13).

The measurement of motivation has not been very well-developed. There is no proven instrument for measuring the relationship between motivation and needs. Estimations of motivation levels can be made and are more understandable between behavior and motivation in some ways. Owens (1981) stated that, "in other words, motivation is an intervening variable" (p. 107). Behavior is trying to satisfy the needs that motivate a person; behavior is ways in which the person tries to satisfy his needs.

There are several types of motivation that have been used in the work climate for working administrators attempting to make the organization more productive. Owens (1981) mentions three of the views of motivation which have been fully beneficial in meeting the concepts of motivation in the work climate for administrators and teachers. (1) The hierarchy of needs, which is based upon the work of Abraham Maslow; (2) The two-factor theory, originally called the motivation-hygiene theory by developers, Frederick Herzberg and his associates; and (3) Expectancy theory or valence theory which is often associated with the work of Victor Vroom (p. 111).

Thompson (1979) examined in a study the intrinsic teacher motivation by reviewing human resources literature, making use of educational

literature, and making interviews with educators. He found that administrators should accept teachers as partners in the occupation and should attempt to ease the frustration of teaching and promote teacher effectiveness and achievement of needs or rewards. Directed inservice or professional development may be one means of promoting teacher self improvement (p. 50).

Owens (1981) stated:

> Much research needs to be done in motivation in these schools, as specific kinds of organizations, first, to improve our understanding of how to motivate each of them. (p. 139)

Ullrick (1981) suggested that job enrichment inevitably leads to an increase in morale and productivity. He uses Herzberg's theory to conclude that extrinsic factors are motivators such as policy, supervision, pay, and working conditions and that intrinsic factors are motivators such as achievement, recognition, responsibility, and advancement. Appropriate leadership provides surprising teacher performance (p. 98).

II. Job Satisfaction

Bhella (1982) suggested in a study that female teachers are more satisfied than male teachers. Also, teachers who are younger are less satisfied than older teachers. It was found that those who did not like teaching resigned before they reach older age groups (p. 377).

Gnecco (1983) found that job satisfaction is an important factor of organizational morale, and that autonomy in decision making and a sense of security appear to be influencial to teachers. It was also inferred

that morale in an organization increased when employees felt their contributions were highly regarded and sensed a major part of the enterprise (p. 79).

Grady and Burnett (1985) wrote in the "Journal of Vocational Education Research" that there is a relationship between job satisfaction and performance of vocational teachers. Teachers were found to be moderately satisfied with their jobs and tended to be relatively more satisfied with intrinsic factors than extrinsic ones (p. 53).

Belasco (1972) cited that through some extensive research, more recent findings found earlier predictions on teacher morale worthy. Generally, participation in decision making, especially pertaining to instructional methods, yields enhanced teacher job satisfaction (p. 19).

In a study based on teacher militancy, Johnson (1981) indicated that the staff may have little influence on job satisfaction of principals. They found that teacher's organizations may have been more concerned with salaries and fringe benefits than with issues directly influencing school policy and decision making (p. 365).

Holdaway (1978) reported that the teachers' lack of opportunities to participate in decision making measures appears to be the most powerful source of teacher dissatisfaction (p. 13). Vivian (1983) conducted a study to investigate the effect that certain factors had upon the relationship between job satisfaction and perceived leadership style, school size, and the time involved in noninstructional activities. Vivian (1983) stated, "Teacher satisfaction is higher when a principal exhibits a collaborative leadership style" (p. 78).

Smilansky (1984) reported that school teachers' job satisfaction and job-related stress may be experienced in an organization as a product of both internal and external factors.

Smilansky (1984) stated:

> External factors with teachers included principals, other teachers, pupils, and the teachers' view of other teachers; and the internal factors included perceived life satisfaction, and self-efficacy. Job satisfaction is related to internal factors, and stress may contribute to external factors. (p. 92)

There are many studies concerned with worker motivation, satisfaction, and productivity. Blau and Scott (1962) related to a study done in the Hawthorne plant of the Western Electric Company in Chicago. A number of early experiments were conducted in this plant that focused on the effects of varying degrees of illumination on worker productivity. The first of these was conducted in three different departments. Productivity increased in two of three different departments when illumination was regularly increased, but the increases were not parallel in illumination changes. Secondly, workers were divided in one department into experimental and control groups, with illumination being increased in the experimental and held constant in the control group; production showed an increase in both groups. Thirdly, a study in the experimental group decreased illumination; again the workers' productivity increased until the illumination had been reduced until the workers could no longer see their work. In conclusion, improved productivity of the work increased in each study, and was not due to the increased illumination. The experiments stated that many

relevant conditions including social ones had not been controlled (p. 89).

III. Management of Human Behavior

Guilkey-Amado (1984) suggested in his study that shared responsibility between administrators and teachers was a crucial factor among professionals concerning organizational matters. Finally, on-going ways for promotion, implementing and utilizing staff expertise and leadership capabilities proved to be valuable (p. 12).

Preston and Zimmerer (1978) defined motivation as, "the creation of a work climate in which employees work willingly for the organization and their own best interests" (p. 187). There are many authorities on the management of human behavior and all have developed theories and research to verify job performance. Some of these authorities are Abraham Maslow, Frederick Herzberg, Victor Vroom, Douglas McGregor, and Robert Owens. Their methods are somewhat different, but basically their objectives have been to find better solutions for job performance and motivation in the organization and the most effective use of human resources.

Effective supervision and motivation appear to be the key to the improvement of job performance and productivity of subordinates. Gellerman (1963) wrote that during the past quarter-century most theories about the motivation of workers have been dominated by what is loosely called the human relations viewpoint (p. 15).

Erlandson and Pastor (1981) in the "NASSP Bulletin" reported in a study on the needs of teachers that most of the changes in structure

necessary to provide a fertile environment for teachers with high order needs can be wrought by the building principal (p. 5).

Likert (1961) said:

> Each system tends to mold people in its own type of image. Authoritarian organizations tend to develop dependent people and few leaders. Participative organizations tend to develop emotionally and socially mature persons capable of effective interaction. (p. 236)

McGregor's Theory X (1960) has the underlying assumption that the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else. The assumptions underlying this strategy are what McGregor calls the Theory X Approach to Management and are listed as follows:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristics of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all. (pp. 33-34)

McGregor's Theory Y (1966) assumed that employees have a psychological need to work and desire achievement and more responsibility. Accordingly, Theory Y involves the task of managing people based on more adequate assumptions about human nature and motivation. Theory Y explains some very different ideas:

1. The expenditure of physical and mental effort in work is as natural as play, if it is satisfying.
2. People will exercise self-direction and self-control toward an organization's goals if they are committed to them.
3. Commitment to objectives is a function of rewards associated with their achievement. The most effective rewards are satisfaction of ego and self-actualization.

4. The average human being learns, under proper conditions, not only to accept, but also to seek responsibility. Avoidance of it and emphasis on security are learned and not inherent characteristics.
5. Creativity, ingenuity, and imagination are widespread among people and do not occur only in a select few. (p. 15)

Administrators may use these essential ideas in planning their policy making and decision making. Successful administrators attempt to apply knowledge of the nature of mankind in supervision.

In reference to McGregor's Theory X, Hoy and Miskel (1982) stated that the traditional view of the employee and working is the belief held by many managers that people are lazy. They dislike and avoid work, and according to this view, administrators must use both the "carrot and the stick" to motivate. In contrast, those who hold Theory Y assume that people have a psychological need to work and that they desire achievement and responsibility. In most cases external control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Internal is more effective than external motivators (p. 172).

