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High School Teachers' and Administrators' Perceptions of Teacher Motivation Factors

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**HIGH SCHOOL TEACHERS' AND ADMINISTRATORS'
PERCEPTIONS OF TEACHER MOTIVATION FACTORS**

By

Tiffany Penland Boyle

A Dissertation

Presented in Partial Fulfillment of Requirements for the

Degree of

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Educational Leadership for Learning

In the

Bagwell College of Education

Kennesaw State University

Dr. T. C. Chan, Chair

Kennesaw, GA

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DEDICATION

I dedicate this dissertation to a family that has always been my “fun family”. Your words of encouragement, shoulders to lean on, and your motivational pushes have not gone unnoticed and have always been appreciated. From a certain and steady father to a faithful and inspiring mother, my parents have taught me that with much effort, motivation, and ambition, much reward will follow. This milestone demonstrates that their involvement in my life enabled this great achievement. From a sister who always has my best interests at heart and a brother who can always make me smile, I have been quite blessed and privileged to be their middle sibling. And last, but certainly not least, my ever supportive husband. I dedicate this dissertation “Now and Forever” to him. With a husband like him, the sky is limitless.

With Much Love and Appreciation To You All,

Tiffany

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ABSTRACT

HIGH SCHOOL TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF TEACHER MOTIVATION FACTORS

by

Tiffany Penland Boyle

For years motivational theorists and educational researchers have studied the complex phenomenon known as teacher motivation. With decreasing teacher morale and higher student achievement standards, educational leaders must seek to better understand teachers' perceptions on teacher motivation and how administrators' perceptions may differ from those of teachers'. In this study, a quantitative approach was used to examine if there were statistically significant differences between teachers' and administrators' perceptions of teacher motivation. Teacher demographics--included sex, ethnicity, generation, and length of service--were also analyzed to examine if those participant demographics make any significant difference in teachers' perception.

Using a widely-known motivational theory, a 26 item survey was created and then completed by 184 teachers and 15 administrators from an ethnically diverse, suburban public school system in Georgia. Each survey item was organized into one of seven subscales: Recognition, monetary reward, professional growth, interpersonal relations, job significance, sense of achievement, and working conditions. Results were analyzed to find if statistically significant differences existed between teachers' and administrators' perceptions of teacher motivation.

Findings showed that significant differences existed between teachers' and administrators' perceptions of teacher motivation in three of the seven subscales.

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Statistically significant differences occurred in teachers' perceptions of teacher motivation between/among different categories of sex and ethnicity. Teachers and administrators scored all seven subscales to be above average showing the strength of each as teacher motivators. However, teachers and administrators ranked the seven subscales in different orders showing that teachers and administrators perceived the subscales to be different in strength.

Keywords: Teacher motivation, high school, teacher perceptions, administrator perceptions, motivational factors, quantitative method

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CHAPTER ONE

INTRODUCTION

Teacher motivation is a complex phenomenon that is difficult to understand in today's workplace and proves to be especially difficult in public education. School leaders struggle to identify, design, and implement appropriate motivators for school teachers. While much research has been conducted on motivational theories like Herzberg's two-factor need theory (Herzberg, Mausner, & Snyderman, 1959) and Maslow's human motivation theory (Maslow, 1943), few studies have compared and contrasted the perceptions of teacher motivation among school administrators and high school teachers. This research will seek to add to the limited research that has studied the school administrators' and school teachers' perceptions of teacher motivation factors and the variables that influence their perceptions. This research may be used by school administrators to better understand the factors and variables that influence their teachers.

Individuals are motivated by different factors. Perceptions of what motivates others may differ between groups of people such as teachers and administrators. In order to improve student achievement and retain effective teachers in today's schools, it is the responsibility of school leaders to understand what motivates their teachers. Williams (1978) reported that he believed it was essential for administrators to understand teacher's goals and motivational systems in order to help schools achieve their goals. The same is probably true in today's educational environment. Demographic factors that may contribute to how a teacher is motivated included the teacher's generation, sex, ethnicity, and length of service. School administrators' understanding of different motivational factors may motivate teachers more effectively.

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Theoretical Framework

Motivational theorists conducted research on how work and human motivation relate to one another. Motivational theories provide a comprehensive look at how individuals are thought to be motivated. The theoretical framework drives this study to compare and contrast the perceptions of school teachers and administrators on teacher motivation and identify factors that change how teachers and administrators perceive teacher motivation. Herzberg's et al. (1959) two-factor theory will be the focus for this study.

Herzberg et al. (1959) developed the two-factor theory also known as the motivator-hygiene theory. The two-factor theory states that there are some factors that cause job satisfaction and others that prevent job satisfaction. Herzberg (1959) found that there were two factors that contributed to a person's job satisfaction. Hygiene factors may not necessarily motivate employees, but if they are absent, employees will be dissatisfied with their jobs. Hygiene factors include pay, company policies, fringe benefits, physical working conditions, positional status, interpersonal relations, and job security. Herzberg et al. (1959) defined motivational factors as those that led to positive job satisfaction. These motivational factors include recognition, sense of achievement, growth and promotional opportunities, responsibility, and meaningfulness of the work.

Herzberg et al. (1959) conducted multiple research studies to better understand how people are motivated based on the two-factor theory. Their research design included interviews that identified specification of attitudes, factors and effects of job attitudes, and semi-structured interviews. They completed two pilot projects. The first was designed to test the feasibility of their research design, while the second was a

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continuation of the first as well as to conduct some preliminary hypothesis testing. These pilot projects allowed Herzberg et al. (1959) to better understand the sequence of events that determined individual attitudes towards their job. These attitudes were used to identify the hygiene and motivator factors.

Once the pilot projects were completed, Herzberg et al. (1959) began their research study by identifying groups of professional and managerial people to interview. Researchers interviewed 203 subjects. Interviews were analyzed through the use of an analytic scheme. This analytic scheme included this use of thought units. Herzberg et al. (1959) defined thought units as “a statement about a single event or condition that led to a feeling, a single characterization of a feeling, or a description of a single effect” (p. 38). Interviews were categorized into thought units and in total, 476 statements were accepted and agreed upon by researchers. Researchers had a 95% agreement rate between two independent coders and a third person who conducted spot checks.

Table 1 contains the first and second level factors that were isolated from the interviews. The first level items are defined as being objective of the situation, whether it is a “good” or “bad” feeling about their job. The second level factors are statements that answer how events make one feel about their attitudes at work in accordance with their own needs and value systems. The first and second level factors allowed for researchers to add subcategories. Items identified in both levels were placed in subcategories. For example, the job security subcategories were:

0. Not mentioned
1. Tenure or other objective signs of job security
2. Lack of objectives signs of security (i.e., company instability)

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Table 1: Herzberg et al. (1959) 's First and Second Level Factors

First Level	Second Level
Recognition	Feelings of recognition
Achievement	Feelings of achievement
Possibility of growth	Feelings of possible growth, blocks of growth
Advancement	Feelings of responsibility, lack of responsibility
Salary	Feelings of belonging or isolation
Interpersonal relations	Feelings of interest or lack of interest
Supervision-technical	Feelings of increased or decreased status
Responsibility	Feelings of increased or decreased security
Company policy and administration	Feelings of fairness or unfairness
Working conditions	Feelings of pride or of inadequacy or guilt
Work itself	Feelings about salary
Factors in personal life	
Status	
Job security	

Note. Adapted from “*The motivation to work,*” by Herzberg, F., Mausner, B., &

Snyderman, B.B., 1959, New Brunswick, New Jersey: John Wiley & Sons, Inc.

Upon examination of the data that was derived from subcategory analysis, Herzberg et al. (1959) were able to rank the first level factors in order of their frequency of appearance, which is found in Table 2. Achievement appeared the most at 41%, while the second highest was recognition at 33%. Working conditions, personal life, and job security all were found only 1% of the time.

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Table 2: *Percentage of Each First Level Factor*

Factor	Total*
1. Achievement	41
2. Recognition	33
3. Work itself	26
4. Responsibility	23
5. Advancement	20
6. Salary	15
7. Possibility of growth	6
8. Interpersonal relations- subordinate	6
9. Status	4
10. Interpersonal relations- superior	4
11. Interpersonal relations- peers	3
12. Supervision- technical	3
13. Company policy and administration	3
14. Working conditions	1
15. Personal life	1
16. Job security	1

*The percentages total more than 100% because factors could appear more than once

Note. Adapted from “*The motivation to work*,” by Herzberg, F., Mausner, B., &

Snyderman, B.B., 1959, New Brunswick, New Jersey: John Wiley & Sons, Inc.

Herzberg et al. (1959) found that there were many relationships among the first level factors. Table 3 displays the interrelationship between the six major factors along with the percentage that they appeared together. The interrelationship between recognition and achievement appeared at a rate of 61%, while the appearance of achievement with recognition appeared at 49%.

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Table 3: *Relationship among First Level Factors*

			Percentage of Appearance
Recognition	With	Achievement	61
Achievement	With	Recognition	49
		Responsibility	21
		Work itself	32
Advancement	With	Salary	24
		Work itself	50
Salary	With	Advancement	32
		Work itself	20
Responsibility	With	Recognition	21
		Achievement	37
		Work itself	49
Work itself	With	Recognition	20
		Achievement	51
		Advancement	20
		Responsibility	44

Note. Adapted from “*The motivation to work,*” by Herzberg, F., Mausner, B., & Snyderman, B.B., 1959, New Brunswick, New Jersey: John Wiley & Sons, Inc.

Also, Herzberg et al. (1959) determined the duration of the feelings for the second level factors. Table 4 presents the percentage of how often the second level factors appear in participant’s statements and the duration of the feelings. The top two second level factors that appeared were the feeling that one has achieved and the feeling that one has been recognized.

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Table 4: *Percentage of Second Level Factors Appearing*

	Duration of Feelings		
	Long	Short	Total
1. Recognition	57	64	59
2. Achievement	57	56	57
3. Possible growth	42	18	38
4. Advancement	3	3	3
5. Responsibility	33	18	30
6. Group feeling	11	8	10
7. Work itself	33	8	29
8. Status	21	5	18
9. Security	7	5	7
10. Fairness-unfairness	2	5	3
11. Pride, guilt, inadequacy	9	10	9
12. salary	22	5	19

Note. Adapted from “*The motivation to work,*” by Herzberg, F., Mausner, B., & Snyderman, B.B., 1959, New Brunswick, New Jersey: John Wiley & Sons, Inc.

Herzberg et al. (1959) presented their two-factor theory based on the analysis of interview data. When summarizing their findings, Herzberg et al. (1959) concluded that participants reported feelings of happiness and motivation when speaking about tasks, events that made them feel successful, and the possibility that they could professionally grow, while participants reported that conditions surrounding their job made them unhappy. Examples of these conditions included supervision, interpersonal relationships, physical working conditions, and job security. When employees believe these conditions are unacceptable or inappropriate, job satisfaction may decrease and effect motivation of the employee. However, Herzberg et al. (1959) reported the opposite is not true (i.e., a condition being acceptable does not improve job satisfaction and increase motivation).

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This study utilizes Herzberg et al. (1959)'s study to assess the perception of teacher motivation from teachers and administrators. The Teacher Motivation Survey was created using the two-factor theory and it assess both hygiene and motivation factors provided by Herzberg et al. (1959).

