EXAMINATION OF JOB SATISFACTION FOR MIDDLE SCHOOL TEACHERS IN GEORGIA: TRADITIONAL AND CHARTER SCHOOLS

By

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DEDICATION

This dissertation is dedicated to my family, my late grandmothers, Clara Taylor and Grace Southwell, and my late husband, Roland Kauffman. Your unbelievable faith in my abilities has given me the courage to become stronger, bolder, and more dedicated to my profession than I would have ever thought possible.

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The growing demands placed on teachers has had a negative effect on the profession (Balu, Beteille, & Loeb, 2010). Teacher burnout, stress, and dissatisfaction may be imminent unless administrators arrive at preventions for these issues (Balu, Beteille, & Loeb, 2010). The aim of this quantitative study was to survey middle school teachers in Georgia to determine their level of job satisfaction as it related to different elements of their jobs. The survey included items designed to collect data on overall level of teacher job satisfaction in relation to the areas of age, years of experience, intrinsic and extrinsic motivators, school setting, gender, workplace atmosphere, and school type. The first research question was designed to determine to what extent intrinsic motivators affected teacher job satisfaction for middle school teachers who served in charter and traditional public schools. Based on this research, there was a significant relationship between intrinsic motivation and one other variable (extrinsic motivation). The second research question was designed to determine to what extent extrinsic motivators affected teacher job satisfaction for that group of teachers. Based on this research, there was no relationship between extrinsic motivators and any other variable except for intrinsic motivators. The third research question was designed to determine to what extent age, years of experience, and gender influenced the teachers. Based on this research, there were no significant relationships between any of these variables.

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CHAPTER I

Introduction

There has been a developing body of research suggesting how low job satisfaction has led to potential consequences for teachers, students, and school districts (Darling-Hammond, 2010). Causes of the lack of job satisfaction were: 1) policy factors, 2) different educational environments, 3) school climate, 4) standardized testing, 5) teacher evaluation, 6) lack of autonomy, and 7) stress. The pressure to conform to federal legislative requirements and district and state mandates has created a stressful situation for teachers (Kamenetz, 2015). On a deeper level for teachers, student misbehavior, feelings of less control in the classroom, isolation, and the heavy burden of trying to balance home and work have driven teachers to leave the profession (Skaalvik & Skaalvik, 2011).

Teacher attrition rates have steadily increased over the past decade and a half (National Center for Education Statistics, 2010). In order to improve educational outcomes, policymakers have been prompted to implement new reforms in education (Butt, Fielding, Gunter, Rayner, & Thomas, 2005). Many of these policy reforms have contributed to teacher stress and burnout. One legislative factor cited in research was No Child Left Behind (NCLB) (Sunderman, Kim, & Orfield, 2005) Along with state-mandated testing, NCLB, Race to the Top in 2010, and the Partnership for Assessment of Readiness for Career and College (PARCC) testing, 2014-2015, all increased teacher accountability for student achievement scores. Teacher tenure and retention have recently been based on student performance scores on state-mandated tests that were aligned with Common Core Standards (Ravitch, 2014). As a result, all the pressure brought on by these factors has increased teacher stress, lowered morale, and decreased teacher job satisfaction levels (Kamentz, 2015).

Districts have had difficulty maintaining their teacher force. The lack of teacher retention has affected districts, states, and student achievement in academic ways, but also financially. Academically, teacher attrition has had a negative impact on student success because of inconsistencies in instruction (Vandenberghe & Huberman, 2011). High teacher turnover has been especially prevalent in poverty stricken rural areas that were particularly hard to staff (Haynes, 2014). To solve this problem, districts resorted to offering incentives to attract teachers to apply for jobs (i.e. competitive salaries, tuition reimbursement, workshops, adequate health care packages for personnel and their families (Warren & Sorges, 2013), which exacerbated financial strains on the educational system (Fernet, Guay, Senecal, & Austin, 2012). According to the Alliance for Excellence in Education, teacher turnover has cost the United States up to $2.2 billion annually (as cited in Haynes, 2014). The Alliance for Excellence in Education report further stated that in 2009, the new teacher turnover rate was 9% in high poverty areas, and as of 2014, the rate doubled (Balu, Bateille, & Loeb, 2010). The loss of highly effective teachers was notably high in relation to the number of chronically low performing schools as well as those who served high numbers of students who lived in poverty (NCTAF, 2003).

The different educational environments where teachers were employed have made it difficult to accurately measure job satisfaction. Educational environments have been affected by wealth factors and poverty rates (high vs. low socio economic), school and district settings (rural vs. urban), governance (the different types of school boards with varying policies), and district and school achievement rates (high performing vs. underperforming). The impacts of what affected teacher job satisfaction have not been well understood because of the significant policy changes in educational environments. The middle school level was selected as a target for the present study because teachers at this level represented an understudied group in prior research. In fact, researchers have made several recommendations for more studies to be conducted concerning middle school teacher job satisfaction (Harley, 2010). The characteristics of middle school students were different and required teachers to be responsive to the developmentally appropriate needs of adolescents (Harley, 2010). This grade level posed unique challenges regarding teacher job satisfaction.

While there was a wealth of information in the literature surrounding teacher job satisfaction in traditional public schools, there were not many studies found on charter schools concerning this topic. Also, even though there was a great deal of information for traditional school teachers, there were also many inconsistencies in the results of those studies. The information that was found concerning charter school teacher job satisfaction indicated that, although these schools experienced various freedoms from state education laws, they were still not immune to the issue of teacher attrition. In a recent study, researchers found that when the data was controlled by sector, charter school teachers were 40% more likely to leave their schools and 52% more likely to leave the profession than public school teachers (Stuit & Smith, 2004).