Brayfield and Crockett (1955) found that there is an explicit theoretical linkage between satisfaction, motivation, and organizational goal of productivity.

> It makes sense to use to assume that individuals are motivated to achieve certain environmental goals and that the achievement of these goals results in satisfaction. Productivity is seldom a goal in itself, but it is more commonly a means to goal attainment. Therefore . . . we may expect high satisfaction and high productivity to occur together when productivity is perceived as a path to certain important goals and when these goals are achieved. (p. 416)

Abraham Maslow (1970) developed a theory of needs which is useful in helping the supervisor to identify the kinds of needs important for the employees. He reasoned that human needs exist in a hierarchy of sorts, and that attempts by an employee to fulfill his needs generally follow the hierarchical sequence. According to Maslow, needs are innate to the employee and capable of being accomplished by various steps. The various needs can be categorized into five basic groups which are perceived in hierarchical sequence. The groups are listed below:

1. Physiological needs are the needs for food, water, air, warmth, and shelter.
2. Security or safety needs. These involve a desire for assurance that home, family and job will continue so that money will be available to meet basic needs.
3. Social, belonging or membership needs, these stem from people's desires to be with others.
4. Self-esteem emerges once the social needs are satisfied.
5. Self-actualization involves the fulfillment of one's potential needs as one perceives them. (p. 35)

Classifying these needs is important for administrators in schools. It takes a skillful administrator to determine the level of motivation each teacher is on and then try to develop ways of motivating by serving these needs in a school. The need which is most critical at any given time is the need the individual wants satisfied.

Preston and Zimmerer (1978) noted, ". . . a need, once satisfied, is no longer a motivator" (p. 196). For example, if a teacher is fearful of losing his job with no prospect of seeking new employment, efforts to satisfy his self-esteem needs are useless. Furthermore, many times administrators attempt to get greater productivity from teachers by

offering promotion or more money, more or less students in a classroom, better furniture, books, and equipment when the teachers are operating at a need level where money or these solutions will do little to provoke and continue motivation. The need level of an individual will change due to changes in the individual or the environment. Under these conditions it takes a trained administrator to classify the level of motivation each teacher is one, and then provide sufficient motivation to serve those needs (p. 197).

Another major contributor to one's knowledge and understanding of motivation was Frederick Herzberg (1966). According to him, the following are motivation factors:

1. The opportunity for achievement.
2. Recognition by supervisors and fellow workers.
3. Challenging work to do.
4. Increased responsibility for work produced.
5. The opportunity for personal growth and development. (p. 95)

Dissatisfiers or hygiene-factors support the work situation but do not create motivation. The supervisor may attempt to be more productive and achieve greater satisfaction in an enterprise. Hygiene factors such as money, status, and security, interpersonal relationships, working conditions, supervision, and company policies and management prevent workers from being dissatisfied. Herzberg (1966) states, "real motivation comes from within the individual" (p. 96).

Victor Vroom (1964) described motivation as a "process governing choices, made by persons or lower organisms, among alternative forms of voluntary activity" (p. 6). The expectancy theory was originally

popularized by Victor Vroom, an approach referred to as the valence-instrumentality-expectancy theory and value theory. The theory suggests that individuals make decisions about their own behavior in schools using their abilities to think, reason, and anticipate future events. Teachers evaluate the expected value of outcomes or promotions that result from both their action and how they choose to behave in a school setting (p. 17).

Hunt and Hill (1969) pointed out that,

> During the last few years the treatment of motivation with respect to industrial and other formal organizations has more often than not been in terms of models by Maslow or Herzberg. Where theories are apparently so thoroughly accepted, one naturally assumes a fairly substantial amount of data leading to empirical verification. There is relatively little empirical evidence concerning Maslow's theory; and while there are many studies bearing on Herzberg's theory, it remains controversial. After comparing these two approaches and reviewing their present status, it is our contention on both theoretical and empirical grounds, that Vroom's theory more than Maslow's or Herzberg's, is in line with the thinking of contemporary psychologists and industrial sociologists and is the best yet developed for organizational use. (p. 100)

Hunt and Hill (1969) stated further more that,

> More work must be done before we can make any statements concerning the overall validity of Vroom's model. But the rigor of his formulation, the relative case of making the concepts operational, and the model's emphasis on individual differences show considerable promise. We are also encouraged by the results of relatively sophisticated studies testing the theory. We believe it is time for those interested in organizational behavior to take a more thoroughly scientific look at this very complex subject of industrial motivation, and Vroom's model seems a big step in that direction. (p. 108)

IV. Summary

From the literature available on motivation and job satisfaction, it was noted that research in the area of motivation and job satisfaction is

ongoing. This study will examine the relationship between motivation and job satisfaction of teachers. A compilation of research findings in this field lay the ground work for further study which hold great promise for predicting teacher behavior in the organization of the school.

Thus, literature in the area of motivation leads the researcher to project that men are more dissatisfied with levels of motivation and job satisfaction than women. It appears, that females may be higher on intrinsic satisfaction and lower on extrinsic satisfaction and general satisfaction than males. Also the literature revealed that older teachers become more satisfied with their positions, and therefore, have less desires for change. Older teachers may be expected to exhibit intrinsic satisfaction and younger teachers may be expected to become more dissatisfied and displeased, while the middle age teacher may be expected to exhibit the lowest level of extrinsic satisfaction.

Furthermore, the literature indicated that teachers who are in the first three years with the school system may be moderately satisfied and seem to be relatively more satisfied with intrinsic factors rather than extrinsic factors. However, after three years, teachers may exhibit a decline in intrinsic satisfaction and extrinsic satisfaction may begin to increase. Some teachers in the early years of teaching may be dissatisfied with some aspects of their jobs but satisfied at other stages. Teachers who remain in teaching may experience some aspects of dissatisfaction until they sense that they may not have strong enough power to change positions. Teachers, as they enter twenty or more

years of service may appear to be more loyal, more satisfied, and they may exhibit fewer feelings of extrinsic and general job satisfaction.

The review of literature revealed that every individual at one time or another may experience a certain level of motivation and what might be ineffective for one, may be rewarding and motivating for another. One may be motivated with some levels of their job, but dissatisfied with other levels. However, a reasonable level of motivation might be effective for one individual, but it may be an unreasonable level for another.

Teacher motivation and job satisfaction have been researched in relation to many internal and external factors in an organization, but none of them have been reviewed as valued evidence. No one certain type of factor may attribute for the complexities of human behavior and attitude that may result in levels of motivation and values toward one's job.

The literature indicated that motivation is related closely with the principal's way of handling decision making and the delegation of authority.

One weakness pointed out by the review of literature was the general variety and lack of unified approach to studying the problems of motivation and job satisfaction. This lack of continuity in motivational theories reflects a need for more research in industry and in the educational setting. Before there can be real progress, a comprehensive theory must be developed that takes into consideration the physical, mental, and emotional aspects of motivation and behavior.

CHAPTER III

METHODS AND PROCEDURES

Chapter III contains the nature of the population and sample, the sampling procedure, the description of the data collection instrument, the methods and procedures used in collecting data, and data analysis.

I. Population and Sample

The population of the study consisted of 200 vocational teachers employed in a school system that consisted of 10 comprehensive high schools within a large metropolitan area in Tennessee. These teachers, under the general organizational heading of vocational education, are departmentalized into the following service areas including trades and industries (T & I), home economics, health occupations, vocational office education (VOE), marketing and distributive education, and vocational agriculture.

Prior to surveying the vocational teachers, the Department of Research and Evaluation for Metro Schools, which screens research surveys distributed within the school system, was solicited for approval. This study was submitted with research requests and was approved in the Spring of 1987 (see Appendix C).

