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# The Relationships among Autonomy, Job Satisfaction and Motivation

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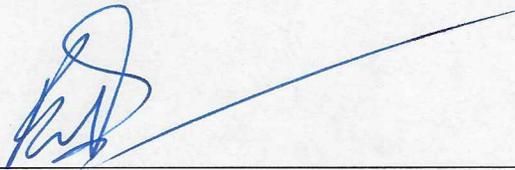
The Relationships among Autonomy, Job Satisfaction and Motivation

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Accepted by the Honors Faculty  
of the University of North Georgia  
in partial fulfillment of the requirements for the title of  
Honors Program Graduate

Thesis Committee:



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Thesis Chair



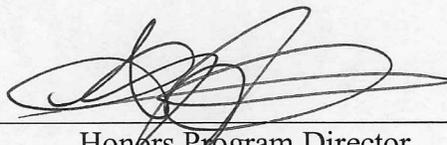
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Committee Member



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Honors Program Director

Abstract

The present study sought to determine the relationship between job satisfaction, autonomy and motivation. Sections pertaining to selected facets of the Job Satisfaction Survey (Spector, 1985), Work Autonomy Scale (Breugh, 1985), and Work Tasks Motivation Scales (Fernet, et al., 2008) were used to measure the correlates. Each correlate was separated into different facets that were measured: Job Satisfaction (Supervisors, Coworkers, Pay, & Operating Procedures), Autonomy (Work, Scheduling, and Method), and Motivation (Complementary Tasks, Administrative Tasks, and Teaching Tasks). The survey was administered to public school teachers in a large suburban area. There was no significant correlation between the correlates and most of the facets. A significant relationship was found between Autonomy and Job Satisfaction of Pay as well as between Criteria Autonomy and Job Satisfaction of Pay. Additionally, Motivation for Administrative Tasks and Method Autonomy also had a significant positive correlation.

### The Relationship between Autonomy, Motivation and Job Satisfaction

The National Center for Education Statistics reported that only twenty-one percent of teachers are highly satisfied with their jobs and would choose the profession again (NCED, 1997). High rates of teacher attrition (loss of teachers to another profession) and migration (moving to teaching jobs in other schools) have become a chronic problem facing public school systems with 40 to 50 percent of new teachers leaving within the first five years of teaching (Ingersoll, 2003). Of those who have left, according to exit surveys, nearly one third listed issues related to administration as their primary reason for leaving (Ingersoll, 2003). Furthermore, of the teachers who left the profession in 2012-2013, 53 percent reported that their work conditions were better in their current position outside of teaching than it was when they did teach (Goldring, 2014). Participants also reported feeling that the workload was more manageable in their new profession than it was in teaching (Goldring, 2014).

Researchers have previously investigated job satisfaction in public school teachers and several other correlates such as overall well-being (Ryan & Deci, 2000), autonomy (Baard & Deci, 2004), personal growth (Ryan & Deci, 2000), learning climate (Shoshani & Eldor, 2016), motivation (Roth et al., 2001), and more. The present study seeks to investigate the relationship between job satisfaction, motivation, and autonomy in public school teachers.

As research has previously asserted, job satisfaction is closely tied to motivation and autonomy (Baard, Deci & Ryan, 2004; Levesque, Blais, & Hess, 2004; Roth et al., 2001). Within the context of the Self-Determination Theory, autonomy is a determinant of differing motivation levels (Deci & Ryan, 1985). Autonomy, which in a general sense, is a perception of volition accompanying an action (Deci & Ryan, 2000), can be understood within the context of the

present study as the amount of freedom allowed for teachers by administration and policy makers in the public system. Previous studies have shown that the amount of permitted autonomy in curriculum may have a positive correlation with teacher motivation (Pelletier, Levesque, & Legault, 2002). Other pressures that may have a similar effect include policies that hold teachers accountable for student outcomes, pressures or rewards for good student performance, and if teachers believe their students are more extrinsically motivated towards their school work (Pelletier, Levesque, & Legault, 2002). Additionally, when teachers perceive pressures from administrators or supervisors such as these, they are known to exhibit more controlling behaviors towards students (Pelletier, Levesque & Legault, 2002). Similarly, lower motivation levels in students has been found to be a product of lower teacher motivation (Fernet et al., 2008; Pelletier, Levesque, & Legault, 2002; Roth et al., 2007; Shoshani & Eldor, 2016), making it a popular topic for study.