Statement of the Problem

The issue of fewer teachers entering and remaining in the teaching profession would potentially lead to a collapse of a viable teacher supply (NCTAF, 2003). There were many problems that could come from a lack of teacher retention. One of the problems with poor retention was the effect on student outcomes. Teachers who experienced excessive stress were inclined to arrive at the job unprepared and were more concerned with making it through the day than with the quality of education that the students were receiving (Vandenberghe & Huberman, 2011). Some teachers who eventually left the profession were observed to have an increased rate of absenteeism. Inconsistencies in staffing and instruction have made it difficult for school administrators to maintain high standards, make necessary improvements, and implement new policies that increased student achievement when their staff was constantly changing. Teacher instability also affected student motivation and enthusiasm for learning. It was important for the present study to identify the reasons for teacher attrition at this crucial time period. It was also important to identify which types of educational environments have the highest degree of attrition due to recent policy changes that support growth of charter schools (Ravitch, 2014). Understanding the reasons for teacher attrition was important because the classroom teacher may be the only role model that at-risk students have to guide them in aspiring to have successful lives (Payne, 2012).

Hypotheses/Research Questions

RQ1. To what extent do intrinsic factors (self-efficacy, sense of accomplishment, responsibility, relationships with students and teachers, control over teaching practices, student achievement and/or perceived administrative support) relate to teacher job satisfaction for charter school and traditional middle school teachers in Georgia?

H_0. There is no significant relationship between the specific intrinsic factors of self-efficacy, sense of accomplishment, responsibility, relationships with students and teachers, control over teaching practices, student achievement and/or perceived administrative support that influence teacher job satisfaction in charter and traditional middle school teachers.

RQ2. To what extent do extrinsic factors (supervision, workplace atmosphere, stress, school level, school type, and salary) relate to teacher job satisfaction for charter school and traditional middle school teachers in Georgia?

H_0. There is no significant relationship in the extrinsic factors of supervision, workplace atmosphere, stress, school level, school type, and salary that influence teacher job satisfaction between charter and traditional middle school teachers.

RQ3. To what extent are age, years of experience, and gender factors in the teacher job satisfaction for charter and traditional middle school teachers in Georgia?

H_0. There is no significant relationship between the factors of age, years of experience, and gender that influenced charter and traditional middle school teacher job satisfaction.

Conceptual Framework

The researcher examined the extent to which workplace atmosphere, age, years of experience, intrinsic and extrinsic motivators, the school type and the school level explained the impact on teacher job satisfaction. Specifically, of interest was the extent to which a variable yielded higher levels of teacher workplace satisfaction with respect to the school level (middle school) and school type (charter and traditional public school). In summary, the demographic variables in the survey and the four factors associated with workplace satisfaction (age, years of experience, intrinsic and extrinsic motivators, and workplace atmosphere) were analyzed and compared against both the school level (middle school) and the school types (charter and traditional public).

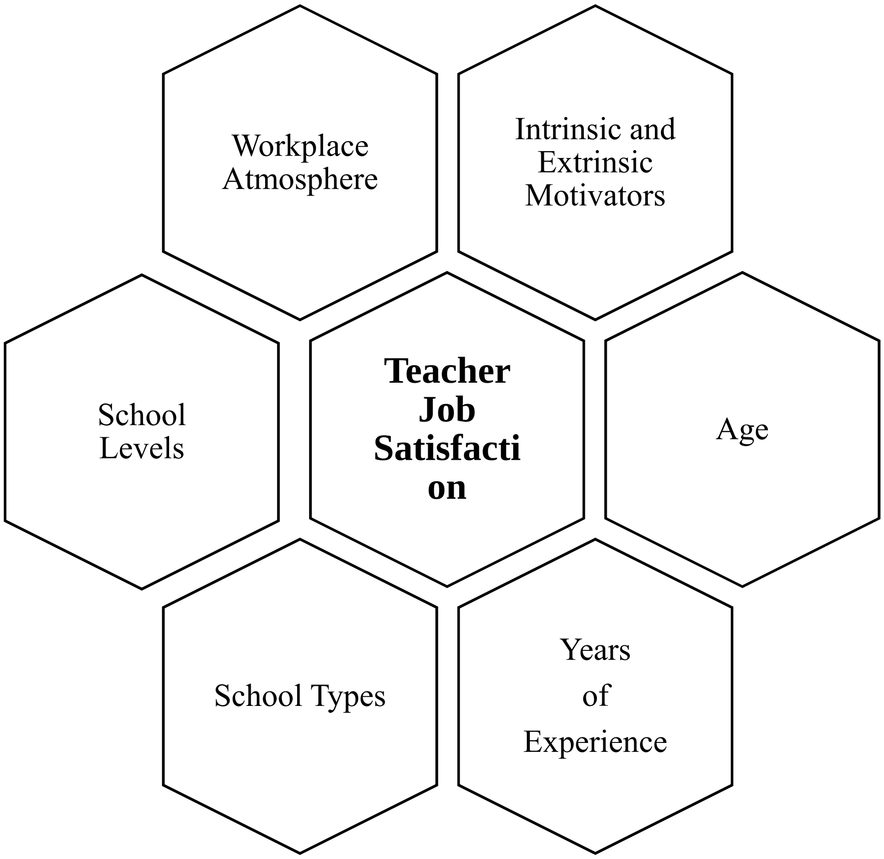
Workplace Atmosphere
Intrinsic and Extrinsic Motivators
School Levels
Teacher Job Satisfaction
Age
School Types
Years of Experience

Figure 1. Six Primary Factors that Impact Teacher Job Satisfaction

Figure 1 depicted the outline for research. The objectives were to be met by conducting the initial literature review, which informed follow up investigations of teacher job satisfaction levels. Through a review of prior research, it was found that the factors that most impacted teacher job satisfaction in earlier studies were the type of school a teacher works at (rural, suburban, or urban), years of experience, age, school level (elementary, middle, or high), workplace atmosphere, and intrinsic and extrinsic factors.