Purpose and Significance of the Study

The purpose of this study was to determine statistically significant differences between teachers' and administrators' perceptions of teacher motivators including analyses of teachers' demographics which included generation, sex, ethnicity, and length of service. For several decades, researchers have examined how humans beings are motivated and how motivation impacts their work performance. Vroom (1964) reported that a worker's level of performance was determined by how workers were motivated at work. Viteles (1953) termed the phrase "will to work", while Maier (1955) found that employers needed to place a greater emphasis on the problem of motivation to better satisfy their employees. Other researchers like McGregor (1960) and Likert (1961) created theories of organizational management that were based on human motivation.

In more recent studies, researchers have found that motivation specifically affects the teacher's effectiveness and hence student achievement. Finnigan and Gross (2007) reported that teacher performance was linked to the ability and motivation of the teacher and ultimately that led to student performance. Ofoegbu's (2004) study found that surveyed teachers consistently agreed that classroom effectiveness and therefore the school's improvement was driven by teacher motivation. While Ofoegbu's study was conducted in Nigeria, this international study noted that teacher motivation and teacher effectiveness were global educational issues.

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This study sought to better understand how teachers were motivated and how their perceptions as teachers were the same or different from what administrators perceived how teachers were motivated. Limited research or literature was found that previously assessed the similarities and differences in how teachers perceive teacher motivation from the view point of teachers and administrators. This study responded to the need for more information on teacher motivation.

Additional research that focuses on how teachers and administrators perceive teacher motivation is needed to better understand the different perspectives of teacher motivation. This study will also attempt to seek evidence to determine if any demographic variables could possibly influence teachers' and administrators' perceptions of teacher motivation. School leaders may be able to use the findings of this study to more effectively motivate their own teachers and align their motivational strategies for teachers.

Research Questions

The following questions were answered in this study:

1. What are high school teachers' perceptions of teacher motivation factors as measured by The Teacher Motivation Survey?
2. What are high school administrators' perceptions of teacher motivation factors as measured by The Teacher Motivation Survey?
3. Are there any statistically significant differences in the perceptions of teacher motivation factors between teachers and administrators as measured by The Teacher Motivation Survey?

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4. Are there any significant differences in the perceptions of teacher motivational factors among the categories of teacher sex, ethnicity, generation, and length of service in the classroom as measured by The Teacher Motivation Survey?

Methodology Preview

This study was conducted through a quantitative methodology. An adaptation of The Teacher Motivation and Job Satisfaction Survey was utilized to examine how teachers and administrators perceive teacher motivation. Results were analyzed through the use of statistical software. Participant demographics was studied to better understand how teachers' a) sex, b) ethnicity, c) generation, and d) length of service in the classroom influences a teacher's perception of teacher motivation.

Definitions of Terms

The following terms are defined given the specific examination of this study:

Teacher Motivation: Teacher motivation was used to mean the desire to increase student achievement within the classroom.

Building Administrator: A person who has the official title of assistant principal or principal in a high school.

Motivational Factors: These are factors that influence the level of motivation that one feels towards increasing student achievement in the classroom.

Participant Demographics: Sex, ethnicity, generation, and length of service in the classroom are all teacher demographics that will be examined.

Sex: A person's sex is defined as male or female.

Ethnicity: African American, Asian American, Caucasian, and Hispanic American are categories of ethnicity that will be examined in this study.

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Length of Service: Length of service is the number of years spent teaching in a classroom.

Baby Boomer Generation: A person born before 1965.

Generation X: A person born between the years 1966 to 1976.

Generation Y: A person born after the year 1977 and before 1994. They may also be referred to as a millennial.

Summary

This chapter presented an introduction to teacher motivation including the purpose and significance of this study. This study sought to examine how teachers' and school administrators' perceptions on teacher motivation may be similar or different. Research questions were identified to focus on the purpose of the study. An overview of the methodology and definition of terms was also provided.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter provides a review of current and relevant research as well as related literature focusing on teacher motivation. Major topics include literature pertaining to sex, ethnicity, generation, and length of service.

Human Motivation Theories

Although Herzberg's et al. (1959) two-factor theory is the guiding motivational theory, it is important to review other motivational theories. Two widely known motivational theories are Maslow's (1943) hierarchy of needs theory and Vroom's (1964) expectancy theory (Atkinson & Birch, 1978, Boleman & Deal, 2003; Finnigan & Gross, 2007). Maslow's (1943) hierarchy of needs theory states that humans have five basic needs and some needs are dominated by others. Maslow's hierarchy contains the five basic needs and exhibits the order of priority of the needs beginning with physiological and ending with self-actualization. Maslow's need theory focuses on what causes humans to behave in a particular way. Sergiovanni and Carver's (1973) research in New York and Illinois found teachers more often struggle with the three higher needs rather than the first two.

Vroom (1964) articulated the expectancy theory. Unlike Maslow (1943) and Herzberg et al. (1959) who focused on human needs, Vroom focused on how outcomes affected motivation. The expectancy theory proposes that humans are motivated by the outcomes they will receive if they perform. Vroom (1964) stated that humans would not be willing to perform or make efforts to exceed performance standards if the outcome

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they receive is not worth the effort. The expected outcomes may influence how employees are motivated such as financial rewards, promotions, and public recognition.

Similarities and Differences in Teachers' and Administrators' Perception

Brown and Hughes (2008) studied comparisons of perceptions of teacher's intrinsic and extrinsic motivational factors. One of the independent variables of their study was job position (i.e., teacher or building administrator). The primary purpose of their study was to better understand teacher motivation and how school leaders affect teacher motivation. They also examined if there were gaps in administrators' perceptions of teacher motivation and actual teacher motivation.

Brown and Hughes' (2008) surveyed 793 elementary and secondary teachers and 90 building administrators. Data was collected through a questionnaire containing 32 Likert items that examined intrinsic and extrinsic motivational factors. The questionnaire used had been created and used in 2004. Internal consistency was measured at .70 for teachers and .69 for administrators using Cronbach's alpha. Brown and Hughes (2008) established construct validity by conducting a factor analysis with a varimax rotation. Through this analysis, two factors were identified and labeled intrinsic and extrinsic motivation.

The 793 teachers and 90 administrators were chosen randomly to complete the questionnaire. Researchers placed 26 school districts into a database and randomly selected 13 districts to participate. All teachers and administrators in these 13 districts were asked to complete the questionnaire. Once the questionnaires were completed and initial analysis was performed, researchers found internal consistency in their own study at .82 for intrinsic factors and .86 for extrinsic factors.

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Descriptive statistics were computed for each of the 32 survey items. The highest scores in the intrinsic categories were pride in work, sense of accomplishment, supportive, open principal, and knowing what is expected. The highest extrinsic factors were time off/holidays, supervisor recognition, and salary.

Independent t-tests were performed to examine the similarities and differences between the teachers and administrators. Researchers found that teachers rated intrinsic motivation items statistically significantly higher more often than administrators. The opposite was true for the extrinsic factors. Teachers scored the extrinsic factors statistically significantly less than administrators.

Participants' Demographics Motivational Differences

This section examines specific participants' demographics that may influence the perception of teacher motivation. Sex, ethnicity, generation, and length of service in the classroom are demographics that will be measured in The Teacher Motivation Survey which is an adaption of The Teacher Motivation and Job Satisfaction Survey.

Sex

In the previously mentioned Brown and Hughes (2008) study, two factorial ANOVAs were also conducted to compare other independent variables such as sex and years of experience. The ANOVA results for sex demonstrated there was a significant difference between males and females. Females scored the intrinsic motivational factors higher than males. However, there were no significant differences in the extrinsic motivational factors. Brown and Hughes (2008) acknowledged that their participants consisted of 77% female and that limited their findings with respect to sex.

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Meece, Glienke, and Burg (2006) reported few studies have examined the differences in motivational factors based on sex. These researchers utilized four contemporary needs theories of achievement motivation to study the differences in sex. The four need theories included the attribution, expectancy-value, self-efficacy, and achievement goal. The attribution theory stresses the important link between ability and effort on people's behavior. The second component of this study was the expectancy theory. The expectancy theory utilizes competency and value beliefs to demonstrate how what one expects from others will influence their behaviors. Competency beliefs were defined as one's belief that he/she can perform and be successful in the task prescribed. Value beliefs seek to understand how the person's values affect the performance. Value beliefs include the perception of one's self-worth, perceived usefulness and cost in the task, and finally the interest of the person.

The self-efficacy theory scrutinizes a person's confidence in his/her ability to learn, perform, and/or succeed in the task. The final theory Meece et al. (2006) utilize for their study about motivational differences in sex was the achievement goal theory. The achievement goal theory seeks to better understand a person's reason for attempting to successfully complete an activity. This type of goal theory examines the reasoning behind the effort and seeks to understand why the effort was placed on mastering the performance.

These researches performed their research study by reviewing the National Center of Educational Statistics (NCES) along with the four contemporary needs theories of achievement motivation (Meece et al., 2006). They examined the last 30 years of statistically significant adult sex data in order to find achievement patterns, disparities in

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educational achievement, and any significant disparities between sexes. This study concluded that males' and females' motivational-related beliefs and motivational factors are consistent with their sex's stereotype. They also noted that earlier research represented females as underachievers, but that current studies show this is no longer the case. They concluded that sex differences and gaps in sex motivation have been inflated by popular culture.

Hyde (2005) also agreed that sex differences and gaps have been inflated. Hyde's (2005) study sought to examine the similarities between the two sexes. Hyde hypothesized that males and females were more similar than different in most psychological cases. A meta-analysis was conducted to measure the sex differences. Hyde hypothesized that if the effect size was determined negative then females would score higher than males, and if it was positive then males scored higher. Hyde summarized 128 effect sizes from major national surveys including the National Longitudinal Study of Youth. Hyde's findings showed 78% of sex differences found were within the small or close to zero size (small: 0.11 to 0.35; close to zero: less than or equal to 0.10). Areas showing the largest effect size were motor performance and sexuality.

Ofoegbu (2004) studied teacher motivation through a quantitative study using a survey instrument. The purpose and the significance of this study were being to improve teacher motivation which increases classroom effectiveness and school improvement. Ofoegbu's participants included 772 public school teachers (both primary and secondary teachers) who were selected through a stratified random sampling procedure. Participants

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were from both urban and rural locations and contained 63% female and 27% male teachers. All teachers were certified teachers.

Ofoegbu (2004) utilized the Teacher Motivation Questionnaire (TMQ) which is a two part survey that explores teacher motivation as well as collects demographics. TMQ was adapted by two previous research studies from the United States (Centra, 1993; Donald; 1997). While Ofoegbu's (2004) study did not focus on sex differences, he did note in the discussion section that data supported that both males and females considered teacher motivation as an important factor to the classroom's effectiveness and the school's success. There was no statistically significant difference between sexes when looking at their perception of the importance of teacher motivation. Ofoegbu (2004) reported that teachers were motivated by compensation paid on time, available and adequate facilities, and effective professional development trainings.

Ethnicity

Meece and Kurtz-Costes (2011) reported that little research exists that examines the differences in ethnicity and race. In addition, Friday and Friday (2003) stated that there were few studies that scrutinized the motivation among Hispanics in comparison to whites and blacks. Prospero, Russell, and Vohra-Gupta (2012) noted that there is a great need for further research that examines motivational among racial minorities. However, through Atkinson's (1957) expectancy value theoretical lens, Prospero, Russell, and Vohra-Gupta found that Hispanics were intrinsically and extrinsically motivated by mastery and completion of a task. This study also found that Hispanics were motivated through collaboration and cooperation.

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Generation

This review of literature focuses on three generations of ages: baby boomers, Generation X and Generation Y. Although other factors were present, the main themes found in all three generations were compensation and recognition, increased responsibilities and leadership roles, and work environment (Barford & Hester, 2011; Yang & Guy, 2006; Tang et al, 2012; Hays, 1999; Petroulas, Brown, & Sundin, 2010).