A table of random numbers (Gay, 1981) was used to randomly select the subjects (p. 408). All individuals in the total population of 200 vocational teachers were assigned a consecutive number from zero to 200. By selecting an arbitrary number in the table of random numbers, 75 subjects were selected.

II. Instrumentation

The instruments used in this study were: The Minnesota Satisfaction Questionnaire, Short Form and the Minnesota Satisfaction Questionnaire Demographic Data Sheet. Request and approval for usage of the MSQ was granted (see Appendix D). These instruments are described below.

The Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire (MSQ) instrument was developed by David J. Weiss, Rene V. Davis, George W. England, and Lloyd H. Lofquist (1967) of the Work Adjustment Project Studies at the University of Minnesota's Industrial Relations Center. The Work Adjustment Theory, on which the questionnaire is based, suggests that job satisfaction is a function of a person's vocational needs and the reinforcement of the work environment. Burros (1978) lists 111 research projects and articles about this instrument and indicated that it has been widely used as a measure of job satisfaction (p. 727). The MSQ (short form) was used as a general measure of job satisfaction. The original form was made in 1963 and a revision was made in 1967. The short form of this instrument consists of 20 items giving three scores: intrinsic, extrinsic, and general job satisfaction. The short form of the MSQ involves only a short time to complete.

In a review of the MSQ, Albright (1972) suggests that the reliability of the MSQ seems to be quite satisfactory (p. 129). An analysis of internal consistency reveals that reliability coefficients for all twenty

scales plus general job satisfaction yielded a .80 coefficient or higher on 83% of the 567 coefficients. Stability coefficients ranged from .66 to .99 with a median of .83 after a week's retest. On the year's retest, correlations ranged for some items from .35 to .71 and the median was .61. In a cross-validation study of different occupational groups, it was concluded that the MSQ achieved better than chance predictions of general job satisfaction (see Appendix A).

Albright (1972) stated, "The test seems complete enough to serve adequately as a measure of general job satisfaction. The brevity of the test may also facilitate participation by respondents, because of the five minutes required to complete the questionnaire" (p. 129).

Minnesota Satisfaction Questionnaire Demographic Data Sheet

In an attempt to find out what motivates teachers at different ages, sex, degrees of experience, as well as at various levels of education, the demographic data sheet, which is the final part of the MSQ Short Form, was administered to the sample group of vocational teachers. The demographic data sheet placed each respondent into appropriate categories according to: (1) sex, (2) age, (3) years of teaching experience, and (4) levels of educational attainment (see Appendix B).

III. Procedures

Each randomly selected vocational teacher (N = 75) was mailed the Minnesota Satisfaction Questionnaire in the Spring of 1987 accompanied by a cover letter. The cover letter included:

1. A request for voluntary participation noting the responses as being valuable to vocational education.
2. A brief explanation concerning completion of the questionnaire and demographic sheet.
3. Usefulness of the study.
4. An assurance of anonymity and confidentiality.
5. Appreciation for the respondent's assistance (see Appendix E).

Respondents were instructed to complete and return the questionnaire within five days in the enclosed self-addressed stamped envelope. The researcher's name, address, and telephone number were provided in case the respondents had questions. One week after the MSQ had been mailed, a postcard reminder was sent to each respondent. It served as both a thank you for those who had responded and as a friendly and courteous reminder for those who had not responded (see Appendix F). The instruments were numbered so the researcher would know which teachers had not returned the instruments. A second cover letter and replacement instrument was sent to nonrespondents, and an appeal for its return was made (see Appendix G). A total of 77% return was obtained.

IV. Data Analysis

The Digital Equipment Corporation (VAX/VMX) computer program was used to perform the analysis of data. The Minnesota Satisfaction Questionnaire and the Minnesota Satisfaction Questionnaire Demographic Data Sheet were used to gather data.

The data were programmed to compute comparisons between the mean scores of the various groups used as dependent variables. The independent variables were the categories of the demographic data of the respondents. Mean scores were computed and statistical tests including the chi square, the t-test, analysis of variance (ANOVA), and F probability were used.

To test hypothesis 1, a chi-square test was applied to determine if there was a significant relationship between intrinsic and motivators and the job satisfaction of vocational teachers. To determine if there is a significant relationship between the extrinsic motivators and the job satisfaction of vocational teachers, a chi-square test was computed comparing the two independent samples stated in hypothesis 2.

To establish if a significant difference of motivation levels of female and male vocational teachers existed, a $\underline{t}$ test of two unrelated variables was used to test null hypothesis 3.

In an attempt to establish if a significant difference of motivation levels existed between the four age levels of vocational teachers, an analysis of variance (ANOVA) test was used with the multivariable groups stated in hypothesis 4. To determine if a significant difference of motivation levels among the various years of teaching experience existed, an analysis of variance (ANOVA) test was used with the multivariable groups in hypothesis 5. To establish if a significant difference of motivation levels among the various levels of educational attainment by vocational teachers was present, an analysis of variance (ANOVA) test was used with the multivariable groups stated in hypothesis 6.

Additionally, data collection produced scored responses for the questionnaire items in each scale. The items consisted of three scales. They were: Intrinsic Satisfaction Scale, Extrinsic Satisfaction Scale, and the General Job Satisfaction Scale. The response choices for the questionnaire on each motivational item were assigned values in the following manner:

Response Choice	Scoring
Very Dissatisfied (VDS)	1
Dissatisfied (DS)	2
Neither (N)	3
Satisfied (S)	4
Very Satisfied (VS)	5

The raw scores for each scale were converted to percentile scores, using the appropriate table of the normative data in the testing manual. An individual's percentile score on any scale item gave his/her relative position in the norm group for teachers. A percentile score of 75 or higher is ordinarily taken to represent a high degree of satisfaction or motivation; a percentile score of 25 or lower would represent a low level of satisfaction; and, scores in the middle range of percentiles (26 to 74) would indicate average satisfaction.

Data were used from the questionnaire as a basis for indicating the occupational reinforcers of the teaching job based on the assumption that if different people are uniformly satisfied or dissatisfied with specific aspects of the same occupation, effective reinforcers or motivators for these aspects are available or lacking the work environment (Weiss, Davis, England, and Lofquist, 1967, p. 5).

Various test analyses were implemented to compute the results which tested each null hypothesis. The overall null hypothesis for this

study was that there is no relationship between the levels of motivation and job satisfaction of high school vocational teachers with such factors as age, years of teaching experience, sex, and level of educational attainment. A .05 level of confidence was used in the study to support or reject the hypotheses.

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

I. Introduction

The purpose of this study was to determine the relationship between the levels of motivation and the job satisfaction of vocational high school teachers. There were six hypotheses which gave direction to the study. The first two hypotheses were tested to determine if there were significant relationships between the intrinsic and extrinsic motivators and the job satisfaction of vocational teachers. Hypotheses three through six were tested to determine if there were significant differences of motivation levels and job satisfaction according to the respondents background information variables, sex, age, years of teaching experience, and level of educational attainment.

This chapter presents the findings of the study involving high school vocational teachers and their responses to a questionnaire (MSQ) concerning levels of motivation and job satisfaction. Results of these analyses are presented in this chapter, as well as a discussion of the response rate and a description of the respondent groups.

The subjects consisted of 75 teachers chosen at random from a population of 200 comprehensive high school vocational teachers. Out of the 75 Minnesota Satisfaction Questionnaires mailed to vocational teachers 58 were returned yielding an overall 77.3% response rate.