## **Literature Review**

### **Self-Determination Theory**

Motivation and its different regulations is understood in the present study through the lens of the Self Determination Theory (Deci & Ryan, 1985). According to the SDT, motivation refers to a force that drives individuals towards goal-directed action.

The Organismic Integration Theory (Ryan & Deci, 2000), a sub theory of the SDT, categorizes six forms of motivation, each having different levels of effectiveness in influencing behavior. The first consists of amotivation, or a total lack of drive to perform a behavior. In terms of having some form of drive to perform a behavior, or being in some way motivated to initiate a task, there are two main types. The first, internal motivation, refers to an individual

performing a task simply because they have the desire to do so. This type of regulation is associated with producing the highest well-being among employees (Ryan & Deci, 2000). The second type, external motivation, means that there is an outside force affecting an individual so that they engage in a behavior. For public school teachers, salary may be included as an external incentive. 78 percent of first year public school teachers who left the profession cited poor salary as the primary reason (Ingersoll, 2003).

External motivation is then divided into three subcategories, or regulations. The strongest external indicator of behavior is referred to as integrated regulation. These behaviors are performed because the individual finds the action to be personal, meaning it has significance to their needs and/or values (Ryan & Deci, 2000). The second, which is still a predictor of behavior, but fails to have as strong of a motivating influence upon an individual is identified regulation. This refers to an action that is performed due to its significance to the individual. Different from integrated regulation, it considers the action itself important, but it doesn't find the performance of this action a part of their identity. A good example might be of a person who attends their job. They find their job important because it is their source of income, but their identity is not associated with their job. The final regulation of external motivation is introjected regulation, which is the performance of an action to either boost the ego or avoid guilt or anxiety.

### **Job Satisfaction**

An employee's measure of how content they are in their job and whether or not they like their job or not is referred to as job satisfaction (Spector, 1997). This includes their experience of realizing their abilities to the fullest capacity and a positive emotional state employees experience from being at work (Locke, 1976). It may be found in a global view of the job, in that

the employee is satisfied with the job as a whole, or it may be found in particular parts of the job, meaning the employee finds pleasure that relates only to certain aspects of their work (Paleksic, Naric, Vukotic, & Stankovic, 2017). Job satisfaction is increased by the level of ownership the employee takes in their job, or by how much an employee is internally motivated to do their job (Ryan & Deci, 2000; Roth, Assor, Kanat-Maymon, & Kaplan, 2001). Internal, or pressures due to individual values and other idiosyncrasies, and external pressures, such as from supervisors, coworkers, pay, both impact employee satisfaction (Hackman & Lawler, 1971).

In theory, the opposite of an employee experiencing high job satisfaction would be the experience of exhaustion or an experience of lack of energy or diminished mental resources (Friedman & Farber, 1992; Maslach & Jackson, 1981). Studies on teachers have found a strong negative correlation between the experience of exhaustion in participants and their sense of significance (Pines, 2002) as well as self-actualization in the profession of education (Malanowski & Wood, 1984).

### **Autonomy**

As understood within the context of Self-Determination Theory, autonomy refers to the experience of free will, or volition, in an action or task (Ryan & Deci, 2000; Deci & Ryan, 1985). Within this context, the differing levels of autonomy serves to distinguish between the different types of motivation, where increasing autonomy likewise increases positive outcomes (Ryan & Connell, 1989).