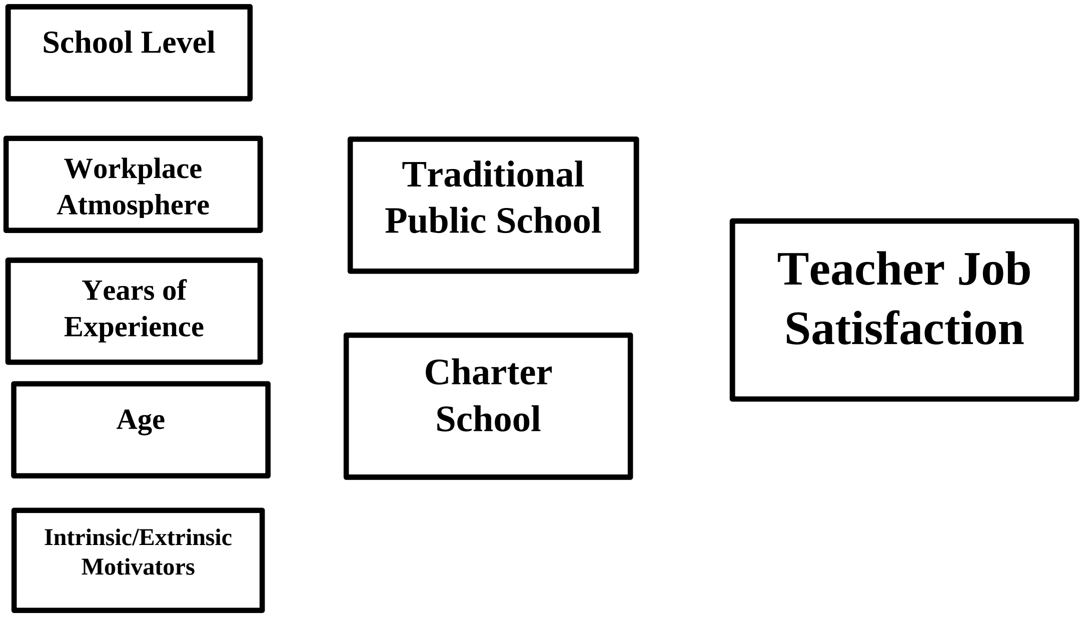
School Level
Workplace Atmosphere
Years of Experience
Age
Intrinsic/Extrinsic Motivators
Traditional Public School
Charter School
Teacher Job Satisfaction

Figure 2. Five Factors of Workplace Satisfaction.

The model proposed in Figure 2 was of practical importance to teachers and administrators, as it outlined the need for evaluation of factors and their impact on teacher job satisfaction in both traditional and charter public schools. The areas to be investigated were: intrinsic and extrinsic factors, workplace atmosphere, years of experience, school level, and age. Teacher job satisfaction levels in these categories would be measured for teachers and administrators in both traditional and charter public schools for comparison and/or contrast.

Significance of the Study

The need for this research stemmed from questions that arose when different results were found among six primary factors in the literature. The factors of years of experience, age, intrinsic and extrinsic factors, and workplace atmosphere seemed to all be affected by school level and type of school. For this study traditional and charter schools were researched. The factors impacted teacher retention levels in school districts in a negative way (The MetLife Survey of the American Teacher, 2012).

It was important to learn more about teacher job satisfaction at the middle school level because it possessed characteristics that were unique to that particular grade level. In dealing with adolescents, it was necessary for teachers to be hired who were properly trained in that area. However, many of the teachers who worked in middle school left their work environment and moved to other school levels out of frustration due to a lack of training on how to educate and respond to adolescents at the middle school level (Carnegie Council on Adolescent Development, 1989). The transition from middle to high school was such a critical time in students' academic lives that the teachers' training, performance, and staying power in this school level was integral to student's success (Wiles & Bondi, 1993). The present study's aim was to determine to what extent age, years of experience, motivational factors, and workplace environment related to teacher job satisfaction, especially with respect to charter and traditional public-school teachers at the middle school level. To the extent that teacher retention positively influences student outcomes, results from this study have the potential to support student learning.

The present research may aid school leaders regarding making adjustments to the workplace environment to support teacher job satisfaction. Charter school administrators may be able to more closely identify which factors affect the dissatisfaction levels of teachers in their schools and adjust their work environments accordingly to improve rates of retention of teachers in their schools.

Research Design

The methodology used in the study was a one-shot correlational design. The study was deemed as associational because inferential statistics was used for analyzing associations or relationships between variables. The use of this design was particularly useful as an associational study that illustrated how participants felt towards targeted constructs, rather than assessing cause-effect relationships. The planned design for research was to use The Teacher Motivation and Job Satisfaction Survey (Mertler, 2016) to measure how intrinsic and extrinsic motivators, age, years of experience, school level, and workplace atmosphere related to teacher job satisfaction in a study of charter and traditional middle school teachers.