II. Respondent Groups

The respondents were asked to identify certain background information about themselves on a demographic data sheet including sex, age, years of teaching experience, and highest level of educational attainment. Table 1 shows that the respondent group consisted of 34 males (58.6%) and 24 females (41.4%). The respondent group according to age was made up of 16 (27.6%) teachers in the 31 to 40 age group, 18 (31.0%) teachers in the 41 to 50 age group, and 24 (41.4%) teachers in the over 50 years age group. In the respondent group, years of teaching experience, 8 (13.8%) teachers in the 1 to 5 years of teaching experience group, 8 (13.8%) in the 6 to 10 years group, 10 (17.2%) in the 11 to 15 years group, 18 (31.0%) in the 16 to 20 years group, 8 (13.8%) in the 21 to 25 years group, and 6 (10.4%) in the over 25 years of teaching experience responded to the questionnaire. The respondent group according to levels of educational attainment consisted of 26 (44.8%) teachers who had an educational level of high school plus 27 college credits, 8 (13.8%) teachers had B.S. degrees, and 24 (41.4%) had graduate (M.S.) degrees.

Additionally, the questionnaires were organized by variables including intrinsic/extrinsic motivators and total general job satisfaction. The responses were totaled and converted to percentages. Mean scores were established and statistical tests including the t-test, chi square, analysis of variance (ANOVA), and F probability were used to determine if the level of significance was at the .05 level of probability.

TABLE 1

SUMMARY OF DEMOGRAPHIC VARIABLES OF 58 VOCATIONAL TEACHERS IN A METROPOLITAN AREA OF TENNESSEE

Variables	Number of Teachers	Percentage of Teachers
Sex		
Male	34	58.6
Female	24	41.4
Age		
21 to 30	0	
31 to 40	16	27.6
41 to 50	18	31.0
Over 50	24	41.4
Years of Teaching Experience		
1 to 5 years	8	13.8
6 to 10 years	8	13.8
11 to 15 years	10	17.2
16 to 20 years	18	31.0
21 to 25 years	8	13.8
Over 25	6	10.4
Levels of Educational Attainment		
Grade school	0	
High school + 27 hours	26	44.8
College degree	8	13.8
Graduate school	24	41.4

Table 2 reports the frequency of responses to question items 1 through 20 using the following Likert scale: Very Dissatisfied = 1, Dissatisfied = 2, Neutral = 3, Satisfied = 4, and Very Satisfied = 5.

The respondents were asked how they felt about certain motivators. Items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20 each included an intrinsic motivator. Items 5, 6, 12, 13, 14, and 19 each included an extrinsic motivator. All of the items, including items 17 and 18, constituted general motivators or total general job satisfaction.

The mean of the intrinsic motivators was 4.06, "satisfied" with the motivator item 7 having the lowest mean at 3.86 and motivator items 3 and 9 each having the highest mean at 4.34 denoting a range from "neutral" to "satisfied." The mean of the extrinsic motivators was 3.39, "neutral" with the motivator item 14 having the lowest mean at 2.90 and motivator item 5 having the highest mean 3.72 denoting a range from "dissatisfied" to "neutral."

Table 3 provides a summary of responses frequencies and means for question items 1 through 20 relating to job satisfaction. The total group general job satisfaction mean was 3.88.

III. Hypotheses

A discussion of the statistical treatment of data will follow the restatement of each hypothesis.

Hypothesis 1: There is no significant relationship between intrinsic motivators and the job satisfaction of vocational teachers as measured by the Minnesota Satisfaction Questionnaire.

TABLE 2

FREQUENCIES AND MEANS OF RESPONSES OF 58 VOCATIONAL TEACHERS TO QUESTION ITEMS 1-20 ON THE MINNESOTA SATISFACTION QUESTIONNAIRE

Item Number	Name of Motivator	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)	$\bar{X}$
1	Activity	0	8	2	20	28	4.17
2	Independence	0	6	8	30	14	3.90
3	Variety	2	2	2	30	32	4.34
4	Social Status	0	0	14	32	12	3.97
5	Human Relations-Supervision	6	10	0	20	22	3.72
6	Technical-Supervision	8	4	2	28	16	3.69
7	Values	2	2	12	28	14	3.86
8	Security	0	2	0	36	20	4.27
9	Social Service	0	0	2	34	22	4.34
10	Authority	0	2	12	34	10	3.90
11	Utilization of Ability	2	8	0	28	20	3.97
12	Policies	2	8	16	26	6	3.45
13	Compensation	12	4	14	18	10	3.17
14	Advancement	10	14	10	20	4	2.90
15	Responsibility	0	4	4	40	10	3.96
16	Creativity	0	4	2	34	18	4.14
17	Working Conditions	2	4	7	27	18	3.95
18	Co-workers	1	1	1	17	38	4.55
19	Recognition	6	10	4	28	10	3.45
20	Achievement	2	4	8	28	16	3.90

TABLE 3

TOTAL RESPONSE FREQUENCIES TO QUESTION ITEMS 1-20 WITH TABULATIONS OF DISTRIBUTION FOR TOTAL GENERAL JOB SATISFACTION

Likert Scale Points	Category	Total Response Frequencies	Percentage of Responses	
1	Very Dissatisfied	55	1.2	
2	Dissatisfied	97	4.3	
3	Neutral	120	7.9	
4	Satisfied	548	49.0	
5	Very Dissatisfied	340	37.6	
	Totals	1160	100.0	$\bar{X} = 3.88$

Table 4 contains the response frequencies of the intrinsic motivators: activity, independence, variety, social status, value, security, social service, authority, utilization of ability, responsibility, creativity, and achievement in items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20 as compared to the response frequencies of total group general job satisfaction. The intrinsic and total general job satisfaction responses were assigned to a Likert scale value and means were calculated, with 4.06 for the intrinsic motivators denoting "satisfied" on the Likert scale, and 3.88 for total general job satisfaction denoting a high "neutral" on the Likert scale.

The majority of the item responses fell into the range of Satisfied and Very Satisfied with a somewhat higher distribution of responses for the intrinsic motivators when compared to the total general job satisfaction of vocational teachers.

A chi-square test was used to determine if a significant relationship existed between intrinsic motivators and the job satisfaction of vocational teachers. The obtained χ^2 was 0.66, with 4 degrees of freedom. A table value of 9.49 was needed to be significant at the .05 level. Therefore, there was not a significant relationship between the intrinsic motivators and the job satisfaction of vocational teachers. The null hypothesis was retained.

Hypothesis 2: There is no significant relationship between extrinsic motivators and the job satisfaction of vocational teachers as measured by the Minnesota Satisfaction Questionnaire.

TABLE 4

RESPONSE FREQUENCIES OF 58 VOCATIONAL TEACHERS TO THE INTRINSIC MOTIVATORS AND GENERAL JOB SATISFACTION ON THE MSQ

	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)	Total	Means $\bar{X}$
Intrinsic Responses	8	42	66	364	216	696	4.06
Total Job Satisfaction Responses	55	97	120	548	340	1160	3.88

$\chi^2 = .66$

χ^2 significant at .05 level ≥ 9.49 with 4 degrees of freedom.

Table 5 contains the response frequencies of the extrinsic motivators: human relations supervision, technical supervision, policy, compensation, advancement, and recognition in items 5, 6, 12, 13, 14, and 19 as compared to total group general job satisfaction.

The majority of the item responses fell into the range of Satisfied and Very Satisfied with a lower distribution of responses for the extrinsic motivators when compared to the total general job satisfaction of vocational teachers.

A chi-square test was used to determine if a significant relationship existed between extrinsic motivators and the job satisfaction of vocational teachers. The obtained χ^2 was 3.33, with 4 degrees of freedom. A table value of 9.49 was needed to be significant at the .05 level. Therefore, there was not a significant relationship between the extrinsic motivators and the job satisfaction of vocational teachers. The null hypothesis was supported.