Compensation and Recognition

Research studies show that compensation and how employees are recognized affect how well employees are motivated (Barford & Hester, 2011; Yang & Guy, 2006; Tang et al, 2012; Hays, 1999). However, these studies show significant differences in what each generation consider compensation and how each preferred to be recognized. Forsyth (2006) reported nothing is more important for employees than the feeling of achievement and being recognized for that achievement. School leaders should look at how these generations are compensated at work and how recognition should be used in order to better motivate their teachers.

The baby boomer generation prefers to have a career that is meaningful to them rather than a career that is solely based on the salary (Yang & Guy, 2006). Baby boomers want to be compensated in the form of recognition through promotions. An Australian study found that baby boomers are more willing to sacrifice pay for long-term rewards like promotions (Petroulas, Brown, & Sundin, 2010). Lord's (2002) study indicated older workers are not dependent on their salary to meet their basic needs. However, Lord's (2006) research study found that while older workers remain in the workforce because

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they enjoy their job and take pride in their work, younger workers remain in the workforce due to providing for the financial needs of their families.

Hays (1999) reported that money was an important reward for the Generation X's work performance. It is important for school leaders to recognize that Generation Xers are more likely "to leave a company for a higher salary and better "bennies", such as flexible work schedules" (Hays, 1999, p. 46). While Generation X workers do not feel their primary concern is money, they are concerned that their pay is comparative (Petroulas et al., 2010). When Generation Xers are given reasons to stay with a company that insures money and benefits, they are motivated to work longer and harder.

Generation Y workers, also known as millennials, have the strongest connection to monetary motivational factors. Barford and Hester (2011) found through the Motivational Factor Survey that Generation Y ranked compensation higher than the other two generations. Suleman and Nelson (2011) reported that millennials want financial incentives while not necessarily understanding what it takes to receive those rewards. Forsyth (2006) reported that phased incentive plans work well for younger workers because they see profits periodically and more frequently than plans based on the calendar year. Petroulas, Brown, and Sundin's (2010) qualitative study found through interviewing the youngest generation that they needed continual and instant recognition for a job well done. Without this frequent recognition, Generation Yers reported they would not hesitate to leave their position to look for a more rewarding position. While they want their pay to be comparable to others, Generation Y is more willing to sacrifice a position than to wait on long term rewards such as salary raises (Petroulas et al., 2010).

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Increased Responsibilities and Leadership Roles

Baby boomers are often described as independent workers. Many thrive in environments that are anti-authoritarian and anti-collaborative (Yang & Guy, 2006). These researchers pointed to the increase in entrepreneurship opportunities in the 1990s that contributed to baby boomers' individualism characteristic. Baby boomers also believe that higher or increased responsibility comes from paying one's dues and from years of experience (Petroulas et al., 2010). This study's findings showed that baby boomers have a higher level of respect for authority than the other generations and a higher sense of loyalty to organizations. Baby boomers believe in their companies and believe in the process of gaining more responsibility. Baby boomers are more willing to stay at a company long-term in order to achieve increased responsibilities and advancements in positions (Petroulas et al., 2010).

Generation Xers are more likely than the other two generations to leave a position to look for one that is more challenging (Hays, 1999). Borges, Manuel, Elam, and Jones (2010) found that Generation X workers scored higher on the Thematic Apperception Test (TAT) for the need for power. This study also found the need for power came from Generation Xers' desire to be self-sufficient and self-assertive.

Tang et al (2012) reported that Generation X workers are the children of the baby boomer generation, who research considers workaholics. Yang and Guy (2006) reported that generally both parents of Generation X worked outside of the home. Due to these findings, Generation X has the perception that they do not value or commit to just one company. Because Generation X is unwilling to sacrifice their personal lives, workers tend to change jobs more frequently.

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Holm's (2012) study found that millennials believe the rise to a leadership position or to a more challenging position should come faster than other generations. Younger workers look for ways to improve their performance and increase their responsibilities by looking for more effective and efficient ways of doing things. Barford and Hester (2011) found through the Motivational Factor Survey that Generation Y places advancement potential in higher importance than the other two generations. School leaders should allow younger workers to help improve school procedures and give them the responsibility to gather opinions to evaluate and reflect on how things are going.

Generation Y is also said to be highly independent (Lockyer, 2005). Generation Yers do not like being micromanaged and work better when they are given more responsibility and independence. Along with being very independent, Generation Y has a "high self-esteem and don't tolerate intimidation" (Evensen, 2007, p. 32).

Work Environment

Lord's (2006) study dispelled the myth that baby boomers do not want to learn new skills. Research indicates older workers can continue to learn new skills up into their 70s and that baby boomers desire to learn new skills. Lord (2006) pointed to a study conducted by Roper Starch Worldwide for Randstad North America. This study showed that baby boomers ranked learning new skills as one of their highest priorities.

Research indicates Generation Xers are cynical of hierarchical structured work environments (Petroulas et al., 2010). While baby boomers believe working long hours will achieve success, Generation X workers believe personal development will provide one with opportunities for success. It is important for school leaders to find ways to

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create a work environment that is balanced to allow Generation X workers the ability to be both personally and professionally successful (Petroulas et al., 2010).

The majorities of workers in Generation X have children and therefore, place a high priority on personal time with their family. School leaders should be reminded of Generation Xer's parental responsibilities and perhaps be more lenient in the workplace. Generation Xers would be motivated by "rewards less tangible but no less important to them, like free time and flexible scheduling" (Hays, 1999, p. 48).

Petroulas et al. (2010) reported that while Generation X does rank receiving timely feedback as important, they found it does not have to be immediate. Many experts agree that one essential motivational factor that Generation Yers must have is an environment that consists of immediate feedback and results (Barford & Hester, 2011; Evensen, 2007; Holm, 2012; Lockyer, 2005). Generation Y has grown up able to get "everything on demand anytime anyplace," according to research from Purdue University (Lockyer, 2005, p. 126). Holm (2012) reported that millennials want immediate feedback, preferably praise for a job well done and they want to feel instant success. Holm's contributes this need for the sense of immediacy on technology.

Generation Y grew up with technology integrated into their daily lives. Generation Y experienced technology such as computers, cell phones, and video gaming systems from early childhood. Using these skills from Generation Y will not only enhance the workplace, but give them the increased responsibility and authority that Generation Yers crave (Lockyer, 2005).

Generation Yers are thought to be community-focused and collaborative workers who work well in teams (Borges et al., 2010; Barford & Hester, 2011). Although

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members of Generation Y do work well collaboratively, they still like the sense of independence and self-reliance. Generation Yers crave the need to know they are special (Holm, 2012). They want to know that they were chosen to be on the team for a specific reason. Generation Y workers want to have a balanced personal and professional life that will allow them to feel personally free and professionally successful (Barford & Hester, 2011). Generation Yers “are more likely than other age group to consider leaving” because of work conflicts. (Evensen, 2007, p. 32).

Lengths of Service

A research study conducted by Muller, Alliata, and Benninghoff (2009) sought to examine what role motivation played in attracting and retaining teachers. Researchers designed two questionnaires. One ascertained beginning teachers’ reasons for entering the teaching field, while the other studied veteran teachers’ reasons for leaving education. For this study, beginning teachers were defined as having three years or less in the education field, while veteran teachers were defined as having 24 to 30 years in the field. Seven motivational categories were examined throughout The Beginning Teacher Questionnaire. These seven motivational categories were humanistic values, professional vocation, working conditions, personal experience, social status, mobility, and choice by default. Eight motivational categories were established for The Veteran Teacher Questionnaire. These eight motivational categories were work conditions, workload, quality of relationships with principals, fatigue and health, private life (a wish to spend more time with family, school policy, retirement characteristics), and private life (a wish to spend more time on leisure activities).

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Participants in Muller et al.'s (2009) consisted of 306 beginning teachers and 121 teachers who were leaving the education field and were chosen through random sampling. Participants completed this survey anonymously through utilizing mailed questionnaires. A sex breakdown shows that of these beginning teachers 66% were female and the majority of the retiring teachers were also female. The Beginning Teacher Questionnaire contained 43 questions about the motivation to enter the education field and 12 questions that measured participant demographics. The Veteran Teacher Questionnaire was comprised of 38 items that each measured motivation to leave the education field and 5 participant demographic questions.

Inferential statistics were analyzed to determine the statistically significant motivational factors for entering and exiting the education field for beginning and veteran teachers. Chi-square tests were applied to analyze the participants' demographics and if there was an impact on teacher's motivational factors. Factor and cluster analyses were conducted to identify any groups that were significantly different from the other participants.

The study of Muller et al. (2009) reported both groups of teachers were motivated by working with children (91%) and helping them succeed (95%). Differences were found in motivational factors based on school setting and sex (chi-squared tests, $p < 0.05$). For example, teachers in primary schools were more motivated based on the humanistic values and psychological aspects, while teachers in secondary schools were more motivated to achieve based on working conditions. Females were more motivated to work for relational and psychological reasons than males.

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The Veteran Teacher Questionnaire results revealed two reasons why teachers decided to leave education. First, changes in the working conditions such as implementing institutional change (50%) and increased efforts in disciplining children (44%) caused teachers to leave education. The second reason teachers reported leaving the teaching field was due to changes to their workload. Fifty percent of teachers stated the increasing workload was a reason to stop teaching.

By examining at the degree of responsiveness and how they compared to the importance of being a teacher, Muller et al. (2009) developed three critical motivational issues pertaining to both groups of teachers. They are job characteristics, working conditions, and the image of the teaching profession. Muller et al. (2009) found that beginning teachers are positively impacted by these three motivational issues, but overtime veteran teachers find these three issues to be a large part to why they choose to leave education. In Table 5 from Muller et al. (2009) one may examine how these three issues affect both beginning and veteran teachers positively or negatively.

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Table 5: *Transversal issues to attract, develop, and retain teachers*

Issues	Motivations for entering teaching	Motivations for leaving teaching
Job characteristics	<ul style="list-style-type: none">• Little job routine• Working in a social network• Evolving and demanding job• Transmission of knowledge to young people	<ul style="list-style-type: none">• Increasing work load• Dissatisfaction with content and reform• Too much effort going into disciplining rather than teaching
Working conditions	<ul style="list-style-type: none">• Autonomy in pedagogical choices• Autonomy in performing teaching activities	<ul style="list-style-type: none">• Lack of autonomy and flexibility• Lack of hierarchical support
Professional image	<ul style="list-style-type: none">• Identification with teaching profession	<ul style="list-style-type: none">• Degradation of teaching profession's image

Note. Adapted from "Attracting and retaining teachers: A question of Motivation," by Muller et al., 2009, *Educational Management Administration & Leadership*, 37(5), p. 592. Adapted with permission.

Other Studies on Teacher Motivation

Additional studies are cited in the following paragraphs for specific references.

The main sections pertain to performance pay, incentive systems, self-efficacy, and expectancy.

Performance Pay

Kelley, Heneman, and Milanowski (2002) studied whether group-based performance pay in education affected teacher motivation. Group-based performance pay enables groups of teachers to earn additional incentives if the group achieves the set goals. The research study was accomplished with a mixed method approach, beginning

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with open-ended interviews that helped identify questions for a survey instrument that was given later. Teachers from elementary, middle, and high schools all participated in the study. Interviews were conducted in 16 schools in Kentucky and 12 schools in North Carolina in areas that provided a range of socioeconomic statuses.