Procedures

The procedures for the study were initiated by obtaining IRB approval from Columbus State University to begin research. The instrument used in the study was adapted by Mertler (2016) from Herzberg's Dual Factor Theory survey (Herzberg, 1972). Permission was obtained from the survey creator, Dr. Craig Mertler, to use the survey, as well as permission to modify it for the purposes of the study if necessary. The modification to the survey that needed to be made was to add a question in the demographic section pertaining to ascertaining if a middle school educator was a certified teacher or an administrator. The reason for this modification was because administrators' survey responses may vary from those of regular teachers due to responsibilities in leadership, and the researcher needed to categorize that information.

Certified letters were sent by mail to the superintendent of the school systems requesting permission to survey all middle school teachers and administrators. After obtaining permission, all middle school teachers and administrators in the identified population were invited, via email, to participate in the study. In the survey invitation, teachers were informed of what the research study was about and how it could possibly impact education in their respective schools. All participants were assured that all demographic information provided through survey responses remained anonymous. There were no offers of gifts, tokens, or rewards given for participation in the survey. The teachers were given directions for completing the survey as well as a deadline of three weeks for returning the survey. Completed survey data was input to IBM Statistical Package for Social Science (SPSS), version 23 (Windows 8) for data analysis. Plans were made to send a second request for participants if an insufficient number of survey responses were obtained, however, no second request was needed. For the survey to yield valid results with an 5% margin of error at a 95% level of confidence, 337 participants were needed to participate in the survey.

Instrumentation

Job satisfaction was assessed in the following five broad categories: workplace environment, age, years of experience, school level, and intrinsic/extrinsic motivators. Teachers responded to survey items using a six-point Likert scale where responses ranged from highly unmotivating to highly motivating. Teachers' satisfaction level in each category was identified as either high or low based on the overall mean satisfaction score. Teachers were also asked demographic questions that identified their individual characteristics as a teacher (ethnicity, age, years of experience, current school setting and school level).

The revised survey contained fourteen original job-related factors intended to measure job satisfaction among individuals who were not teachers. It was adapted by Mertler for his teacher job satisfaction and motivation study in 2016. Mertler added items pertaining to teacher retention in 2016, due to the less than stellar numbers that Arizona had in teacher retention, where Mertler's study was concentrated. The most recent reliability coefficients of the survey concerned an analysis of teacher responses ($n = 9{,}054$), resulting in an acceptable overall test of reliability of the instrument ($\alpha = 0.74$).

Limitations

Volunteers were vital to the success of the study. While teacher responses remained anonymous, the phenomenon of observer impact or social bias could lead to teachers results that were not indicative of honest feelings about the matter, which could skew the data when analyzed. The necessity of honest responses from participants and the assumption that the data given reflected true individual opinions could be a limitation of the study. Participation in the survey was based on voluntary responses. The motivation for teachers to participate in the survey might reflect sentiment that was weighted in a direction. In other words, an individual's responses may not represent a random sample of the population.

For the analysis of the study, the researcher targeted six major factors stemming from the literature on workplace satisfaction. To be specific, workplace atmosphere, age, years of experience, intrinsic/extrinsic motivators, school level, and school type were key factors in the analysis because of empirical literature that indicated discrepancies in these factors from prior research. Another limitation of the study was that there were many more traditional public middle school teachers in the state than there were charter school teachers who taught at the middle school level. Therefore, the results of the survey could possibly have been skewed due to the difference in the sample size for each group. One last limitation was that the population of educators who were chosen for the survey were from mainly rural districts, and thus may not be representative of teacher sentiment from suburban or urban areas.

Delimitations

The study was conducted in the range of between fifteen and twenty southwest central Georgia school districts. Therefore, the culture, policies, and demographic variables could possibly have deemed the sample unique as compared to other school districts because each school district had differing characteristics. The boundaries of the field were middle school teachers who were currently employed within the given range of southwest Georgia school districts, and the researcher conducted the study during the fall of the 2017-18 school year. No effort was made to contact any former teachers or administrators employed during the 2016-17 school year. The survey time was selected because it took place in the time of the school year that the school district agreed for the researcher to solicit responses from participants. Surveys that were partially completed were accepted, and the researcher was aware that results may not be able to be generalized beyond the population of southwest Georgia.

Definition of Terms

The following operational definitions were understood when referenced throughout the study.

Job satisfaction. The extent to which a person's hopes, desires, and expectations about the employment he or she is engaged in are fulfilled (Collins English Dictionary, 2017).

Workplace Atmosphere. A qualitative description of teacher's perception of a school as a working environment (English Oxford Living Dictionaries, 2017).

Age. A distinct period of time in history or the length that someone has existed (Merriam-Webster, 2017).

Years of Experience. Years of practical work in a career field, particularly relating to education (Merriam-Webster, 2017).

School Type. Identifiable characteristic relating to different academic institutions, relating to how they are run and what types of requirements they are mandated to follow (Merriam-Webster, 2017).

Examples of different types of schools are as follows: private, public, charter.

School Level. Identifiable characteristic relating to different schools in a district that vary according to the age of students, grade, rigor of curriculum, variability of programs and daily scheduling (Merriam-Webster, 2017).

Intrinsic Motivator. Internal motivators in the workplace that relate to psychological growth and personal fulfillment and self-actualization (Merriam-Webster, 2013).

Examples of intrinsic motivators are: relationships with colleagues, supervision, and personal teaching abilities.

Extrinsic Motivator. Motivators related to the job in relation to physiological needs (Merriam-Webster, 2013).

Examples of extrinsic motivators in the workplace are: policy, administration, work conditions, salary, and security.