Hypothesis 3: There is no significant difference of the motivation levels of male and female vocational teachers.

Table 6 provides the general job satisfaction by mean scores for male and female responses as compared to total group general job satisfaction. The general job satisfaction scores of the male group had a mean score of 74.38 with a standard deviation of 10.62. The female group had a mean score of 81.61 with a standard deviation of 7.97. The total group general job satisfaction had a mean score of 78.02.

This hypothesis was tested using the t test of two independent samples. The computed t value was 2.84 with a 56 degrees of freedom.

TABLE 5

RESPONSE FREQUENCIES OF 58 VOCATIONAL TEACHERS TO THE EXTRINSIC MOTIVATORS AND GENERAL JOB SATISFACTION ON THE MSQ

	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)	Total	Means $\bar{X}$
Extrinsic Responses	44	50	46	140	68	348	3.25
Total Job Satisfaction Responses	55	97	120	548	340	1160	3.88

$\chi^2 = .66$

χ^2 significant at .05 level ≥ 9.49 with 4 degrees of freedom.

TABLE 6

MEANS, STANDARD DEVIATIONS AND T VALUES ON GENERAL JOB SATISFACTION SCORES FOR MALE (GROUP 1) AND FEMALE (GROUP 2) RESPONSES AS COMPARED TO TOTAL GROUP GENERAL JOB SATISFACTION

Variable	Number of Cases N	Mean $\bar{X}$	Standard Deviation s.d.	T Value t	Degrees of Freedom df	2-Tail Prob p
Total Group General Job Satisfaction						
Group 1 Male	34	74.38	10.62	2.84	56	.006
Group 2 Female	24	81.61	7.97			

The table value of at least 2.02 was needed to be significant at the .05 level. Thus, the null hypothesis was rejected. There is a significant difference between motivation levels of male and female vocational teachers. Female teachers had significantly higher motivation levels than their male counterparts.

Hypothesis 4: There will be no significant difference of motivation levels between the four age levels of vocational teachers.

Table 7 contains the general job satisfaction scores by mean scores of the four age groups. The analysis of variance (ANOVA) was the statistical test used to compare the multivariable groups with 2 degrees of freedom. By using the sum of squares and mean squares, an F ratio of 5.0911 was produced. The table value of 3.23 was needed to be significant at the .05 level. An F probability level of .0094 was computed. The null hypothesis was rejected. There was a significant difference between the measurement of teacher motivation between teachers over 50 years old and younger teachers.

Hypothesis 5: There are no significant differences between teacher motivation measures among the various years of teaching experience of vocational teachers.

Table 8 shows the general job satisfaction scores by means by years of teaching experience groupings. Group 1, vocational teachers with 1 to 5 years of teaching experience, exhibited the highest level of job satisfaction with a mean score of 83.63. Group 3 had the lowest job satisfaction with a mean score of 74.90. The analysis of variance (ANOVA) was used to compare the multivariable groups using 5 degrees

TABLE 7

MEANS, STANDARD DEVIATIONS, AND ANALYSIS OF VARIANCE OF GENERAL JOB SATISFACTION SCORES BY AGE GROUPS

Variable	Number of Cases N	Mean $\bar{X}$	Standard Deviation s.d.	Standard Error	Analysis of Variance DF	SS	MS	F Ratio	F Prob
Total Group General Job Satisfaction									
Group 1 21-30 years	0								
Group 2 31-40 years	16	81.31	9.22	2.31					
Group 3 41-50 years	18	80.22	6.77	1.60					
Group 4 Over 50 years	24	72.66	11.32	2.31					
Between Groups					2	926.00	463.00	5.0911	.0094
Within Groups					55	5001.88	90.94		
Total						5927.88			

TABLE 8

MEANS, STANDARD DEVIATIONS, AND ANALYSIS OF VARIANCE OF GENERAL JOB SATISFACTION SCORES BY YEARS OF TEACHING EXPERIENCE GROUPS

Variable	Number of Cases N	Mean $\bar{X}$	Standard Deviation s.d.	Standard Error	Analysis of Variance DF	SS	MS	F Ratio	F Prob
Total Group General Job Satisfaction									
Group 1 1-5 years	8	83.6	10.60	3.75					
Group 2 6-10 years	8	75.75	8.26	2.92					
Group 3 11-15 years	10	74.90	15.20	4.81					
Group 4 16-20 years	18	77.27	5.46	1.29					
Group 5 21-25 years	8	77.12	11.51	4.07					
Group 6 Over 25 years	6	76.17	12.22	4.99					
Between Groups					5	404.28	80.86	.7612	.5819
Within Groups					52	5523.59	106.22		
Total						5927.88			

of freedom between groups and 52 within groups. An F ratio of .7612 was produced. The table value of 2.45 was needed to be significant at the .05 level. An F probability level of .5819 was computed which was more than the .05 probability of error. Thus the null hypothesis was retained. There was no significant difference between vocational teacher motivation among the various years of teaching experience.

Hypothesis 6: There are no significant differences between teacher motivation measures among various levels of educational attainment by vocational teachers.

Table 9 reflects the general job satisfaction mean scores among the levels of educational attainment. Group 2, vocational teachers with high school plus 27 college hours, exhibited the highest job satisfaction with a mean score of 78.46. The lowest job satisfaction mean score was found in Group 3 having a 73.88, vocational teachers having a college degree. An analysis of variance (ANOVA) was used for the comparison mean scores among groups. An F ratio of .6130 was calculated. The table value of 3.23 was needed to be significant at the .05 level with 2, 55 degrees of freedom. An F probability level of .5468 was computed. The null hypothesis was retained. There was no significant difference between vocational teacher motivation levels among the various levels of educational attainment.

IV. Summary

This chapter presented the analyses of data and the results of that analyses for the background information variables and hypotheses

TABLE 9

MEANS, STANDARD DEVIATIONS, AND ANALYSIS OF VARIANCE OF GENERAL JOB SATISFACTION SCORES AMONG THE LEVELS OF EDUCATIONAL ATTAINMENT

Variable	Number of Cases N	Mean $\bar{X}$	Standard Deviation s.d.	Standard Error	Analysis of Variance DF	SS	MS	F Ratio	F Prob
Total Group General Job Satisfaction									
Group 1 Grade School	0								
Group 2 High School + 27 hrs	26	78.46	11.24	2.20					
Group 3 College Degree	8	73.88	9.43	3.34					
Group 4 Graduate School	24	77.42	9.36	1.91					
Between Groups					2	128.71	64.35	.6103	.5468
Within Groups					55	5799.17	105.44		
Total						5927.88			

of the study. Each hypothesis was tested at a .05 level of significance.

A chi-square test of two independent samples was used to test hypotheses 1 and 2, a t-test of two unrelated samples was employed to test hypothesis 3, and an analysis of variance (ANOVA) test of significance was used to test hypotheses 4, 5, and 6.

Hypothesis 3 was rejected; female vocational teachers had a higher mean score on measures of motivation levels than male vocational teachers. Hypothesis 4 was rejected; the vocational teachers between the ages of 31-40 had a higher mean score on measures of motivation levels than vocational teachers over age 50.

No significant relationships existed as stated in hypothesis 1 and 2, between intrinsic motivators and job satisfaction or extrinsic motivators and job satisfaction of vocational teachers respectively. There was no significant difference as stated in hypotheses 5 and 6 between measures of motivation levels among the various levels of teaching experience or educational attainment of vocational teachers respectively.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter includes a summary of the study, the major findings as a result of the data analysis, and the conclusions based on the findings. Finally recommendations for further study are given.