Researchers spent a half-day in each school and conducted interviews with a sample of teachers and every principal. All interviews were recorded and transcribed by the researchers. Based on the analysis of the interviews, survey questions were developed. These survey questions were designed to measure goal achievement motivation. A total of 1,150 teachers in North Carolina and 1,750 teachers in Kentucky completed the survey. All teachers were given the survey to complete in 120 North Carolina schools and 262 schools in Kentucky.

Interviews conducted with administrators and teachers found that group-based performance pay programs helped get teachers committed to school improvement goals. Many teachers stated that these types of programs helped clarify directions and focus more on achieving the measurable student outcomes. Both administrators and teachers reported that these performance pay programs allowed more accountability and goal focus which in turn raised teachers' motivation to achieve the goals that were stated in the plan.

Through the survey given by Kelley et al. (2002), quantitative findings were consistent with the interview findings. The study summarized its teachers' motivational responses by stating "teachers were clear about their schools' goals, were committed to them, and focused their efforts on them" (p. 392). Researchers found the group-based performance program allowed for numerous motivational outcomes, both extrinsic and

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intrinsic, and these outcomes could be grouped into four factors. These motivational factors were goal attainment rewards, teacher learning, sanctions, and stress. Teachers demonstrated a positive desire to receive the attainment rewards and learning outcomes. The study results concluded that teachers desired to distant themselves from sanctions and stress.

Yuan, Le, McCaffrey, Marsh, Hamilton, Stecher, and Springer (2012) reported that individualized pay for performance systems did not increase teacher motivation or improve teaching practices. Teachers in three schools were asked to complete a survey that examined the pay for performance program, motivation, and teacher practices. Yuan et al. (2012) studied the impact Vroom's (1964) expectancy theory had on teacher's motivation. Results from the survey found 50% of teachers did not expect to receive a bonus and therefore, did not put forth additional effort to receive the bonus. Teachers demonstrated a strong desire to earn the bonus, but the bonus had limited influence on motivating the teachers due to their expectation that they would not receive the bonus based on student achievement. Ninety percent of teachers reported a problem with using student test scores as the sole factor of how teachers were rewarded. This study concluded that it did not warrant paying teachers for performance based on student achievement. Results demonstrated that pay for performance programs at the individual level did not improve teacher effectiveness and motivation, increase the number of hours worked by teachers, or advance student achievement scores.

Incentive Systems

Muller et al. (2009) concluded that administrators ultimately need to design and implement a system to help teachers throughout their career deal more effectively with

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change. This study found the need for a motivational incentive system to be created in each school that contained the following five systems to help increase achievement motivation: Task system, leadership system, reward system, professional development system, and social system. The task system would include clear job definitions and descriptions, better communication of expectations, organizational structures, and appropriate mission and vision statements. The leadership system would require a framework for support and distributive leadership opportunities. Reward systems have a process for feedback, competitive salaries, flexible and attractive working conditions, and job autonomy. The professional development system includes individualized training to meet the needs of teachers and high standards for teachers to remain highly qualified. Finally, the social system would provide teachers clear expectations on the teacher's role and function with all stakeholders, peer recognition, and the development of strategies to promote the image of teaching. These five systems were developed based on the results of Muller et al. (2009)'s two questionnaires.

Self-Efficacy

Thoonen, Slegers, Oort, Peetsma, and Geijsel (2011) studied the impact of teacher motivation on teaching practices. This study examined motivational factors of teachers and how these factors increased their effectiveness in the classroom. Thoonen et al. (2011) reported that there are three major motivational components: expectancy, value, and affective. This study was conducted through a quantitative approach using surveys. Thirty-two elementary schools in the Netherlands were surveyed. Results indicated teacher's achievement motivation rose when self-efficacy was high. "Self-efficacy is a future-oriented belief about the level of competence that a person expects he

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or she will display in a given situation” (Thoonen et al, 2011, p. 504). Teachers were more comfortable with planning and organization due to an increase in engagement during professional development opportunities. These opportunities allowed teachers to increase collaboration with other teachers, become better at experimenting with different teaching strategies, and improve the use of reflective practices.

Expectancy

A study conducted by Finnigan and Gross (2007) examined how Vroom’s (1964) expectancy theory influenced teacher’s basic motivation to perform. This study identified how teachers’ expectations of how their students and the overall student population would perform related to how motivated they were to see the school be removed from low-performing status. After conducting a mixed method study that included surveys and interviews, researchers found teachers who expected students to perform well were less likely to report pressure to improve scores or fear of losing their jobs. These teachers expected their efforts to result in a positive outcome of students performing better on standardized tests. Ultimately, the researchers noted teachers who continued to expect students to do poorly had lower morale than teachers who had higher expectations. Finnigan and Gross (2007) noted these teachers’ low morale was apparent in their interviews and survey results. Fifty-two percent of teachers reported they felt discouraged that they could not improve their performance any further.

Solidary incentives are defined as intangible rewards including a teacher’s status and identification as a teacher, while material incentives include wages and fringe benefits (Clark & Wilson, 1961). Finnigan and Gross (2007) examined if teachers responded to incentives such as solidary and material incentives. This study’s findings

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noted that teachers were particularly sensitive about losing their status as a teacher and were negatively affected by the fear of losing their job. Finnigan and Gross (2007) reported that teachers who felt their status and/or position being threatened were more likely to refocus their goals and look for ways to improve. Their findings also resulted in questions about how teacher tenure and years of service influenced teacher motivation. They concluded further research would benefit the education field to better understand those factors' influence on teacher motivation.

Summary

Substantial research has been conducted on teacher motivation. However, this review of literature has uncovered a lack of research conducted that pertains to educational administrators' and teachers' perceptions of teacher motivation. While there was considerable research concerning generational motivation, few studies have examined the similarities and differences in how teachers are motivated based on their sex, ethnicity, or length of service. Further research in this area would support administrators in their efforts to better understand how they can motivate their teachers.

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CHAPTER THREE

METHODOLOGY

This study was a one shot study of perceptions of two static groups: teachers and administrators. Other variables such as sex, ethnicity, generation, and length of service were also examined.

Research Design

The study was conducted by using descriptive and inferential statistics by means of analysis. This research study was accomplished through a quantitative approach using a survey instrument. A survey was used to ascertain the participants' perceptions of motivational factors and the importance of each factor. Herzberg's (1959) two-factor theory served as background support for developing the basic structure of the study. Research questions about how teachers' and administrators' perceptions about teacher motivation were then derived. The survey instrument was designed through using a four-point Likert scale. The survey also examined categorical variables such as sex, ethnicity, generation, and length of service.

Setting

The study was conducted in Judy County high schools. Judy County was an ethnically diverse, suburban public school system that was located 20 miles west of Atlanta, Georgia. According to the United States Census Bureau (2012), Judy County had a population of 133,971. The Judy County School System had 25,473 students with 7,594 of those being high school students.

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Participants

Teachers from Judy County's high schools had the opportunity to participate in the survey. There are 428 high school certified teachers. Each teacher received a survey request through email. To ensure that the variable groups (i.e., sex, ethnicity, generation, and length of service) were all adequately represented, the total population of certified high school teachers in Judy County was asked to participate.

All administrators in Judy County's high schools were asked to participate. This included 4 principals and 16 assistant principals. Judy County did not employ administrative assistants. Any teacher or administrator who participated in the reliability test did not participate during the actual study. Participants remained anonymous through the use of the electronic platform.

Variables

This study compared and contrasted teachers' perceptions and administrators' perceptions of teacher motivation. The variables were teachers' and administrators' perceptions of teacher motivation. The major descriptive variable was the status of the participants (teacher or administrator). Other descriptive variables that were examined were sex, ethnicity, generation, and length of service.

Source of Data

An electronic survey was used to gather data. SurveyMonkey was used to administer the survey. Data in this study were collected through the responses of teachers and administrators to the survey items.

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Instrument

Mertler's (1992) Teacher Motivation and Job Satisfaction Survey was adapted and utilized to compare and contrast teachers' and administrators' perceptions. Questions from this survey are contained in *Appendix A*. The Teacher Motivation and Job Satisfaction Survey was created and used by Mertler (1992, 2001a, 2001b, and 2002) and has been adapted for this study. Permission was granted by Mertler to use The Teacher Motivation and Job Satisfaction Survey for this study in 2013. Survey items are divided into two categories--job-related factors and job performance incentives. Job-related factors were developed from the work of Herzberg (1959). Mertler (1992) divided the job-related factors into three distinct subgroups (i.e. relationships with colleagues, relationships with administrators, and relationships with students). There are 18 survey items that fall within the job-related category. For job performance incentives, Mertler (1992) developed a list of 10 items that were either a reward or incentive for teachers who were high performers in the classroom. These items are not a part of teaching, but rather they are incentives for doing a good job.

A pilot test of the survey instrument was conducted by Mertler (1992) to assess validity and reliability. Pilot test participants consisted of 13 full-time graduate students who were former teachers. Participants attended an overview presentation of the study where the purpose of the study was described and confidentiality was explained. Participants were asked to provide feedback on each question. In addition, Mertler (1992) facilitated an open discussion after the survey was completed to gain a better understanding of how to make the survey better. Feedback from participants demonstrated that overall the survey questions were easy to understand by the former

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educators. One participant suggested did ask that a change be made in terminology to item 8 which was about two of the motivational factors. A second participant suggested that an ethnicity demographic question be added to the survey.

In April and May, Mertler (1992) administered the survey to 156 teachers from two elementary and two high schools. Participants were randomly selected from a large Midwestern metropolitan area in the greater Columbus, Ohio area. Participants' demographics included the following: 82.6% female, 17.4% male; 92.8% Caucasian, 4.6% African American; 19.2% were ages 41 to 45, 17.3% were ages 46-50, and 28.4% had six to ten years of teaching experience. The majority of participants identified their school as an urban school (69.7%).

The adaptation version of Mertler's (1992, 2001a, 2001b, and 2002) The Teacher Motivation and Job Satisfaction Survey contains 14 items that are divided into seven subscales and a demographics section. The seven subscales are recognition, monetary reward, professional growth, interpersonal relations, job significance, sense of achievement, and working conditions. These seven subscales allowed for survey items to be categorized and analyzed.

Validity and Reliability

While Mertler's (1992) pilot study established content validity, reliability of The Teacher Motivation and Job Satisfaction Survey was not reported. Both validity and reliability are important aspects of any research study and must be established in order to deem a research study as worthy of being completed. Vogt (2007) reported that reliability refers to the consistency of the instrument, while validity refers to how well the items tell the researcher what he/she wants to know. Mertler (1992) assembled a panel of content

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experts to assess the validity of the survey instrument and made appropriate changes to the survey based on the panel's feedback.

To establish the reliability of the adaptation to The Teacher Motivation and Job Satisfaction Survey items, a test retest reliability study was performed. Five administrations and five teachers were asked to complete The Teacher Motivation Survey. Two weeks after the first administration of the survey, those same five administrators and five teachers were asked to complete the survey again.

Table 6 shows the correlation between the test and retest for teachers, while Table 7 shows the correlation for administrators. SPSS was used to perform bivariate correlations between the first survey administration which was labeled "A", and the second survey administration which is labeled "B". Survey items were divided into seven subscales. In Table 6 and 7, survey items are identified first by A or B to demonstrate which survey administration the item occurred in. The second character identifies the subscale and the third character is for the actual item surveyed within the subscale. Vogt (2007) reports the closer to 1.0 the higher the positive correlation between the two survey items.

Table 6 and 7 demonstrate that there were several questions that had low correlations between the test and the retest. To establish reliability each item that contained a low correlation was analyzed. The criteria for keeping a survey item was developed in order to have a consistent and appropriate way to decide if items should be kept, deleted, or revised. To keep a survey item, either three of the five participants had to rank the item the exact same or no participant changed their ranking by two or more positions on the Likert scale. If either of those two criteria could not be established, the

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item would be removed or revised. To revise an item, the item needed to demonstrate that it asked more than one question within that one item.