Until 1985, measures for autonomy mainly covered global autonomy (Breugh, 1999). Even though some considered and discussed the influences of the multifaceted types of autonomy in their research (Bailyn, 1985; Turner and Lawrence, 1965), most utilized global

measures for the studies. In addition, models that contained many constructs usually use a global sense of autonomy, such as in the Job Characteristics Model (Hackman & Oldham, 1975). This may be done to simplify the study. However, in doing so, research based on the Job Characteristics Model (or studies that used the Job Diagnostic Survey (JDS) and the Job Characteristic Inventory (JCI)) often construed autonomy as a flat construct (Breugh, 1999).

Studies have found a positive correlation between autonomy and overall well-being, encouraged a climate of autonomy support, where a person feels competent, related, and autonomous (Ryan & Deci, 2000; Pelletier, Levesque, & Legault, 2002; Roth, Assor, Kanat-Maymon, & Kaplan, 2007). If done properly, increasing perceived autonomy support in the workplace can lead to higher employee job satisfaction, self-esteem, self-actualization, integration in personality, trust in the organization, and physical and psychological well-being, as well as decrease absenteeism (Blais & Brière, 1992; Koestner, Bernieri, & Zuckerman, 1992; Ryan & Deci, 2000; Williams & Deci, 1996).

To facilitate higher autonomous support, studies have shown that an internalization and integration are necessary. Internalization refers to an individual "taking in" a regulation or value, of a task or job as personally significant and integration refers to a transformation of self so that the individual experiences a sense of unity with a task, engaging in an action because it emanates from their perception of the self (Baard & Deci, 2004). Essentially, the employee must take personal interest, or invest a personal connection to their job. Additionally, increasing autonomy support in the workplace involves the manager acknowledging an employee's perspective, providing rationale, and offering situations that give employees choice (Deci, Eghran, Patrick & Leone, 1994).

In the field of education, studies have shown that these concepts apply to teachers as employees, showing that increasing autonomous extrinsic motivation is positively correlated with higher levels of workplace engagement (Connell & Wellborn, 1991), decreased attrition (Vallerand & Bissonnette, 1992), better overall performance (Miserandino, 1996), higher teacher ratings (Hayamizu, 1997), and higher quality of learning for the students (Grolnick & Ryan, 1987).

### **Correlations between the Constructs**

*Job Satisfaction and Motivation* Research by Roth, Assor, Kanat-Maymon, & Kaplan (2001) posited that because teachers who are more autonomously motivated in the tasks involved with teaching and perceived them as intriguing and having personal significance, they experienced less exhaustion. This may be considered to show a positive relationship between job satisfaction and motivation (Friedman & Farber, 1992; Maslach & Jackson, 1981). Additionally, teachers, at least those in their initial years of the profession, seek accomplishment and authentic self-realization. As discussed by Deci and Ryan (1985), synthesis with one's self lies at the center of the most effective motivation regulation- intrinsic motivation, which is characterized by the pure enjoyment of a task or action. Those with higher internalized motivation are likely to be more tolerant to setbacks that occur occasionally and to prevent those frustrations from becoming exacerbated into feeling exhausted (Roth et. al, 2001). As such, it is safe to conclude that motivation levels have been strongly tied to levels of job satisfaction.

*Motivation and Autonomy* Self Determination Theory of motivation (Deci & Ryan, 1985) is based upon the ideal that individuals have an innate need for freedom of choice, otherwise known as autonomy (Ryan & Deci, 2000). The SDT asserts that motivation and autonomy are so

closely tied in fact, that the level of perceived autonomy can determine the type of motivation. Referred to as intrinsic motivation, the purest form of motivation is the regulation that involves the most perceived autonomy, or rather is the most “self-determined.” In essence, for individuals to have internalized regulation, they must perceive that they have self-efficacy and that the behavior was self-determined. Additionally, a subtheory of SDT, known as the central evaluation theory, identifies factors that influence internalized motivation.