Summary

Research was conducted to study teacher workplace satisfaction. The following factors were identified as integral to teacher workplace satisfaction: workplace atmosphere, age, years of experience, intrinsic/extrinsic motivators, school type, and school level. Each of these factors aligned with Herzberg's Two Factor Theory of Job Satisfaction (Herzberg et al., 1959). Within the extant literature it was stated there are components within each factor that impacted teacher job satisfaction, but there were questions as to which components within each of those factors were most related to job satisfaction. Therefore, the present study was needed for further clarification regarding past studies where results were contradictory. The researcher proposed to examine teacher workplace satisfaction with the intent of making recommendations regarding maximization of satisfaction to positively impact teacher retention levels. A research design was employed to examine teacher workplace satisfaction. Several teachers and principals (n = 2,715) from grades six through eight in school districts from southwest central Georgia were invited to participate in the study. Data were gathered via teacher surveys. Findings were interpreted, and recommendations were made according to the data that was collected.

Chapter II

THE REVIEW OF LITERATURE

Introduction

Teacher job satisfaction remained a topic that had been researched a great deal through the years (Judge & Church, 2000). One of the most important issues confronting administrators today was staffing schools with quality teachers to increase student achievement, while maintaining a high rate of retention (Barnes, Crowe, & Schaefer, 2007a). Education underwent many changes in reform to hire and maintain the most exceptional teachers (Hirsch, 2004). Educators were faced with ever increasing accountability to teach every student and to promote outcomes that documented student growth in all academic areas (Musser, Caskey, Samek, Younghee, Greene, & Carpenter, 2013). Unfortunately, teacher retention became a concern due to losing large numbers of teachers in the field. In the years 1988-89, a total of 162,000 teachers left the profession. While in 2008-09, a total of 268,000 left (Hirsch, 2004). Teacher retention became more of a challenge in recent years. This trend was troubling for many reasons, but the implications for student learning were the most profound, as high teacher turnover had negative repercussions for the entire school environment (Hirsch, 2004). The present study explored the extent to which job satisfaction related to teacher retention in a targeted grade level at both traditional and charter schools.

The theoretical framework for this study emerged from Herzberg's Dual Factor Theory of job satisfaction. Maslow extrapolated from Herzberg's study in the 1950's through the Theory of Self-Actualization and investigated how individuals were motivated and how basic needs were met. Lortie's theory of job satisfaction in education was also a key component in the theoretical framework for this study. Lortie's Five Towers Study linked job satisfaction to extrinsic, ancillary, or psychic (intrinsic) rewards. Lortie's theory was chosen for this study because it was closely related to both Herzberg's and Maslow's theories. The present study used intrinsic and extrinsic motivation to examine the domain of motivation. High stakes testing and teacher evaluation policies were considered as salient factors that influenced teacher job satisfaction as well as supervision, autonomy, workplace atmosphere, teacher stress, self-efficacy, student achievement, socioeconomic school levels, salary, gender, age, years of experience, and school types. The chapter concludes with a summary regarding the contradictions that have been found through a review of the literature, which supported rationale for studying job satisfaction as a topic, the variables used for analysis, and a list of the research questions for the study.

For years the teaching profession faced problems with recruitment and retention of staff, which prompted the government to reevaluate levels of teachers' job satisfaction (Butt, Fielding, Gunter, Rayner, & Thomas, 2005). It was estimated that teachers were leaving the educational sector by thousands annually, and that this large number of teachers who were leaving impacted the quality of education that students received (New York State Education Department, 2015). In 2004, early childhood education had one of the highest turnover rates among professional specialties (Whitebook & Sakai, 2003). Quality education depended heavily on the expertise of teaching staff, as students received the best education from teachers who were well-trained and satisfied with their jobs (Harris, 2008). Teacher job satisfaction was associated with occupational stress, lowered job commitment, absenteeism, and turnover (De Nobile & McCormick, 2008), which prompted the rationale for including the topic of teacher job satisfaction in the present study.

The literature review focused on the historical and political changes that 1) affected teacher performance over the past five decades; 2) the theoretical foundations that pertained to motivation and decision-making; 3) an examination of factors that influenced teacher retention; and 4) various sub-categories that influenced teacher job satisfaction. An analysis of those studies that indicated a discrepancy in results was proposed in order to clarify the basis of the present study. This analysis then informed the rationale for the research questions explored in this study.

Historical Context

Political Changes in Education

There was a political climate change concerning education that emerged as a series of legislative efforts intended to drive policy and practice on the national, state, and local levels (Croft, 2013). This occurred in Georgia, particularly with Governors' Barnes and Perdue. Georgia's political climate gradually changed from one of confidence and investment in public education to one of skepticism and lack of funds (Croft, 2013). The implications of this change were also experienced nationwide (e.g. in California, Hawaii, Louisiana, New York, North Carolina, Tennessee and Washington). During the terms of Governors Roy Barnes and Sonny Perdue, legislation in Georgia represented two types of educational reform: one inspired by equity and the other inspired by inequity. Barnes's A+ Reform package pursued equity (Croft, 2013; Rochford, 2007). This legislation was designed to ensure accountability with equity by legislating financial as well as structural supports to enhance student learning. But, Perdue's legislation, influenced primarily by private interests and corporations, demonstrated inequity because the budget cuts that he made reduced 4.5 billion dollars from public education funding. High poverty school districts were met with financial deprivation, whereas charter schools were provided with increased financial appropriations (Croft, 2013; Henry & Pope, 2010).