Table 6: *Correlation of Survey 1 and Survey 2 for Teachers*

Survey 1- "A"	Survey 2- "B"	Pearson Correlation
A11	B11	.612
A12	B12	.910
A13	B13	1.000
A21	B21	1.000
A22	B22	.408
A31	B31	.429
A32	B32	.612
A33	B33	.250
A34	B34	.663
A35	B35	.667
A41	B41	*
A42	B42	.612
A43	B43	*
A51	B51	.802
A52	B52	.612
A53	B53	.845
A54	B54	.791
A55	B55	.764
A61	B61	1.000
A62	B62	.612
A63	B63	.612
A71	B71	.791
A72	B72	.791
A73	B73	.000**
A74	B74	.688
A75	B75	.930
A76	B76	.134
A77	B77	.667

*Pearson Correlation could not be calculated due to all teachers answering "Motivated".

** One teacher changed answer from "Motivated" to "Highly Unmotivated" on the pre- and post-survey. Two teachers put the same from pre- to post-survey, while two moved by one place on the Likert scale.

There were four questions on the teacher pre- and post-survey that had low correlations. Each of the four items was examined by the researcher to ascertain the

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reason for the low correlation. The first item was in subscale two and item two, which were monetary reward and “a one-time monetary reward (supplemental to the step increase)”. This item received a .408 correlation. Three teachers had the same response from pre- to post-survey, while two teachers changed their response by one position on the Likert scale (both went from “Motivated” to “Highly Motivated”). Due to these two teachers change in ranking from the first to the second survey the correlation was low. However, one may agree that having three other teachers who marked the same rank between the first and second administration would demonstrate the item to be reliable. This item remained in the survey.

The second item that scored low was item 31. This item was in the third subscale and item one, which was professional growth and “potential for professional growth (e.g. possibility of improving one’s own professional skills)”. This item received a .429 for the Pearson correlation. Upon examination the research found that four of the five teachers ranked the item the same on the pre- and post-survey. Only one teacher changed their ranking from “Highly Motivated” to “Unmotivated”. Since four of the five ranked the item the exact same, reliability has been demonstrated and the item stayed in the survey.

The third item that scored low was item 33. This item also came from the third subscale, professional growth, and was item three, “an instructional workshop offered by the district for a fee”. This item received a correlation of .250. With further examination of this item, it was determined that none of the five teachers ranked this item the same on the pre- and post-survey. Therefore, this item was removed from the survey.

The fourth item that had the lowest correlation rate at .134 was item 76. This item was in subscale seven, working conditions, and was number six, “early

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retirement/contract buy-on”. Only two teachers ranked this item the same from pre- to post-survey. Two teachers changed their ranking by one position on the Likert scale, while one teacher changed their ranking by two. Due to the low correlation rate and further examination of the teacher’s rankings, this item was removed from the survey.

Table 7: *Correlation of Survey 1 and Survey 2 for Administrators*

Survey 1- “A”	Survey 2- “B”	Pearson Correlation
A11	B11	.612
A12	B12	.408
A13	B13	.667
A21	B21	.919
A22	B22	.408
A31	B31	*
A32	B32	-.167
A33	B33	.612
A34	B34	.250
A35	B35	-.408
A41	B41	*
A42	B42	.791
A43	B43	.535
A51	B51	-.250
A52	B52	.612
A53	B53	.250
A54	B54	.250
A55	B55	.535
A61	B61	.612
A62	B62	.919
A63	B63	1.000
A71	B71	*
A72	B72	.667
A73	B73	.408
A74	B74	-.196
A75	B75	.645
A76	B76	.873
A77	B77	-.167

* Pearson Correlation could not be calculated due to all administrators answering “Motivated”.

There were eleven questions on the administrator pre- and post-survey that had low correlations. Each of the four items was examined by researcher and professor to

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ascertain the reason for the low correlation. The first item that received a low correlation of .408 was 12. This was in the first subscale, recognition, and was item two, “being selected as teacher of the month/year in the district”. Three administrators scored this item the same on the pre- and post- survey, while two changed their position on the Likert scale from “Motivated” to “Highly Motivated”. Due to these findings, this item remained in the survey.

The second item that received a .408 for correlation was item 22. This item was in the second subscale, monetary reward, and was item two, “a one-time monetary reward (supplemental to the step increase)”. Two administrators ranked this item the same on the pre- and post-survey, while three administrators changed their ranking by one position on the Likert scale. Two of these administrators changed from “Motivated” to “Highly Motivated”, while the other changed from “Motivated” to “Unmotivated”. While it was concerning those three administrators changed their rankings, these were minor changes and therefore the item remained in the survey.

The third item that scored a low correlation was 32. Item 32 was within the third subscale, professional growth, and item two, “potential for advancement (e.g. possibility of assuming different positions in the profession). This item received a -.167 correlation score. Two administrators scored this item the same on the pre- and post-survey. Three administrators changed their ranking on the Likert scale by one position. Two of these three changed from “Motivated” to “Highly Motivated”, while the other administrator changed from “Highly Motivated” to “Motivated”. The negative sign was determined to be caused by the fact one administrator went to a higher level of motivated, while the

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other went to a lower level of motivation. Due to the further examination of this item, reliability has been demonstrated and the item remained in the survey.

Item number 34 was the fourth item in the survey that had a low correlation score. It received a .250. Item 34 was from the third subscale, professional growth, and was item four, “an instructional workshop offered and paid for by the district”. Three administrators scored this item the exact same from the pre- to the post-survey, while two administrators changed their ranking by one position on the Likert scale. One administrator changed from “Unmotivated” to “Motivated” and the other one changed from “Motivated” to “Highly Motivated”. This inspection of the item demonstrated that there were minor changes to administrator’s responses and therefore the item remained in the survey.

The fifth item that received a -.408 was item number 35. This item also came from the third subscale, professional develop, and was item five, “being given the opportunity to participate in teacher projects (e.g. research, curriculum development)”. Upon examination of this item it was determined that the item was reliable and could remain in the survey. Three administrators responded in the same way from the pre- to post-survey, while the other two administrators changed their response by one position on the Likert scale. One of the administrators changed from “Unmotivated” to “Motivated” and the other changed from “Motivated” to “Unmotivated”. The negative sign was determined to be caused by the fact one administrator went to a higher level of motivated, while the other went to a lower level of motivation.

The sixth item also contained a negative correlation value at -.250 and it was due to the same reason listed previously. The sixth item was item number 51. Fifty-one was

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from the fifth subscale, job significance, and the first item, “status (e.g. professional status of teaching)”. Three administrators ranked this item the same on the first and second administration of the survey, while two changed their position on the Likert scale by one position. One of the administrators changed from “Unmotivated” to “Motivated” and the other changed from “Motivated” to “Unmotivated”. Due to these slight movements on the Likert scale, this item was deemed reliable and remained in the survey.

The seventh and eighth items received the same correlation score at .250 and were ranked by administrators the exact same way. Item seven was item number 53 and item eight was item number 54. Item 53 came from the fifth subscale, job significance, and the third item, “work itself (e.g. aspects associated with the tasks of teaching)”. Item 54 also came from the fifth subscale, job significance, and was the fourth item, “factors in personal life (e.g. effects of teaching on one’s personal life)”. Upon inspection of both these items it was determined that three administrators responded in the exact way in the pre- and post-survey, while two changed their response by one position on the Likert score. One administrator changed his/her response to “Motivated” to “Unmotivated” and the other changed from “Highly Motivated” to “Motivated”. Since these changes were minor on the Likert scale, this item was deemed reliable and remained in the survey.

The ninth item that was found to have a low correlation between the first and second administrator of the survey was item number 73. This item came from the seventh subscale, working conditions, and was the third item, “working conditions (e.g. building conditions, amount of work, facilities available)”. Item 73 had a correlation of .408. Only two administrators ranked their first and second responses the same way, while the other three changed their position by one position on the Likert scale. One administrator

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changed from “Unmotivated” to “Motivated”, the second one changed theirs from “Highly Motivated” to “Motivated”, and the final one changed from “Motivated” to “Highly Motivated”. Due to the inconsistencies that these three administrators showed during the reliability test, the survey question was changed to reflect each of the examples as an item under the seventh subscale. Instead of asking respondents to rank “working conditions (e.g. building conditions, amount of work, facilities available)”, they were asked to rank “building conditions”, “amount of work”, and “facilities available”.

The tenth item was scored a low correlation score of $-.196$. The item number was 74 and was also from the seventh subscale, working conditions. This item asked participants to rank the motivational effect of “district policies (e.g. overall effects of the district as an organization)”. Upon further examination of this item, it was found that four of the five administrators changed their response between the pre- and post-survey. One administrators changed their position by two the Likert scale by going from “Highly Unmotivated” to “Motivated”, while the other three administrators changed by one position on the Likert scale. This item was determined to be unreliable due to these inconsistencies between the first and second administrator of the survey. This item was removed from the survey.

The eleventh and final item that had a low correlation score was item number 77. Survey item 77 came from the seventh subscale, working conditions, and was item number seven, “being permitted to purchase additional equipment and supplies for the classroom”. The correlation between the first and second administration of the survey was $-.167$. Three administrators changed their score, while two responded in the same way on the pre- and post-survey. Two changed their score from “Highly Motivated” to

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“Motivated” and one changed from “Motivated” to “Highly Motivated”. Since the changes were minor and all three remained in the motivated category instead of unmotivated, this item remained in the survey and was deemed reliable.

Procedures

An electronic survey was distributed to teachers and administrators in Judy County’s high schools. Participants were given one week to complete the survey. After one week, the researcher evaluated the response rate and found the teachers’ response rate was 43% and the administrators’ was at 75%. Vogt (2007) reported the average response rate for doctoral students is rarely above 40%. If the response rate was not adequate, then the survey link was sent out through a second email to the high schools in Judy County. However, the response rate was determined to be adequate after the first week.

Data Collection and Management

Upon approval of Kennesaw State University’s Institutional Review Board and Judy County School System, survey links were sent to all Judy County high school teachers and administrators. The survey was given electronically only through the use of Survey Monkey. The researcher was the only person who had the login information to the Survey Monkey website in order to keep all survey results confidential. No identifiable information was collected on any participants and therefore, pseudonyms were not required. All participants were certified teachers and administrators that were over the age of 18.

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Data Analysis

The survey data were analyzed using statistical procedures through IBM SPSS Statistic software program. These procedures provided the necessary evidence for examining the relationships among the descriptive variables. Participant's demographic information was included to answer the research questions pertaining to sex, ethnicity, generation, and length of service.

In Chapter Four, findings and demographic information of participating teachers and administrators are displayed by descriptive statistics. Participant responses include frequencies, means, and standard deviations. An independent samples t-test was used to calculate and compare the teachers' and administrators' responses related to their perceptions of teacher motivation and the impact of the participant's sex. Analysis of Variance (ANOVA) was used to determine if ethnicity, generation, and length of service impacted their perceptions on teacher motivation. An alpha level of 0.05 or higher demonstrated significance for this study.

The seven subscales within the survey instrument were first summed and then means were used to determine if there were any statistically significant differences within the subscales. Only after statistically significant differences had been determined for a subscale, was each item within the subscale examined through the use of independent samples t-tests.

Limitations

With any research study, limitations are present. The first limitation of this study was the lack of diversity among the high school administrators. Of the 15 administrators who completed the survey, 9 were Caucasian and 6 were African American. There were

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no other ethnicities represented. Due to the limited number of high school administrators in the county, the interpretation of the results were constrained by administrator's perceptions of teacher motivation based on sex, ethnicity, generation, and length of service.