I. Summary

The purpose of this study were to: (1) determine if a relationship between the levels of motivation, intrinsic and extrinsic, and the job satisfaction of high school vocational teachers exists; and (2) determine if significant differences in teacher motivation and job satisfaction existed between the teacher's sex, age, length of service, and level of educational attainment. This study was to clarify which areas and activities of the job of teaching give the most satisfaction and reward, and in which areas teachers are feeling the least amount of motivation.

Additionally, this study was to measure the levels of motivation including intrinsic and extrinsic motivators, and the total general job satisfaction of vocational teachers. Data were used to find any relationship between general job satisfaction and age, sex, years of teaching experience and educational attainment.

The instrument used to collect data was the Minnesota Satisfaction Questionnaire and a demographic data questionnaire.

A random sample of 75 subjects were selected from a population of 200 vocational teachers from ten comprehensive high schools in a large

metropolitan school system in Tennessee. All the subjects were mailed a questionnaire and demographic data sheet to which they were asked to: (1) respond to a questionnaire consisting of 20 items each containing a motivator of job satisfaction, and (2) respond to a demographic data sheet requesting background information on age, sex, teaching experience, and educational attainment.

Data were collected for analysis from 58 useable instruments. Hypotheses were tested using appropriate statistical procedures. Frequency, distributions, and the chi-square test for two independent samples were used to analyze the responses to intrinsic and extrinsic motivators as compared to total group general job satisfaction. To establish if a significant difference of motivation levels of female and male vocational teachers exists, a t test of the two unrelated variables was computed. An analysis of variance (ANOVA) test was used with the multivariable group to determine if significant differences of motivation levels existed among the respondents' background information variables and their job satisfaction.

II. Major Findings

This section includes findings on the background information variables and the six hypotheses.

1. Response to intrinsic motivators: activity, variety, creativity, security, and social service reflected a "satisfied" response.
2. In regard to extrinsic motivators: competency of supervisors and human relations with supervisors had the highest mean, reflecting a "satisfied" response.

3. The lowest mean scale value was the extrinsic motivator-advancement, reflecting a response of "dissatisfied." Compensation was an additional extrinsic motivator receiving less than a "satisfied" response.
4. Most teachers surveyed were "satisfied" (49%) and "very satisfied" (38%) with their jobs as vocational teachers.
5. In viewing response frequencies on the Likert scale 1 to 5, the mean for the intrinsic motivators was 4.06, "satisfied," and the mean for the extrinsic motivators was 3.25, "neutral." The mean for total group general job satisfaction was 3.88, "neutral" to "satisfied" showing no significant difference.
6. The mean score for the male group was 74.38 which falls into the middle range of percentiles (26 to 74) indicating average satisfaction. The mean score for the female group was 81.61 which falls into the upper range of percentiles (75-100) which is taken to represent a high degree of satisfaction or motivation. A significant difference existed between the two groups on total group general job satisfaction. Job satisfaction for the total group was 78.02, an upper range score representing a high degree of satisfaction.
7. Overall significant differences existed among the age groups when comparing mean scores on total group general job satisfaction. The mean score for the group of vocational teachers over 50 years of age was 72.66 which was significantly lower than the mean score for the group of teachers 31-40 years old

(81.31) and teachers between the ages of 41-50 years old (80.22).

8. The respondents indicating the least amount of total group general job satisfaction among the various years of teaching experience were the teachers with 11-15 years of experience reporting a mean score of 74.90 with the greatest amount of job satisfaction being found in the group of teachers having 1-5 years of teaching experience reporting a mean score of 83.63.
9. The respondents revealed that among the levels of educational attainment, vocational teachers having attained a college degree showed average total group general job satisfaction with a mean score of 73.88 while the teacher with graduate hours above the college degree (77.42) and teachers with a high school diploma plus 27 hours of college credit (78.46) showed above average total group general job satisfaction.

III. Conclusions

To the extent that the findings of this study were valid and reliable, and within the framework of limitations placed on this study, the following conclusions may be drawn.

1. Vocational teachers show the most job satisfaction in the areas of job activity, variety of work, job security, and social service. They enjoy working with the students and feel they are performing a service for the community.

2. In the areas of supervision, vocational teachers are satisfied with the competencies and human relation aspects of the present leadership.
3. Vocational teachers show the least job satisfaction in the areas of compensation and job advancement, showing dissatisfaction with salary and opportunity for promotion.
4. Vocational teachers show overall job satisfaction with the female teachers more satisfied than the male teachers.
5. Vocational teachers are showing satisfaction in 87% of the aspects of the job and dissatisfaction in 13% of the aspects of teaching.
6. The area showing the most total general job satisfaction was the relationship of vocational teachers with co-workers.
7. Vocational teachers over 50 years of age are experiencing less job satisfaction, whereas, the younger teachers are demonstrating high levels of job satisfaction.
8. Beginning vocational teachers are demonstrating higher levels of job satisfaction than teachers with over ten years of teaching experience.
9. Educational attainment had no measurable effect on the job satisfaction of vocational teachers.

IV. Discussion

The results of this study may have been affected by certain characteristics of vocational teachers which differ from those teachers in

other subject areas. Grouping by sex, age, years of experience and levels of educational attainment may influence the findings in a study involving vocational teachers.

The following points are to be taken into consideration:

1. Basically, female teachers are providing instruction in the areas of business, home economics, and health occupations and the male teachers are dominating the field of trades and industrial education.
2. Traditionally, the home economics, business education, and health occupations teachers are entering the profession with college degrees, whereas, the trades and industrial teachers are entering the teaching field directly from a trade or skill area with little or no college preparation.
3. Vocational teachers often enter the field of teaching at an older age, their earlier years having been spent in a skill or trade.
4. The relationship between age and years of experience of vocational teachers will differ from other subject areas. Very few trades and industrial teachers fall into the 21 to 30 years of age group, thus, the years of experience 1-5 will have teachers from 31 to 40 years of age.

V. Recommendations

Based on the results of this study, the following recommendations have been deducted:

1. A later study should be conducted having the subjects rank order the motivators before filling out the questionnaire, so that a correlation on specific motivators could be made.
2. Administrators, coordinators, program assistants, team leaders, and staff members should carefully examine this study and share this information within the secondary schools as a courtesy to participants and a contribution to the profession.
3. The population under study should be expanded to include a larger sample from additional counties so that the results could be generalized across the state.
4. A similar questionnaire could be administered to principals and administrators on leadership styles so that a correlation could be made between what is expected by administrators and staff in achieving organizational goals.

LIST OF REFERENCES

LIST OF REFERENCES

Albright, L. E. Review of Minnesota Satisfaction Questionnaire. In O. K. Buros (Ed.), Seventh Mental Measurement Yearbook. Highland Park, New Jersey: Gryphon Press, 1972.

Belasco, J. A., and J. A. Alutto. "Decisional Participation and Teacher Satisfaction." Educational Administration Quarterly, 8, (1972), 44-58.

Bhella, S. K. "Principal's Leadership Style: Does It Affect Teacher Morale?" Education, Vol. 102, (Summer 1982), 369-377.

Blau, P. M., and W. R. Scott. Formal Organizations. San Francisco: Chandler Publishing Company, 1962.

Brayfield, A. H., and W. H. Crockett. "Employee Attitudes and Employee Performance." Psychological Bulletin, Vol. 52, (1955), 396-424.

Buros, O. K. (Ed.). Seventh Mental Measurement Yearbook. Highland Park, New Jersey: Gryphon Press, 1972.