Although the No Child Left Behind (NCLB) policies yielded insignificant gains in student achievement and the federal government began to realize the impossibility of expecting all students to reach a standardized proficiency level, the 2009 Obama administration attempted to salvage NCLB with the creation of RT3, a program that created opportunities for states to apply for NCLB waivers. The state was granted a waiver upon agreement to implement policies, such as establishments of charter schools and increased teacher accountability through standardized testing (Zehr, 2009). The decrease in funding, coupled with the added pressure of being held accountable for student standardized test scores, corresponded with increased teacher attrition rates, which have increased since 1994, a period when 30% of teachers left the profession within the first five years (Darling-Hammond, 2003).

Teachers were faced with implementing new standards and preparing students to meet those standards as demonstrated through new assessments such as the Standards Based Assessment Consortium (SBAC's) and Partnership for Assessment of Readiness for College and Careers (PARCC), as well as course exams. Working conditions for teachers have become more stressful, (Darling-Hammond, 2003) which gave teachers less reason to stay in the profession as evidenced by the high percentage of teachers who left the field after only five years. The loss of highly effective teachers rose disproportionately in low performing schools serving high numbers of students who lived in poverty (Darling-Hammond, 2003). With teachers leaving the profession due to policies as well as new teachers failing to remain in education, it was more difficult to close achievement gaps. The issue of fewer new teachers who entered the profession and current teachers who left did not bode well for a viable teacher supply in the future (Darling-Hammond, 2003).

The perceived importance of job satisfaction to the success of an organization or a school led to this topic for the present study, which became an important and current topic in organizational behavior research (Spector, 1997). The attitudes teachers had about their jobs have affected how motivated they were and how well they performed at their jobs, which reinforced the need to more fully understand issues that contributed to overall job satisfaction. The following section discussed foundational theories of job satisfaction and the physiological and psychological factors that contributed to a productive work environment.

Foundational Theories of Job Satisfaction

Job satisfaction was one of the factors that motivated a person to come to work. Locke (1969) defined job satisfaction and job dissatisfaction as “a function of the perceived relationship between what one wanted from one’s job and what one perceived it as offering or entailing” (p. 316). According to Spector (1997), job satisfaction included the attitudinal values and variables that influenced the feelings that a person held regarding his or her job. To more fully understand motivations that pertained to teacher retention and job satisfaction, it was important to examine the theoretical framework that pertained to motivation and decision making.

Herzberg

Herzberg developed the Dual Factor Theory of job satisfaction, or the motivation-hygiene theory, and helped define the need/need deficiency theories related to the workplace (Herzberg, Mausner, & Snyderman, 1959; Herzberg, 1966). It was based on a study that he and his associates conducted in the late 1950’s. He explained motivation as being grounded in basic human needs, but not in a hierarchical structure as proposed by Maslow; however, Herzberg used Maslow’s (1954) Hierarchy of Need theory to more fully develop his own theory. Herzberg and other researchers wanted to see exactly what factors made people feel satisfied about their work as well as what factors made them feel dissatisfied about their work. Results of their research indicated that feelings of satisfaction and dissatisfaction resulted from entirely different factors. The motivation-hygiene theory was developed, which identified satisfaction and dissatisfaction as two separate dimensions. This theory was based on Maslow’s past studies, stating that hygiene factors (dissatisfiers) corresponded with the physical and security needs of an employee and generally included the policies of the workplace, supervision, salary, and physical working conditions (Maslow, 1954; Frataccia & Hennington, 1982). Motivational factors (satisfiers) corresponded with the working environment and the need for psychological growth (Herzberg, 1972). Hygiene factors, or dissatisfiers, did not motivate productivity in workers, but motivation factors, or satisfiers, did (Herzberg, 1966).

Herzberg posited that job satisfaction and job dissatisfaction were not opposite factors; rather, they were separate and distinct and fluctuated independently of one another. He explained the opposite of dissatisfaction as being “no dissatisfaction” and the opposite of satisfaction as “no satisfaction.” Dissatisfaction, according to the Motivator and Hygiene Theory, was caused when hygiene (extrinsic) factors declined to levels where employees felt work to be undesirable. Improving the conditions of hygiene factors to an ideal level did not necessarily increase job satisfaction. It was mainly the motivation (intrinsic) factors that improved employee job satisfaction, specifically as a function of self-actualization or realization (Herzberg et al., 1959; Herzberg, 1966). His theory attempted to disprove the ideas that hypothesized that removing the extrinsic causes that made employees feel dissatisfied would lead to satisfaction. Herzberg identified hygiene (extrinsic) factors based on physiological needs. They included: policy and administration, supervision, relationship with supervisor, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security, which were noted on a continuum of job dissatisfaction. Five motivation (intrinsic) factors led to a similar continuum, but instead were based on psychological needs and job satisfaction. They included: achievement, recognition, work itself, responsibility, advancement and growth. These motivators were identified as the primary cause of satisfaction with the job. (Herzberg, 1966).

Methods that were incentives based on hygiene factors consisted of external rewards or threats of punishment (physically or psychologically) intended to alter work performance. These factors were termed “KITA” or “kick him in the pants” (p. 54) methods, such as having to deal with “an annoying boss, a low salary, an uncomfortable work space, and stupid rules” (Herzberg, 1972, p. 87). According to Herzberg (1966), positive hygiene factors, even when successful, only provided short-term results. Additionally, KITA, used in a negative sense led to only temporary movement, whereas if positive KITA occurred, the outcome contrasted with what was actually intended. In certain instances, the leader of the organization may have felt that the incentive increased motivation to perform better on the job, while employees perceived the leader’s actions in a negative way. For example, offering fewer work hours for motivated workers were perceived as a disincentive as higher wages and better fringe benefits were perceived as an employee right instead of an incentive, and additional training sessions were perceived as interfering with time and work responsibilities.