Another limitation of this study was the sample size of the administrators. Due to the small number of high school administrations (30), the sample size during the reliability study could only contain five administrators. There were only 20 administrators that could participant in the actual study. This includes four principals and 16 assistant principals. Only 15 total administrators completed the survey. Due to the limited number of high school administrators, the results were limited in their interpretation to areas outside Judy County.

There were eleven questions within the test-retest reliability study for administrators that demonstrated low correlations, while there was only four in the teachers' study. Administrators were asked to think of teachers' perception of teacher motivation and not their own perception. It may be considered a limitation that administrators are thinking of all teachers when considering how they rank each item rather than thinking of one individual teacher.

With any survey that is conducted only one time, there is the limitation that the participant did not accurately convey his/her true perceptions about the survey item. Participants only have one opportunity to complete the survey and depending on the external influences such as issues in both their professional and personal lives, perceptions may be swayed.

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Summary

The Teacher Motivation Survey was administered to teachers and administrators in the Judy County school system using an electronic survey website known as SurveyMonkey. Quantitative survey data collected was examined using IBM SPSS Statistic software program. Statistical procedures constructed using this software enabled the researcher to compare and contrast teachers' and administrators' perception of teacher motivation as well as examine the independent variables (i.e., sex, ethnicity, generation, and length of service).

CHAPTER FOUR

FINDINGS

Chapter four displays the results from the teachers' and administrators' surveys. Findings and demographic information of participating teachers and administrators are displayed by descriptive statistics. The quantitative data was then analyzed to answer the primary research question, "Are there any statistically significant differences in the perceptions of teacher motivation factors between teachers and administrators as measured by The Teacher Motivation Survey?" Other analyses were conducted to answer the research question concerning the categorical variables such as sex, ethnicity, generation, and length of service.

Analysis of Quantitative Data

A total of 184 teachers and 15 administrators completed the survey. They reported their demographic information as part of the survey items. Table 8 displays the demographics for the participants' sex, ethnicity, generation, and length of service for teachers and administrators.

Out of the 184 teachers, 33% were male and 67% were female. Participating teachers were 76% Caucasian and 20% were African American, while the other 4% were closely divided into Asian American, Hispanic American and other. Of the three generations that were identified, 30% of teachers were within the Baby Boomer generation, 38% in Generation X, and 32% Generation Y. Teachers' length of service varied in ranges, but had the highest percentage (32%) within the range of six to ten years. The next largest group was the one to five years of service, which represented 17% of the participating teachers.

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Table 8: *Participants' Demographics*

		Teachers	Administrators
Sex	Male	33%	47%
	Female	67%	53%
Ethnicity	African American	20%	40%
	Asian American	1%	0%
	Caucasian	76%	60%
	Hispanic American	1%	0%
	Other	2%	0%
Generation	Baby Boomer	30%	13%
	Generation X	38%	67%
	Generation Y	32%	20%
Length of Service	1 to 5	17%	7%
	6 to 10	32%	0%
	11 to 15	15%	40%
	16 to 20	14%	33%
	21 to 25	10%	13%
	26 to 30	5%	7%
	31 to 35	4%	0%
	36 or more	3%	0%

Administrators had a more even percentage of sexes participating (47% male, 53% female). Only two groups of ethnicities were represented within the administrators group. Forty percent were African American and 60% were Caucasian. Generation X was the most represented generation of the three at 67%. The Baby Boomer generation had 13%, while Generation Y was 20%. The length of service of administrators also varied among the eight ranges, but had the most within years 11 to 15 (40%). Other ranges of years that were larger were 16 to 20 and 21 to 25 (33%, 13%).

The survey section contained 26 items. Participants ranked the items on a four point Likert scale with four being the highest. The 26 items were organized into seven subscales: recognition, monetary reward, professional growth, interpersonal relations, job significance, sense of achievement, and working conditions.

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Descriptive statistics conducted on both teacher and administrator's survey data demonstrated the mean of each of the seven subscales. Tables 9 and 10 display the mean score and standard deviation for teacher and administrators respectively. Survey items were ranked on a four point Likert scale. The midpoint of this scale was two. A mean score of higher than two shows a positive association with motivation.

Answers to Research Questions

Research Question One: What are high school teachers' perceptions of teacher motivation factors as measured by The Teacher Motivation Survey?

Table 9 displays the mean score for the seven subscales for teachers. Teachers ranked sense of achievement ($M=3.64$, $SD=.432$) and monetary reward ($M=3.40$, $SD=.620$) as their two highest motivational factors. Professional growth ($M=2.90$, $SD=.611$) and working conditions ($M=2.89$, $SD=.514$) were scored as teacher's two lowest motivational factors. However, even the two lowest scores were above the average score of two.

Table 9: *Mean of Subscales for Teachers (N=184)*

	Mean	Standard Deviation
Recognition	3.02	.584
Monetary Reward	3.40	.620
Professional Growth	2.90	.611
Interpersonal Relations	3.16	.523
Job Significance	3.07	.518
Sense of Achievement	3.64	.432
Working Conditions	2.89	.514

Research Question Two: What are high school administrators' perceptions of teacher motivation factors as measured by The Teacher Motivation Survey?

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Table 10 displays the mean score for the seven subscales for administrators. Administrators ranked monetary reward ($M=3.47$, $SD=.516$) and recognition ($M=3.33$, $SD=.436$) as two highest teacher motivational factors. Professional growth ($M=2.72$, $SD=.339$) and job significance ($M=2.73$, $SD=.344$) were ranked as the lowest teacher motivational factors by administrators. However, even though professional growth and job significance were rated the lowest among the seven subscales, they were still above the average rating of two.

Table 10: *Mean of Subscales for Administrators (N=15)*

	Mean	Standard Deviation
Recognition	3.33	.436
Monetary Reward	3.47	.516
Professional Growth	2.72	.339
Interpersonal Relations	3.00	.504
Job Significance	2.73	.344
Sense of Achievement	3.18	.486
Working Conditions	3.13	.419

Research Question Three: Are there any statistically significant differences in the perceptions of teacher motivation factors between teachers and administrators as measured by The Teacher Motivation Survey?

Both teachers and administrators ranked all seven subscales higher than the midpoint of two demonstrating that there was a positive association with the subscales in terms of motivation for teachers. Through a series of independent samples t-tests, three of the seven subscales revealed a statistically significant difference ($p < .05$) between teachers' and administrators' perceptions of teacher motivation. Those three subscales were recognition ($p=.047$), job significance ($p=.014$), and sense of achievement ($p=.000$). See Tables 11, 12, 13, and 14 for all statistical results.

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Table 11: *Teacher Responses for Subscales by Descending Mean (N=184)*

	Mean	Standard Deviation
Sense of Achievement	3.64	.432
Monetary Reward	3.40	.620
Interpersonal Relations	3.16	.523
Job Significance	3.07	.518
Recognition	3.02	.584
Professional Growth	2.90	.611
Working Conditions	2.89	.514

Table 12: *Administrators Responses for Subscales by Descending Mean (N=15)*

	Mean	Standard Deviation
Monetary Reward	3.47	.516
Recognition	3.33	.436
Sense of Achievement	3.18	.486
Working Conditions	3.13	.419
Interpersonal Relations	3.00	.504
Job Significance	2.73	.344
Professional Growth	2.72	.339

Table 13: *Ranking of Teachers and Administrators Perceptions*

Teachers	Mean	Administrators	Mean
Sense of Achievement	3.64	Monetary Reward	3.47
Monetary Reward	3.40	Recognition	3.33
Interpersonal Relations	3.16	Sense of Achievement	3.18
Job Significance	3.07	Working Conditions	3.13
Recognition	3.02	Interpersonal Relations	3.00
Professional Growth	2.90	Job Significance	2.73
Working Conditions	2.89	Professional Growth	2.72

Table 14: *Independent Samples t-Test Comparisons of Teachers' and Administrators' Perceptions*

Subscales		t	df	Sig (2-tailed)
Recognition	Equal variances assumed	-2.002	193	.047
Monetary Reward	Equal variances assumed	-.351	194	.726
Professional Growth	Equal variances assumed	1.173	196	.242
Interpersonal Relations	Equal variances assumed	1.203	195	.231
Job Significance	Equal variances assumed	2.467	197	.014
Sense of Achievement	Equal variances assumed	3.646	196	.000
Working Conditions	Equal variances assumed	-1.771	193	.078

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Independent samples t-tests were performed on each item within these three subscales. Survey items one, two, and three were within the recognition subscale. Item one was recognition, item two was being selected as teacher of the year, and item three was being awarded a plaque by students. Item one revealed a statistically significant difference ($p=.040$) between teachers and administrators, while the other two items were not ($p=.203$, $p=.155$). The mean score for item one for teachers was 3.24 ($SD=.659$), while it was 3.60 ($SD=.507$) for administrators indicating that administrators' perceptions of recognition as a teacher motivational factor is stronger than that of the teachers.

Survey items 13, 14, 15, 16, and 17 were categorized into the job significance subscale. Survey item 13 was professional status, item 14 was responsibility, item 15 was work itself, item 16 was factors in personal life, and item 17 was sense of accountability. Independent samples t-test uncovered that statistically significant difference between teachers and administrators existed in item 14 ($p=.010$) and 15 ($p=.000$). Teachers had the mean score of 3.36 ($SD=.620$), while administrator's mean score was 2.93 ($SD=.458$) on item 14. Teachers had the mean score of 3.22 ($SD=.677$) on item 15, while administrators had 2.47 ($SD=.516$). Statistically significant difference did not exist between teachers and administrators in items 13 ($p=.098$), 16 ($p=.893$) and 17 ($p=.547$).

The sense of achievement subscale included survey items 18, 19, and 20. Item 18 was sense of achievement, item 19 was having students thank a teacher, and item 20 was observing improvements made by students. Independent samples t-test showed that statistically significant differences between teachers and administrators existed in all three items. Item 18($p=.011$) had a mean score of 3.56 ($SD=.519$) for teachers and 3.20 ($SD=.561$) for administrators. Item 19 ($p=.002$) had a mean score of 3.60 ($SD=.554$) for

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teachers, while administrators had a mean score of 3.13 ($SD=.640$). Item 20 ($p=.002$) had a mean score of 3.66 ($SD=.530$) for teachers and 3.20 ($SD=.561$) for administrators.

Teachers' perceptions of these three teacher motivational items were stronger than those of the administrators.

Research Question Four: Are there any significant differences in the perceptions of teacher motivational factors among the categories of teacher sex, ethnicity, generation, and length of service in the classroom as measured by The Teacher Motivation Survey?

An independent samples t-test was calculated to find if there were any significant differences in teachers' perceptions based on the teacher's sex. Two of the seven subscales revealed statistically significant differences. Those were professional growth ($p=.015$) and working conditions ($p=.012$). Group statistics found that males had a mean score of 2.75 ($SD=.630$), while females had a mean score of 2.98 ($SD=.588$) within the professional growth subscale. Males had a mean score of 2.78 ($SD=.572$) and females had a mean score of 2.96 ($SD=.470$) within the working conditions subscale.

Analysis of Variance (ANOVA) was used to determine if ethnicity made any significant difference in the teachers' perceptions of teacher motivation. Results of ANOVA found that statistically significant differences existed in two of the seven subscales. Those were recognition ($p=.021$) and professional growth ($p=.015$). Table 15 displays the five ethnicities represented with their mean scores and standard deviations for recognition, while table 16 displays mean score and standard deviation for professional growth. Standard deviation could not be found for Asian American teachers

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because there was only one teacher who identified themselves as that ethnicity. See Table 17 in Appendix B for more statistical results by ethnicity.