*Job Satisfaction and Autonomy* Autonomy and job satisfaction are very closely tied, yet two separate entities. Autonomy is often found in the definition for job satisfaction, as is the case with SDT (Deci & Ryan, 1985). As such, it follows that differing levels of autonomy are related to employee job satisfaction. When the satisfaction of needs for autonomy is considered alongside the fulfillment of the needs for relatedness and competency, SDT asserts that overall well-being follows (Deci & Ryan, 1985; Ryan & Deci, 2000; Baard & Deci, 2004). Under these conditions, studies have also found that performance within the context of the workplace also increases (Baard, Deci & Ryan, 1998). Additionally, several studies through the years have found a positive relationship between the two constructs (Koestner, Bernieri, & Zuckerman, 1992; Spector, 1985).

## **Hypotheses**

While some have hypothesized that job satisfaction mediates the association between autonomy and motivation (Shoshani, Eldor, 2016), the present study disagrees. Theoretically, one may perceive an ideal amount of autonomy from their higher-ups, be motivated to do their job, but not be perfectly satisfied with their job. If job satisfaction were a mediator, one could not have high motivation while maintaining low job satisfaction. The present study follows the lines

of previous literature and proposes a positive correlation between job satisfaction and motivation.

H1: There exists a positive relationship between job satisfaction and motivation.

Similar to the Job Characteristics Model (Hackman & Oldham, 1975), it is proposed that autonomy affects job satisfaction and motivation, respectively. However, the present study does not include a mediator of responsibility over outcomes due to the population. Studies have found that if held directly accountable for the outcome of the students, teacher job satisfaction and motivation levels decrease (Pelletier et al., 2002). However, in public schools, policies such as this are uncommon, hence its exclusion from the proposed model.

This study proposes that job satisfaction and motivation exist equally, each effecting the other and vice versa. Autonomy on the other hand, affects job satisfaction and motivation with a positive correlation.

H2: There exists a positive correlation between job satisfaction and autonomy.

H3: There exists a positive correlation between autonomy and motivation.

## **Method**

### **Participants & Procedure**

Public school teachers were chosen as a population for this study. Participants consisted of elementary, middle and high school level teachers. This sample consisted of 14 females, and 1 male for a total of 15. 45 survey invites were sent out, meaning that the present study has a 33.33 percent response rate. Participants were recruited primarily through public school teachers known by the researcher and a snowball sampling approach was used to contact other teachers

known to the initial participants. An email containing a request to take the survey and a link to the survey itself was sent out. The survey was designed using Qualtrics and data analysis was conducted using Qualtrics and SPSS.

*Job Satisfaction* Designed by Paul Spector (1985), the Job Satisfaction Survey was used to measure satisfaction because it is a well-established scale used to measure job satisfaction in many professions including teaching. It includes 36 items total divided into focusing on nine categories relating to pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication, with 3 items for each category. Items related to operating conditions, pay, coworkers, and supervision were selected for the present study, for a total of 16 items. Reliability for the JSS was established in a study with 2,870 participants and a coefficient alpha for each subscale was above the minimum of 0.50 as suggested by Nunnally (1967). Discriminant and convergent validities were established by multitrait-multimethod analysis of the JSS and the JDS (Hackman & Oldham, 1975; Spector, 1985). Supervision and coworkers had the highest averages, followed by operating conditions and finally, pay, with the lowest.

*Motivation* The Work Tasks Motivation Scale for Teachers (Fernet, et al., 2008) was used to assess the five types of motivation regulations (intrinsic, identified, introjected, external, and amotivation) towards six tasks carried out by teachers. These six tasks include Class Preparation, Teaching, Evaluation of Students, Class Management, Administrative Tasks, and Complementary Tasks. Each task has 15 items; three items for each type of motivation, specifically. For the present study, the sections with items concerning Administrative Tasks (e.g. disciplinary paperwork, paperwork related to students such as attendance and other items,

participating in meetings with students and administrators, meetings with teachers, meetings with administration, meetings with the union, and school assemblies), Teaching (e.g. presenting instruction, answering student questions, and responding to student needs), and Complementary Tasks (involvement in committees, tutorial guidance, continuous improvement training, and extracurricular activities) were selected.