Clay, K. "Attracting and Maintaining a Quality Teaching Staff: A Synthesis of Research." Association of California School Administrators. ERIC ED 245 348, 1984.

Erlandson, D. A., and M. C. Pastor. "Teacher Motivation, Job Satisfaction, and Alternatives--Directions for Principals." NASSP Bulletin, Vol. 65, No. 442, (February 1981), 5-9.

Gay, L. R. Educational Research: Competencies for Analysis and Application, 2nd ed. Columbus, Ohio: Charles E. Merrill, 1981.

Gellerman, S. W. Motivation and Productivity. New York: Amacom, 1963.

Gnecco, D. R. "Perceptions of Autonomy and Job Satisfaction Among Elementary Teachers in Southern Maine." Unpublished doctoral dissertation, Peabody College for Teachers, June 1983.

Guilkey-Amado, J. "Improving Instruction with School Site Support Teams." In: "Making Our Schools More Effective: Proceedings of Three State Conferences." California: (June, 1984), 1-12. ERIC ED 249 594

Grady, T. L., and M. F. Burnett. "The Relationship Between Job Satisfaction and Performance of Vocational Agriculture Teachers." Journal of Vocational Education Research, Vol. 10, No. 3, (Summer 1985), 53-69.

Hersey, P., and Blanchard, K. Management of Organizational Behavior, 3rd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Herzberg, F. Work and the Nature of Man. New York: World Publishing Company, 1966.

Holdaway, E. A. Job Satisfaction: An Alberta Report. Edmonton, Canada: University of Alberta, 1978.

Hoppock, R. Job Satisfaction. New York: Harper, 1935.

Hoy, W. K., and C. G. Miskel. Educational Administration: Theory, Research, and Practice, 2nd ed. New York: Random House, 1982.

Hoy, W. K., and Sousa, D. A. "Delegation: The Neglected Aspect of Participation in Decision Making." Alberta Journal of Educational Research, Vol. 30, No. 4 (December 1984), 320-331.

Hund, J. G., and J. W. Hill. "The New Look in Motivational Theory for Organizational Research." Human Organizations, Vol. 28, No. 2 (Summer 1969), 100-109.

Johnson, G. S. "A Study of the Relationship Between Job Satisfaction of Principals and the Perceived Level of Teacher Militancy." Alberta Journal of Educational Research, Vol. 27, No. 4 (December 1981), 352-365.

Kaiser, J. S. "Teacher Longevity: Motivation of Burnout." Clearing House, Vol. 56, No. 1, (September 1980), 17-19.

Likert, R. New Patterns of Management. New York: McGraw Hill, 1961.

Maslow, A. H. Motivation and Personality. New York: Harper & Row, 1970.

McGregor, D. The Human Side of Enterprise. New York: McGraw-Hill Book Company, Inc., 1960.

McGregor, D. Leadership and Motivation. Massachusetts: The M.I.T. Press, 1966.

Miskel, C. G. "Motivation in Education." Educational Administration Quarterly, 18 (Summer 1982), 65-88.

Owens, R. Organizational Behavior in Education. New Jersey: Prentice-Hall, Inc., 1981.

Preston, P., and T. W. Zimmerer. Management for Supervisors. New Jersey: Prentice-Hall, Inc., 1978.

Silver, P. F. Synthesis of "Research on Teacher Motivation." Educational Leadership, Vol. 39, No. 7 (April 1982), 551-554.

Smilansky, J. "External and Internal Correlates of Teachers, Satisfaction and Willingness to Report Stress." British Journal of Educational Psychology, Vol. 54, No. 1 (February 1984), 84-92.

Thompson, S. "Motivation of Teachers." ACSA School Management Digest. Series 1, No. 18. ERIC/CEM Research Analysis, No. 46. Association of California School Administrators; Oregon University, Eugene. ERIC Clearinghouse on Educational Management, 1982, 1-50. ERIC ED 178 998, 1979.

Ullrick, R. A. Motivation Methods That Work. New Jersey: Prentice-Hall, Inc., 1981.

Vivian, T. P. "The Relationship Between Perceived Leadership Styles, Size of School and Noninstructional Time on Teacher Job Satisfaction." Unpublished doctoral dissertation, University of South Carolina, 1983.

Vroom, V. H., and E. L. Deci (Eds.). Management and Motivation. Baltimore, Maryland: Penguin Books, Inc., 1970.

Vroom, V. H. Work and Motivation. New York: John Wiley & Sons, Inc., 1964.

Weiss, D. J., R. V. Davis, G. V. England, and L. H. Lofquist. Manual for the Minnesota Satisfaction Questionnaire. Minneapolis: Industrial Relations Center, University of Minnesota, 1967.

APPENDICES

APPENDIX A

TEACHER QUESTIONNAIRE

minnesota satisfaction questionnaire

(short-form)

Vocational Psychology Research

UNIVERSITY OF MINNESOTA

Copyright 1977

minnesota satisfaction questionnaire

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job,** what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs.**

On the next page you will find statements about your **present** job.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

  Keeping the statement in mind:

  —if you feel that your job gives you **more than you expected,** check the box under **"Very Sat."** (Very Satisfied);

  —if you feel that your job gives you **what you expected,** check the box under **"Sat."** (Satisfied);

  —if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);

  —if you feel that your job gives you **less than you expected,** check the box under **"Dissat."** (Dissatisfied);

  —if you feel that your job gives you **much less than you expected,** check the box under **"Very Dissat."** (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job.**
- Do this for **all** statements. Please answer **every** item.

Be frank and honest. Give a true picture of your feelings about your **present job.**

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

APPENDIX B

TEACHER DEMOGRAPHIC DATA SHEET

Name N/A Today's Date _____ 19____
Please Print

1. Check one: ☐ Male ☐ Female

2. When were you born? _____ 19____

3. Circle the number of years of schooling you completed:

4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
Grade School	High School	College	Graduate or Professional School

4. What is your present job called? _____

_____

5. What do you do on your present job? _____

_____

_____

6. How long have you been on your present job? _____ years _____ months

7. What would you call your **occupation,** your usual line of work? _____

_____

8. How long have you been in this line of work? _____ years _____ months

APPENDIX C

LETTERS OF REQUEST AND APPROVAL TO CONDUCT THE STUDY IN THE METROPUBLIC SCHOOL SYSTEM

May 1987

Dr. Ed Binkley
Research and Evaluation
Metro Schools
Nashville, Tennessee 37204

Dear Dr. Binkley:

I respectfully request permission to gather research data from Vocational faculty within Metro Schools. Participation will be voluntary and anonymity is ensured. No student data is required.

Two letters are attached for your consideration. First, the letter to potential participants will serve as a cover letter for the questionnaire. Second, the letter to building principals of potential participants will be sent as a courtesy and to provide information. Also attached is a copy of the Minnesota Satisfaction Questionnaire and a Demographic Sheet, which will be sent to survey population.

Your recommendations are requested and will be greatly appreciated. I look forward to receiving your response to my request.

Sincerely,

Fay Benson Weaver

Fay Benson Weaver
Graduate Student
The University of Tennessee

FBW:jw
Enclosure

May 1987

Dear School Administrators:

Recently, permission was obtained from Dr. Ed Binkley to gather research data from among vocational teachers within Metro Schools. Participation by faculty members from within your school will be voluntary and anonymity is ensured.

Two letters are attached for your information. First, a copy of the letter to potential faculty who are requested to participate. Second, the letter from Dr. Binkley granting approval to conduct the study.

If you should have any questions, I would be pleased to answer them.