Table 15: *Ethnicity Descriptive for Recognition*

	Mean	Standard Deviation
African American	3.00	.485
Asian American	4.00	.
Caucasian	3.05	.581
Hispanic American	2.11	1.01
Other	2.75	.631

Table 16: *Ethnicity Descriptive for Professional Growth*

	Mean	Standard Deviation
African American	3.20	.510
Asian American	3.25	.
Caucasian	2.82	.608
Hispanic American	3.17	.878
Other	2.75	.791

Table 17: *Analysis of Variance- Teachers Perceptions by Ethnicity*

		Sum of Squares	df	Mean Square	F	Sig (2-tailed)
Recognition	Between Groups	3.871	4	.968	2.958	.021
Monetary Reward	Between Groups	.551	4	.138	.353	.842
Professional Growth	Between Groups	4.501	4	1.125	3.157	.015
Interpersonal Relations	Between Groups	1.545	4	.386	1.426	.227
Job Significance	Between Groups	.813	4	.203	.754	.557
Sense of Achievement	Between Groups	.649	4	.162	.867	.485
Working Conditions	Between Groups	.950	4	.237	.896	.467

Comparisons of teacher perceptions by generation and length of service were calculated using ANOVA. Results of ANOVA revealed that there were no statistically significant differences in teachers' perceptions among any of the seven subscales for either generation or length of service. Table 18 shows the ANOVA results for generation, while Table 19 shows the ANOVA results for length of service.

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Table 18: *Analysis of Variance- Teachers Perceptions by Generation*

		Sum of Squares	df	Mean Square	F	Sig (2-tailed)
Recognition	Between Groups	1.262	2	.631	1.866	.158
Monetary Reward	Between Groups	.220	2	.110	.284	.753
Professional Growth	Between Groups	.667	2	.333	.892	.412
Interpersonal Relations	Between Groups	.613	2	.307	1.122	.328
Job Significance	Between Groups	1.023	2	.512	1.926	.149
Sense of Achievement	Between Groups	.278	2	.139	.743	.477
Working Conditions	Between Groups	.414	2	.207	.781	.459

Table 19: *Analysis of Variance- Teachers Perceptions by Length of Service*

		Sum of Squares	df	Mean Square	F	Sig (2-tailed)
Recognition	Between Groups	2.078	7	.297	.865	.536
Monetary Reward	Between Groups	.507	7	.072	.182	.989
Professional Growth	Between Groups	1.293	7	.185	.485	.845
Interpersonal Relations	Between Groups	1.949	7	.278	1.019	.420
Job Significance	Between Groups	1.969	7	.281	1.050	.398
Sense of Achievement	Between Groups	.274	7	.039	.203	.984
Working Conditions	Between Groups	.957	7	.137	.507	.828

Summary

Overall several survey items found that statistically significant differences existed between teachers' and administrators' perception of teacher motivational factors. While teachers perceive sense of achievement and monetary rewards to be two of the highest factors, administrators perceive monetary rewards and recognition to be teachers' most influential motivational factors. However, both teachers and administrators rated each of the seven subscales higher than the average rating of two.

Statistically significant differences existed in survey item one regarding recognition and survey item 14 regarding responsibility. Administrators perceived item one as a stronger motivational factor than teachers, while they perceived item 14 to be

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lower. The three survey items concerning sense of achievement (items 18, 19, and 20) all revealed statistically significant differences among teachers and administrators. Teachers perceived each of these three motivational factors stronger than administrators.

Other statistical analyses found existing significant differences between sex and ethnicity, while none existed among generation and length of service. Females scored professional growth and working conditions stronger than males. African Americans, Asian Americans, and Caucasians scored recognition higher than Hispanic American and anyone who identified themselves as other. African Americans, Asian Americans, and Hispanic Americans rated professional growth stronger than Caucasian and anyone who identified themselves as other.

CHAPTER FIVE

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

This chapter outlines the discussion, implications, and conclusions of this research study. Significant findings as a result of data analysis are discussed and conclusions are drawn from these findings. Implications for teachers and school administrators are reviewed based on the findings and possible future related studies are proposed to continue to enhance the understanding of teacher motivation and its relationship to Herzberg's (1959) two-factor theory.

Restatement of Research Questions

The following questions were answered in this study:

1. What are high school teachers' perceptions of teacher motivation factors as measured by The Teacher Motivation Survey?
2. What are high school administrators' perceptions of teacher motivation factors as measured by The Teacher Motivation Survey?
3. Are there any statistically significant differences in the perceptions of teacher motivation factors between teachers and administrators as measured by The Teacher Motivation Survey?
4. Are there any significant differences in the perceptions of teacher motivational factors among the categories of teacher sex, ethnicity, generation, and length of service in the classroom as measured by The Teacher Motivation Survey?

Discussion of Findings

The purpose of this study was to examine if statistically significant differences exist between teachers' and administrators' perceptions of teacher motivators. Teachers'

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perceptions were also analyzed by generation, sex, ethnicity, and length of service to determine if significant differences exist among the categories of each of the independent variables. The quantitative survey instrument used in this study linked Herzberg's (1959) two-factor theory to teacher motivation. Statistically significant differences between teachers' and administrators' perceptions were found in two of the motivation sub-scales. Statistically significant differences in teachers' perceptions were also found in gender and ethnicity analyses.

Research question one: Teachers' perception of teacher motivation factors

Findings of the survey demonstrated that teachers found each of the seven subscales to be important motivational factors. However, two of the seven were ranked higher than the others. Sense of achievement ($M=3.60$) and monetary rewards ($M= 3.41$) were ranked as the strongest teacher motivational factors. Herzberg (1959) also found that teacher achievement to be the highest motivational factor in his study. Monetary rewards were also ranked highly as a teacher motivation factor, sixth out of sixteen.

The findings of both Herzberg's study (1959) and this study confirm that teachers perceive sense of achievement and monetary rewards to be strong motivators. Survey item 20 was designed to ask teachers to rate how motivating it was to observe vast improvements in the achievement levels of students over the school year. Item 20 had a mean score of 3.66, which demonstrates the importance of this subscale to teachers' motivation.

Survey item 19 was designed to ask teachers to rank how motivating it was to receive thanks from students. Item 19 had an above average mean score of 3.60. Survey item 18 was designed to ask teachers to rank in general the sense of achievement and its

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effect to their motivation. Teachers' perceptions were summarized to a mean score of 3.56, which indicates that teachers' sense of achievement has strong impact on teacher motivation. In Brown and Hughes' (2008) study, sense of accomplishment was also one of the highest scored intrinsic categories.

The second highest sub-scale for teachers was monetary rewards. Survey item 4 was designed to ask teachers to rank salary and its importance to motivation. Item 4 had a mean score of 3.42. Survey item 5 was designed to ask teachers how a one-time monetary reward would affect their motivation. Item 5 had a mean score of 3.40. In Brown and Hughes' (2008) study, salary was also one of the highest scored extrinsic categories.

Research question two: Administrators' perception of teacher motivation factors

As a result of data analysis, it was found that administrators perceived monetary rewards ($M=3.47$) and recognition ($M=3.33$) to be the two strongest teacher motivational factors. All seven of the subscales were ranked higher than the average score of two, but these two subscales were above the others. Similar to the findings of Herzberg's study (1959), administrators perceived monetary rewards to be a strong motivator for teachers. However, administrators perceived recognition to be strong as well. Recognition was the second highest factor following achievement in Herzberg's study (1959).

Survey item 1 was designed to ask administrators to indicate the degree to which recognition (e.g. receiving praise from others) motivated teachers. Item 1 had a mean score of 3.60. Survey item 2 was designed to ask if being selected teacher of the year impacted teacher motivation. Item 2 had a mean score of 3.07. Survey item 3 was designed to ask administrators if teachers would be motivated by receiving an award from students. Item 3 had a mean score of 3.33. Each of these items was within the

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recognition subscale, which demonstrated that administrators perceive recognition to be a strong motivator for teachers.

Research question three: Differences in perceptions of teachers and administrators

Of the seven subscales, statistically significant differences existed in three. Those three subscales were recognition ($p=.047$), job significance ($p=.014$), and sense of achievement ($p=.000$). It is important for administrators to be aware of how teachers perceive motivational factors in order to truly be able to motivate their teachers. While both teachers and administrators ranked all seven subscales above the average of two, teachers and administrators ranked the subscales in different orders by importance. Table 11 and 12 show the subscales in descending order. Administrators need to reexamine their perceptions of teacher motivation to better motivate their teachers.

Brown and Hughes (2008) reported that teachers more often rated intrinsic motivational factors statistically significantly higher more often than administrators. This may be one reason that sense of achievement was found within this study to be the strongest perceived motivational factor of teachers, while monetary rewards is administrators' highest. Sense of achievement is considered an intrinsic motivational factor and monetary rewards is an extrinsic.

Research question four: Differences in perceptions based on demographics

This study examined four demographic categories within participating teachers. These findings add to the limited existing research concerning teacher motivation and its relationship with demographic categories. Those categories were sex, ethnicity, generation, and length of service. Each of these categories was examined for significant

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differences in the perceptions of teacher motivational factors. Significant differences existed in two of the four areas.

Males and females generally perceive teacher motivation the same, except when it comes to professional growth and working conditions. Females rated items in both of these subscales significantly higher than males. These findings would indicate that females perceive potential for professional growth and advancement stronger than males. Administrators should seek ways to offer opportunities for all teachers to grow and advance professionally in order to meet female teachers professional need.

Females also scored working conditions higher than males. Survey items 21 to 26 define working conditions as competence of superiors, job security, building conditions, amount of work, evaluation, and classroom equipment. Administrators must be aware of the importance of these items for females and provide fair and equitable working conditions for all teachers.

Brown and Hughes (2008) also found significant differences between males and females with intrinsic motivational factors, while Meece et al. (2006) and Hyde (2005) concluded that the gender gap has been inflated by popular culture. Hyde (2005) determined that the largest gap was in motor performance and sexuality only. Meece et al. (2006) and Hyde (2005) did not collect their own data, but rather they summarized effect sizes of existing studies to determine their conclusion of motivational differences in genders. Ofoegbu (2004) also concluded that there were no statistically significant differences between genders' perceptions of the importance of teacher motivation. However, Ofoegbu (2004) did not study specific motivational factors.

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The second category of demographics to have significant differences in perceptions is ethnicity. Significant differences existed in two of the seven subscales. Those were recognition and professional growth. Only two of the five ethnic groups were large enough to provide sufficient data to analyze. While data analysis showed statistical significant differences in the recognition subscale, further analysis would demonstrate there were not sufficient participants in the Asian American, Hispanic American, and other categories. African Americans had a mean score of 3.00, while Caucasians had a mean score of 3.05. The 1% of participating Hispanic Americans rated recognition at 2.11 and 2% of participants who identified themselves as other rated it at 2.75. The 1% of participating Asian Americans rated it at 4.00.

The professional growth subscale did, however, show a wider gap between African American and Caucasian. African Americans had a mean score of 3.20, while Caucasians had a mean score of 2.82. This larger gap would indicate that African American teachers perceived professional growth and advancement as stronger motivators versus Caucasian teachers.

While few existing studies existed that examined the differences in ethnicity's perceptions of teacher motivation, the study conducted by Prospero, Russell, and Vohra-Gupta (2012) found that Hispanics were motivated through mastery and completion of task. Prospero, Russell, and Vohra-Gupta's study did not compare Hispanics' perception of teacher motivation with other ethnicities. Meece and Kurtz-Costes (2011) also reported that there was limited research on ethnicity's perceptions of teacher motivation.