Herzberg suggested job enrichment for its long-term effects on employees’ attitudes; supervisors provided appropriate personal challenges, increased autonomy and responsibilities that corresponded with his or her ability, and reassigned employees to other places when it was necessary to fully utilize their skills and foster growth. He referred to these as vertical loading motivators and contrasted them with the less effective horizontal job loading factors where a job was merely restructured to provide variety, or a supervisor set challenging goals as a means of incentive (Herzberg, 1966). This theory provided an explanation about the various outlooks that employees had toward their jobs, and it forced leaders to consider if job satisfaction consisted of employees seeking to achieve psychological growth, freedom from physical and psychological discomfort, or both. Leaders also considered how they could assist their subordinates in meeting these separate need systems (Herzberg, 1972).

Quaglia, Marion, and McIntire (1991) discussed teacher perceptions of empowerment and working conditions as components of teacher workplace satisfaction. They explained each of these factors related to psychological growth as described by Herzberg because each one of them impacted a teacher's feeling of competence. According to Herzberg, motivation was referred to as a group of factors that allowed a person to be satisfied with their work. These factors included working environment and psychological growth needs. Hygiene was referred to as a group of factors that reduced satisfaction but did not necessarily increase the level of motivation. These factors included workplace policy, salary, supervision, physical working conditions, and physical and security needs. Herzberg (1972) also contended that the state of no dissatisfaction did not exist. One could always make employees happy. But, if the motivation-hygiene were to be permanent, school leaders needed not only provide hygiene factors to avoid employee dissatisfaction, but they needed to also create conditions that supported intrinsic motivation in order or employees to be satisfied with their jobs.

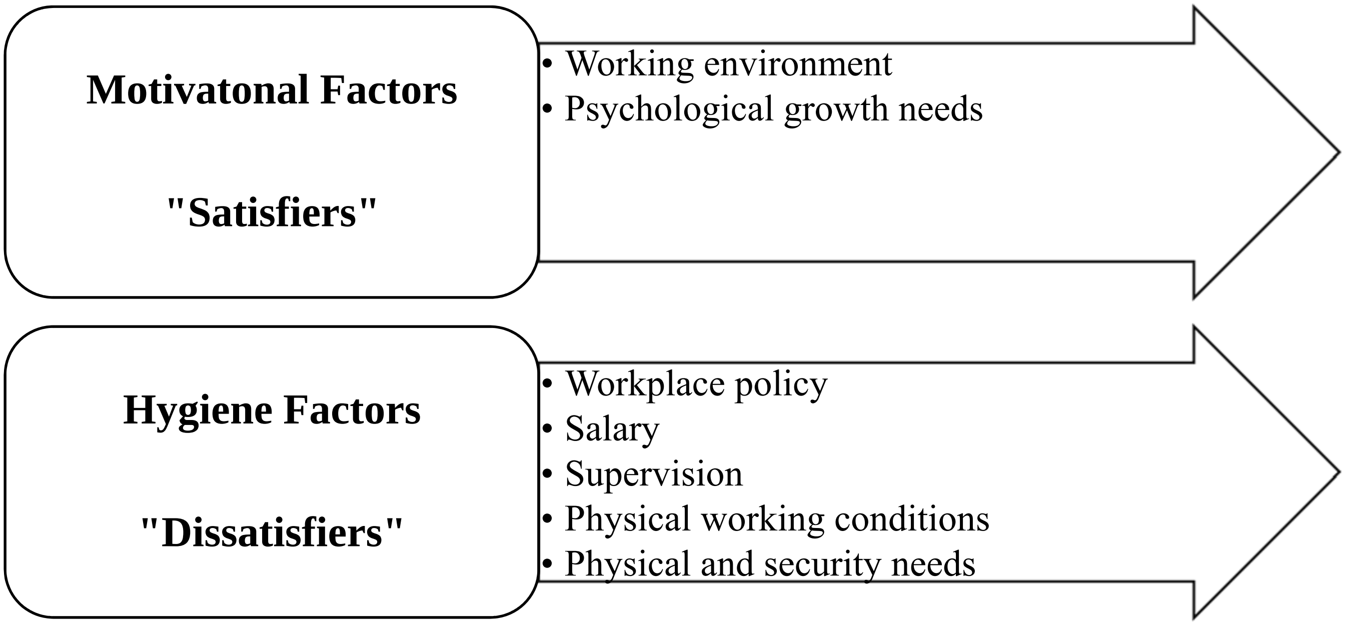
Motivatonal Factors
"Satisfiers"
• Working environment
• Psychological growth needs
Hygiene Factors
"Dissatisfiers"
• Workplace policy
• Salary
• Supervision
• Physical working conditions
• Physical and security needs

Figure 3. Motivation and Hygiene Factors

Figure 3 depicted the motivational and hygiene factors according to Herzberg (1972). The motivational factors were as follows: working environment and psychological growth needs. They were also referred to as “satisfiers.” The hygiene factors were as follows: workplace policy, salary, supervision, physical working conditions, and physical and security needs. They were referred to as “dissatisfiers.”