These three sections were chosen because they have the most direct relationship autonomy and job satisfaction. On each page, the task was outlined at the top and the question, “Why are you doing this work task?” is below. The 15 items are statements such as “Because the school obligates me to do it” or “Because it is pleasant to carry out this task” and the teacher rates how closely that statement relates to their work experience from 1-7, with 7 denoting the strongest connection. The total number of items used from this instrument was 45, giving a total of 9 items that relate to each type of motivation.

This scale has established validity (Fernet, et al., 2008). When each regulation of motivation was assessed, Cronbach’s alpha for each regulation was above the proposed criterion of 0.70 (Nunnally, 1978; Fernet, et al., 2008). Convergent validity was established with a positive and statistically significant correlation (mean  $r(14) = 0.46$ ) for each type of motivation between the different tasks. Divergent validity was established by the fact that the convergent correlations being higher than the correlations between different motivation types and the different tasks (mean  $r(14) = 0.14$ ). Additionally, external validity was confirmed with a positive correlation to scales that measured teachers’ perception of self-efficacy and a negative correlation with scales measuring job burnout (Fernet et al., 2008).

*Autonomy* Developed by Breugh (1985), the Work Autonomy Scale (WAS) consisted of nine items, measuring three different types of autonomy: method, scheduling and criteria; each type has three items. Participants rated their responses to items such as “I am allowed to decide how to go about getting my job done” on a Likert scale from “Strongly agree” (1) to “Strongly disagree” (6). The reliability of the instrument was established by Breugh (1985) with later studies investigating its validity (Breugh & Becker, 1987; Evans & Fischer, 1992; Breugh, 1999).

### **Results**

For the Job Satisfaction Survey (JSS), the participants reported being relatively satisfied with their jobs overall ( $M = 4.16$ ,  $SE = 0.12$ ) on a scale from 1-6. They were highly satisfied with supervisors ( $M = 5.23$ ,  $SE = 0.17$ ) and coworkers ( $M = 4.91$ ,  $SE = 0.18$ ), and ambivalent to operating conditions ( $M = 3.41$ ,  $SE = 0.16$ ). Satisfaction with Pay ( $M = 3.11$ ,  $SE = 0.26$ ) had the lowest score.

The Work Autonomy Scale (WAS) showed that teachers were ambivalent about the amount of perceived general autonomy ( $M = 3.9$ ,  $SE = 0.19$ ) when rating on a Likert scale from 1-6 (1 being a high amount of perceived autonomy). Teachers reported the lowest level of autonomy in method autonomy ( $M = 4.58$ ,  $SE = 0.20$ ) and the highest in criteria autonomy ( $M = 3.48$ ,  $SE = 0.28$ ).

The Work Task Motivation Scale for Teachers (WTMST) revealed that teachers were the most motivated for tasks involved in teaching ( $M = 4.91$ ,  $SE = 0.19$ ) on a scale of 1-7, least motivated for complementary tasks ( $M = 3.66$ ,  $SE = 0.33$ ), and moderately motivated for administrative tasks ( $M = 3.87$ ,  $SE = 0.27$ ).

A one-tailed, Pearson's correlational test was conducted to determine the relationships between autonomy (work, criteria, and method), motivation (of complimentary tasks, administrative tasks, and teaching), and job satisfaction (of supervisor, coworkers, operating conditions, and pay). All three measures had strong internal consistency reliability coefficients between the correlates and their sub-categories. There is no significant relationship between autonomy and job satisfaction,  $r(14) = 0.47, p = 0.44$ ; job satisfaction and motivation,  $r(14) = -0.42, p = 0.07$ ; nor between autonomy and motivation,  $r(14) = 0.00, p = 0.50$ . Scatter-plot charts in the Appendix show the insignificant, loose negative directions of the three correlates. A significant correlation was not found between the correlates and ethnicity, the area (urban, rural and suburban) in which the participants taught, nor the grade level taught (elementary, middle or high).