Both generation and length of service categories did not demonstrate any significant differences in the perceptions of teacher motivation. This is a contradiction to

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the current research available about these two demographic categories. No available literature supported that teacher motivation was affected, but literature exists supporting differences in other industries. Barford and Hester (2011), Yang and Guy (2006), Tang et al. (2012), and Hays (1999) determined that the generation impacted the employees' perception of motivation factors, specifically in regards to compensation and recognition. Holmes (2012), Borges et al. (2010), Petroulas et al. (2010), Yang and Guy (2006), and Hays (1999) reported that increased responsibilities and leadership opportunities differ in importance by generation. Petroulas et al. (2010), Evensen (2007), and Lord (2006) also reported that different aspects of an employee's working environment motivate the generations differently.

Limited literature contradicts the findings of this study in regards to teacher motivation and its relationship to length of service. Findings of this study demonstrate that length of service did not impact teachers' perception of teacher motivation, while findings of Muller et al (2009) support that veteran and beginning teachers are motivated by different factors. Further research of teachers' perceptions of teacher motivation in relationship to length of service in the classroom would serve to enhance the limited literature.

To summarize, findings of this study lend themselves to an excellent discussion of how teachers and administrators perceive teacher motivation. While teachers and administrators rated all seven subscales as strong motivational factors, several significant differences did exist between teachers and administrators as well as between two participant demographic categories, sex and ethnicity. Teacher and administrators both

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ranked monetary rewards within the top two strongest motivators, but had different ranking orders of the seven subscales (see Table 11 and 12).

Findings of this study support Herzberg's (1959) two-factor theory. The two highest ranked subscales for teachers, achievement and monetary rewards, were Herzberg's (1959) second and sixth highest. The two highest ranked subscales for administrators, monetary rewards and recognition, were Herzberg's (1959) sixth and first highest. This research study on teacher motivation supports Herzberg's (1959) claim that recognition and achievement are two strong motivational factors for humans.

Implications of Findings

Implications for Future Practice

Findings from this study should be used by administrators to better understand how teachers are motivated. Suggestions for future practices have been identified to increase teacher motivation. While limitations existed within this study, the findings demonstrate that teachers and administrators perceive teacher motivation slightly differently. Administrators must be aware of how their teachers perceive motivation in efforts to improve how they could help motivate their teachers.

Administrators should seek ways to provide opportunities for teachers to increase their sense of achievement within their work. Sense of achievement was teachers' strongest perceived motivational factor. Administrators should also provide professional development when necessary to help improve teachers' ability to teach in order to improve student success in the classroom. More success in the classroom would allow teachers a higher sense of achievement.

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Administrators should provide opportunities for students and parents to thank teachers for helping them understand difficult concepts and aiding them as they grow as life-long learners and productive citizens. These opportunities could include but are not limited to teacher appreciation events and/or communication methods for previously taught successful students.

While financial budgets may be limited and out of the control of building level administrators, administrators should work with teachers to provide monetary rewards when possible. Administrators should ensure that teachers perceive their salary and supplements to be fair and equitable to other surrounding counties. Administrators ought to seek partners in education with community businesses to increase relationships that may be able to provide additional funding for incentives and/or bonuses. Administrators should work as advocates with policy makers to ensure that teachers' monetary rewards are continually improving.

Implications for Future Research

As discussed previously, there are several opportunities for future research that come from this study. Specifically, further research should be conducted in the areas of administrators' perception and ethnicity. One previously identified limitation was the limited number of administrators available to participate in this study. A total of 20 high school administrators are employed by Judy County and only 15 completed the survey. Further research on the differences between teachers' and administrators' perception on teacher motivation would serve to increase understanding of this important topic.

Another limitation that was revealed within this study was the limited number of participants that identified themselves as Asian American and Hispanic American. Both

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ethnic groups represented only 1% of the participating teachers. To truly be able to answer research questions regarding these two ethnic groups, further research must be conducted to gain a larger sampling of perceptions.

Findings of this study indicate that the three generations (Baby Boomers, Generation X, and Generation Y) perceive teacher motivational factors to be the same. Further research could be conducted to ascertain if the type of industry factors into this finding. All current research conducted does not examine specifically the field of education. Further research on the reasons why teachers do not have generational differences, while other industries do would not only enhance the field of educational research, but would improve other industries' understanding of motivation.

This study should also be expanded to include elementary and middle school teachers and administrators. Participants of this study were high school teachers and administrators only. By expanding this study to elementary and middle school teachers and administrators, statistically significant differences could be examined between the perceptions of teacher motivation between school levels.

In addition to expanding the research to elementary and middle schools, it would be worth expanding the study to different school settings. Judy County was an ethnically diverse, suburban public school system. Research studies that examined rural and/or urban school settings would allow researchers to better understand how teachers' perceptions are the same or different based on the school setting.

This study was conducted through a quantitative research design. Further research could include a qualitative methodology to better ascertain why teachers and administrators perceive the different motivational factors. Answering the question of why

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perceptions of motivation differ between administrators and teachers would further enhance the ability for administrators to seek ways to motivate their teachers.

Conclusion

Teacher motivation will continue to be a hot topic for educators in the coming years. As teachers decide to leave the classroom for other employment opportunities, it is now more important than ever for administrators to not only understand what motivates teachers, but to actually motivate their teachers. The findings of this study show that teachers and administrators alike feel strongly about recognition, monetary rewards, professional growth, interpersonal relationships, job significance, sense of achievement, and working conditions as teacher motivation factors. Statistical differences existed between the perceptions of teachers and administrators, between the categories of sexes, and among the ethnicity groups.

Administrators need to put themselves into the teachers' place so they can better understand how teachers perceive teacher motivation. This will further improve administrators' ability to motivate teachers. Further research on this topic would allow administrators more insight into teachers' perception of teacher motivation.

This study is significant because it adds to the limited research conducted about teachers' and administrators' perception on teacher motivation. The findings directly support Herzberg's (1959) two factor theory. One of the most interesting pieces was that teachers' most prevalent motivator was achievement, which was Herzberg's (1959) strongest motivator as well. Administrators should continue to learn more about teacher motivation in efforts to improve teacher motivation and thus increase student achievement (Finnigan & Gross, 2007; Ofoegub, 2004).

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Appendix A

Institutional Review Board (IRB) Approval

February 14, 2014

Tiffany P. Boyle, Student
KSU Department of Educational Leadership

RE: Your application dated 2/13/2014, Study #14-297: HIGH SCHOOL TEACHERS'
AND ADMINISTRATORS' PERCEPTIONS OF TEACHER MOTIVATION
FACTORS

Dear Ms. Boyle:

Your application for the new study listed above has been administratively reviewed. This study qualifies as exempt from continuing review under DHHS (OHRP) Title 45 CFR Part 46.101(b)(2) - educational tests, surveys, interviews, public observations. The consent procedures described within your application are in effect. You are free to conduct your study.

Please note that all proposed revisions to an exempt study require IRB review prior to implementation to ensure that the study continues to fall within an exempted category of research. A copy of revised documents with a description of planned changes should be submitted to irb@kennesaw.edu for review and approval by the IRB.

Thank you for keeping the board informed of your activities. Contact the IRB at irb@kennesaw.edu or at [\(678\) 797-2268](tel:(678)797-2268) if you have any questions or require further information.

Sincerely,

Paula Strange, Assistant Director for Research Compliance
KSU Institutional Review Board

cc: tchan@kennesaw.edu

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Appendix B

Online Survey Consent Form

Title of Research Study: HIGH SCHOOL TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF TEACHER MOTIVATION FACTORS

Researcher's Contact Information: Tiffany Boyle, (706)889-0738,
tiffanypenland@gmail.com

Introduction: You are being invited to take part in a research study conducted by Tiffany Boyle of Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project: The purpose of this study is to determine statistically significant similarities and differences between teachers' and administrators' perceptions of teacher motivators including analyses of teachers' demographics which will include age, sex, ethnicity, and years of service.

Explanation of Procedures: A survey will be sent to you electronically. Upon submission of your completed consent form, you will be asked questions about teacher motivation. You must be 18+ years of age to take part in this study.

Time Required: The survey will last approximately 15 to 20 minutes.

Risks or Discomforts: There are risks involved in all research studies. However, this study has minimal risks.

Benefits: Participants will be given a completed copy of the survey's findings, which may provide participants a better understanding of similarities and differences in teachers' and administrators' perception of teacher motivation.

Confidentiality: The results of this participation will be anonymous. The survey will be done electronically and IP addresses will not be collected.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

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I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty. If you agree, click "Next".

If you do not agree to participate, please close out of the survey and you will be excluded from the remainder of the questions.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, #0112, Kennesaw, GA 30144-5591, [\(678\) 797-2268](tel:6787972268).

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Appendix C

A Teacher Motivation Survey- For Teachers

On the following 4-point scale, indicate the degree to which each of the following serve as a motivating factor or an unmotivating factor for yourself.

* 1. Item 1: Recognition

	Highly Unmotivated	Unmotivated	Motivated	Highly Motivated
Recognition (e.g. receiving praise from administrators, parents, students, or others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being selected as "Teacher of the Month/Year" in the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being awarded a plaque by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 2. Item 2: Monetary Reward

	Highly Unmotivated	Unmotivated	Motivated	Highly Motivated
Salary (e.g. financial compensation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A one-time monetary award (supplemental to the step increase)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 3. Item 3: Professional Growth

	Highly Unmotivated	Unmotivated	Motivated	Highly Motivated
Potential for professional growth (e.g. possibility of improving one's own professional skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for advancement (e.g. possibility of assuming different positions in the profession)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An instructional workshop offered and paid for by the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being given the opportunity to participate in teacher projects (e.g. research, curriculum development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 4. Item 4: Interpersonal Relations

	Highly Unmotivated	Unmotivated	Motivated	Highly Motivated
Interpersonal relationships with colleagues (e.g. interaction with other teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal relationships with administrators (e.g. interaction with administrators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal relationships with students (e.g. interaction with students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. Item 5: Job Significance

	Highly Unmotivated	Unmotivated	Motivated	Highly Motivated
Status (e.g. professional status of teaching)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility (e.g. autonomy, authority, and responsibility for own work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work itself (e.g. aspects associated with the tasks of teaching)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Factors in personal life (e.g. effects of teaching on one's personal life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of accountability (e.g. being held directly responsible for student learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. Item 6: Sense of Achievement

	Highly Unmotivated	Unmotivated	Motivated	Highly Motivated
Sense of achievement (e.g. experiencing success)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having students thank a teacher for aiding in the understanding of a difficult concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observing vast improvement in the achievement levels of one's students since the beginning of the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* 7. Item 7: Working Conditions

	Highly Unmotivated	Unmotivated	Motivated	Highly Motivated
Supervision by superiors (e.g. overall competence of superiors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security (e.g. tenure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher evaluation (e.g. appraisal of classroom instruction by evaluator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being permitted to purchase additional equipment and supplies for the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. What is your sex?

- Male
 Female

* 9. What is your ethnicity?

- African American
 Asian American
 Caucasian
 Hispanic American
 Other

* 10. What range of years were you born in?

- Before 1965
 1966 to 1976
 After 1977

* 11. Including your current school year, how many years of teaching experience do you have?

- 1 to 5
 6 to 10
 11 to 15
 16 to 20
 21 to 25
 26 to 30
 31 to 35
 36 or more

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Check out our [sample surveys](#) and create your own now!