Maslow

Maslow (1943) studied how individuals were motivated and basic needs were met. His hierarchy of needs and motivation further addressed employee retention and teacher job satisfaction (Maslow, 1954). The basic premise of Maslow’s Theory was that there was a hierarchy of needs that needed to be met in a certain order; for example, self-actualization (the highest level) could not be achieved until the lower level needs were met. A need was a requirement that was psychological or biological and urged one to work towards a goal (Darley, Glucksberg, & Kinchla, 1991). There were four low-level needs and three high-level needs. The four lower levels of Maslow’s hierarchy were the need for survival, safety, belonging, and self-esteem. The motivation to fulfill these four lower level needs decreased as each need was met. A person did not move past these four lower levels to the higher levels until basic needs were met (Maslow, 1954). The three higher level needs were intellectual achievement, aesthetic appreciation, and self-actualization. When these three needs were met, the motivation to meet them did not decrease like the lower level needs. In fact, motivation increased to seek out further fulfillment. Therefore, according to Maslow (1954), people who were professionally successful continued to seek more ways of becoming even more successful. They kept setting personal goals and continued to actively try to attain higher achievements. Their drive increased with each new level of success.

Organizations existed to serve human needs as part of their organizational goals (Maslow, 1943). He stated that in order to gain information about teachers as individuals within organizations, it was necessary to examine their needs, goals, motivations and beliefs. Human needs and motivations were key elements in organizations in determining how those individuals behaved. Maslow developed his human needs theory based on his experience as a clinical psychologist. His theory emphasized five basic categories of human needs. They were: physiological needs like water, food and air; safety needs like freedom from physical harm and economic security; belongingness and love needs, such as positive associations with others; esteem needs like self-respect and a sense of achievement; self-actualization needs like maximum self-development and accomplishment (Maslow, 1954).

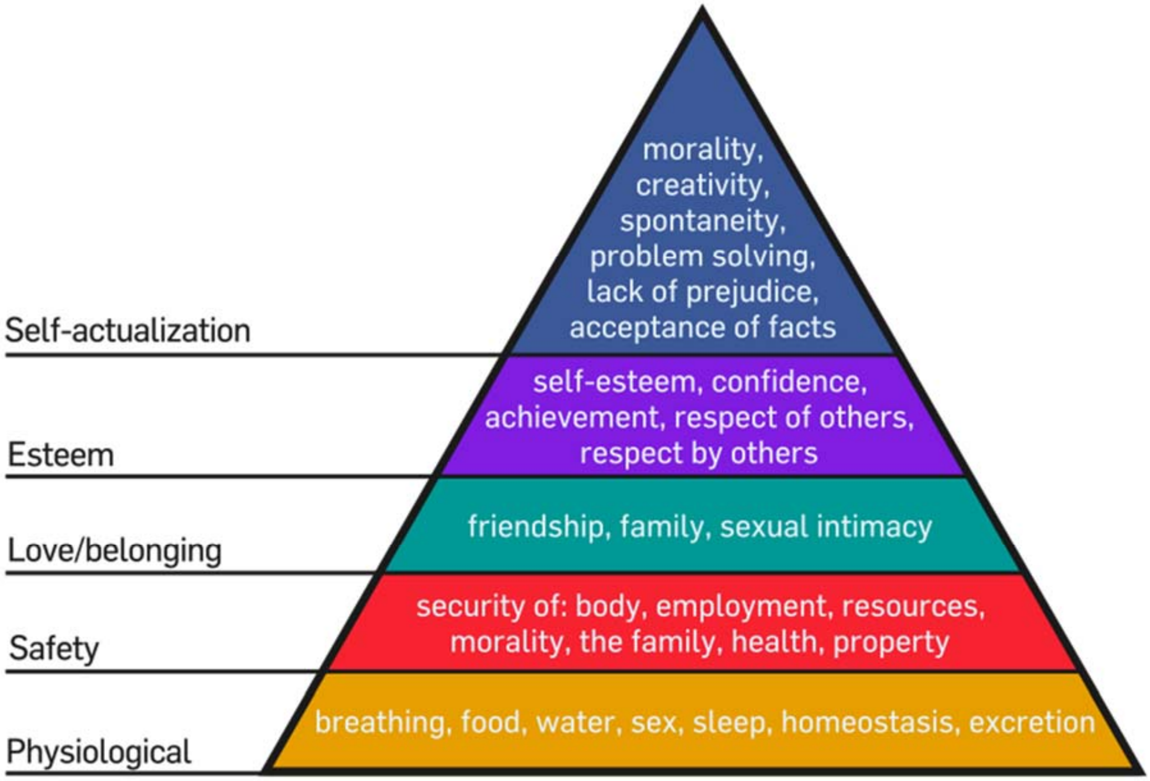
morality,
creativity,
spontaneity,
problem solving,
lack of prejudice,
acceptance of facts
Self-actualization
self-esteem, confidence,
achievement, respect of others,
respect by others
Esteem
friendship, family, sexual intimacy
Love/belonging
security of: body, employment, resources,
morality, the family, health, property
Safety
breathing, food, water, sex, sleep, homeostasis, excretion
Physiological

Figure 4. Maslow's Hierarchy of Needs. This figure shows the five levels of self-actualization (Maslow, 1954).

Figure 4 illustrates that there were five levels that a person could progress through in order achieve self-actualization. The first level, physiological, focused on breathing, food, water, sex, sleep, homeostasis, and excretion. In the second level, safety, security of body, employment, resources, morality, family, health, and property were the focus. The third level, love and belonging, encompassed needs such as friendship, family and sexual intimacy. The fourth level, esteem, focused on self-esteem, confidence, achievement, respect of other and the respect given by other. The fifth and final level, self-actualization, was the goal. In this level, morality,