Sincerely,

Fay Benson Weaver

Fay Benson Weaver
Graduate Student
The University of Tennessee

FBW:jw
Enclosure

May 1987

Dear Fellow-Educators:

Your assistance is requested in collecting data for my Ed.S. thesis at the University of Tennessee. Your participation in the study is strictly voluntary, however, I encourage your consideration of the survey's possible value to vocational education.

The enclosed questionnaire, the Minnesota Satisfaction Questionnaire, will measure the relationship between the levels of motivation and job satisfaction of high school vocational faculty. About 10-20 minutes of your time will be sufficient to complete the questionnaire. Secondly, a brief Demographic Sheet is enclosed for the purpose of collecting additional data for the study.

All aspects of the study will be ethically conducted. Your anonymity is ensured. The Department of Research and Evaluation of Metro Schools has granted permission to conduct this study within Metro Schools. Principals of schools with potential participating faculty have been informed regarding the study.

Completed questionnaires should be returned within five days. A stamped self-addressed envelope is attached.

Thank you for your time and consideration.

Gratefully,

Fay Benson Weaver

Fay Benson Weaver
Graduate Student
The University of Tennessee

FBW:jw
Enclosure

Metropolitan Public Schools
2601 Bransford Avenue • Nashville Tenn. 37204

May 27, 1987

TO: Dr. LaRue Moss

FROM: Ed Binkley

SUBJECT: Approved Research, Topic: A Study of the Relationship Between the Level of Motivation and Job Satisfaction of Vocational Teachers

Fay Weaver will be conducting a survey involving vocational teachers of the ten comprehensive high schools. Information from this survey will assist in her study of teacher motivation and job satisfaction of vocational teachers.

Fay will need to mail her surveys to teachers' home addresses. By doing so it will not be necessary to correspond with school principals. Also, she can wait until end of school to do her survey-- if this is her wish.

Since Ms. Weaver is a Metro teacher, she has a directory of teachers. This will be of assistance in drawing her sample. Forms are self-explanatory. Participation is voluntary and confidential.

Hopefully, the study will be useful for both Ms. Weaver and the Metro schools. Also, it would be helpful if you would share Ms. Weaver's project idea with Dan Covington and anyone else you think might be interested in the results.

Attachment

APPENDIX D

LETTERS OF REQUEST AND PERMISSION TO USE THE MINNESOTA SATISFACTION QUESTIONNAIRE

McGavock High School
McGavock Pike
Nashville, TN 37115

Vocational Psychology Research
N 620 Elliot Hall
University of Minnesota
75 East River Road
Minneapolis, Minnesota 55455

May, 1987

Dear Sirs:

I am a Specialist in Education student at the University of Tennessee and I am currently working on my thesis. My research study is on the relationship between the levels of motivation and job satisfaction of high school vocational teachers. In order to determine the level of motivation and job satisfaction, I am requesting permission to use the Minnesota Satisfaction Questionnaire,1977. Appropriate credit will be given to your institution if this permission is granted.

Your written permission will be greatly appreciated.

Sincerely,

Fay Benson Weaver

Fay Benson Weaver

Research Advisor
Dr. LaRue Moss (Doctor's Degree Peabody College)
Trevecca College
Nashville Number 1 615 259-8548

Major Advisors
Dr.Gerald Cheek
Dr.George Weigers
Prof. Terrence Powell
The University of Tennessee
Nashville Number 1 615 251-1210

****

SEND PERMISSION LETTER AND SHORT-FORM MSQ MATERIALS TO:

Mrs. Fay Benson Weaver
816 Berwick Trail
Madison, Tennessee 37115
Home Phone 1-615-865-6538

180 copies/Short-form MSQ @30¢each
1 copy MSQ Manual
15% Postage and Handling

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Psychology
Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455

June 3, 1987

Fay Benson Weaver
816 Berwick Trail
Madison, TN 37115

Dear Ms. Weaver:

We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire (Short Form) in your research. We acknowledge receipt of payment for 100 copies of the instrument and fourth class postage and handling fees.

We would appreciate receiving a copy of any publications that result from your use of the MSQ. We attempt to maintain an archive and bibliography of research related to Vocational Psychology Research instruments and we would value your contribution to our collection.

Good luck with your research. If you have any questions, or if we can be of any additional assistance, please do not hesitate to contact us.

Sincerely,

Allan Due/slb

Allan M. Due
Assistant Director
Vocational Psychology Research

AMD/slb

APPENDIX E

COVER LETTER TO THE TEACHER

May 1987

Dear Fellow-Educators:

Your assistance is requested in collecting data for my Ed.S. thesis at the University of Tennessee. Your participation in the study is strictly voluntary, however, I encourage your consideration of the survey's possible value to vocational education.

The enclosed questionnaire, the Minnesota Satisfaction Questionnaire, will measure the relationship between the levels of motivation and job satisfaction of high school vocational faculty. About 10-20 minutes of your time will be sufficient to complete the questionnaire. Secondly, a brief Demographic Sheet is enclosed for the purpose of collecting additional data for the study.

All aspects of the study will be ethically conducted. Your anonymity is ensured. The Department of Research and Evaluation of Metro Schools has granted permission to conduct this study within Metro Schools. Principals of schools with potential participating faculty have been informed regarding the study.

Completed questionnaires should be returned within five days. A stamped self-addressed envelope is attached.

Thank you for your time and consideration.

Gratefully,

Fay Benson Weaver

Fay Benson Weaver
Graduate Student
The University of Tennessee

FBW:jw
Enclosure

APPENDIX F

FIRST FOLLOW-UP POSTCARD REMINDER TO RESPONDENTS

June 8, 1987

One week ago you were mailed a questionnaire seeking your response to questions on teacher motivation and job satisfaction.

If you have already completed and returned it to me, please accept my sincere thanks. If not, I would like to ask you to complete it and send it back today.

If by chance you did not receive the questionnaire or it has been misplaced, please call 865-4636, and you will receive a replacement.

Sincerely,

Fay Benson Weaver

Fay Benson Weaver
Graduate Student
The University of Tennessee

APPENDIX G

SECOND FOLLOW-UP LETTER TO NONRESPONDENTS

June 15, 1987

Dear Fellow-Educators:

About two weeks ago you were mailed a questionnaire seeking your assistance in the collection of data for my study on teacher motivation and job satisfaction. At this time I have not yet received your completed questionnaire.

Your name was randomly drawn from the list of currently employed vocational teachers in the Metro schools. Because it has been sent to only a small, representative sample, it is extremely important that I receive your questionnaire for the results to accurately reflect the response of vocational teachers.

If by chance you did not receive the questionnaire or it has been misplaced, a replacement is enclosed. I am asking that you please complete and return it to me as soon as possible.

Thank you for your time and consideration for the success of this study.

Gratefully,

Fay Benson Weaver

Fay Benson Weaver
Graduate Student
The University of Tennessee

Enclosure

VITA

Fay Benson Weaver was born in Davidson County, Tennessee, September 7, 1947, to Holland and Georgia Everett. She graduated from Madison High School, Madison, Tennessee, in 1965.

Mrs. Weaver attended George Peabody College for Teachers of Vanderbilt University, Nashville, Tennessee, and graduated in 1968, with a Bachelor of Arts degree in education.

For the past eighteen years, she has been employed as a teacher for the Metropolitan Nashville Public School System serving as Team Leader at Nashville's McGavock Comprehensive High School. In 1985, she achieved Level III of the Tennessee Career Ladder Program.

Mrs. Weaver entered the Graduate School at the University of Tennessee, Knoxville, and received her Master of Science degree in education in August 1985.

She is married to a fellow educator, John Weaver, and has one son, Edwin Benson.