Overall Job Satisfaction was not closely tied to overall Autonomy ( $r(14) = -0.47, p = 0.44$ ) on the facets of Operating Conditions ( $r(14) = -0.13, p=0.33$ ), and Coworkers ( $r(14) = -0.03, p = 0.45$ ). Job Satisfaction was also not closely tied to motivation ( $r(14) = -0.41, p = 0.07$ ) on the sub-categories of Teaching Tasks ( $r(14) = -0.43, p = 0.06$ ) and Administrative Tasks ( $r(14) = 0.06, p = 0.41$ ). Additionally, autonomy was not closely tied to motivation ( $r(14) = 0.00, p = 0.50$ ) on any of the three sub-categories: Complementary Tasks ( $r(14) = -0.27, p = 0.17$ ), Teaching Tasks ( $r(14) = -0.06, p = 0.42$ ) or Administrative Tasks ( $r(14) = -0.32, p = 0.12$ ).

A significant correlation was found between several of the facets of the main three correlates. There was a significant correlation between autonomy and satisfaction of pay,  $r(14) = 0.49, p < 0.05$ . A significant correlation was found criteria autonomy and job satisfaction

of pay,  $r(14) = 0.52, p < 0.05$ . There was also a significant correlation between motivation for administrative tasks and method autonomy,  $r(14) = 0.58, p < 0.05$ .

A strong positive correlation was found between items assessing intrinsic motivation and motivation for teaching,  $r(14) = 0.72, p < 0.01$ . In addition, items assessing the workload of teachers found that 70 percent felt they had too much to do at work, which is consistent with findings of other studies (Goldring, 2014). However, 65 percent of the participants disagreed with the statement “I have too much paperwork,” meaning the overwhelming workload was not related to the amount of paperwork.

### **Discussion**

The overall lack of significant correlations between overall autonomy, job satisfaction, and motivation may be due to the limited sample. While a positive correlation was found between autonomy and job satisfaction as was expected, it cannot be ruled out that these results were due to a Type 1 error as the significance was over 0.05. While few studies have found a lack of significant correlations between job satisfaction, autonomy, and motivation as in this study, the majority of the literature agrees that there exists a positive relationship between the correlates. The hypothesis of the present study referring to the impact of autonomy upon job satisfaction and motivation independently remains unconfirmed. It is believed that this study was not comprehensive enough in its sample of the overall population to find the significant correlations that have been found in other studies.

However, correlations were found between facets of the three main correlates. The significant correlation between autonomy and satisfaction of pay was a positive relationship, suggesting that when allowed more overall freedom in their daily activities means there is more

satisfaction with their pay. This is consistent with findings from the developer of the scale, Breugh (1985). Additionally, criteria autonomy and satisfaction of pay were also positively correlated. This means that more control over how the teachers are evaluated means more satisfaction with pay. Because pay had the lowest levels of satisfaction, this could be an important way to boost the weakest form of job satisfaction in teachers. Another significant finding was the positive correlation between method autonomy and motivation for administrative tasks. This means that more freedom in choosing how to go about getting their job done translates into more motivation for administrative tasks, specifically. As these can be very dry tasks, including meetings, paperwork and filing, allowing more individual control for how to do these tasks could boost motivation. However, as administrative tasks can be very specific in nature, all possible effects of allowing more method autonomy should be carefully considered.

The results on job satisfaction revealed that the sample felt highly satisfied with their supervisors and coworkers. However, because this sample is rather homogeneous, the results of the Job Satisfaction Survey in particular may be skewed. The area the majority of the sample was taken from is known to produce high performing students. Perhaps working in a positive environment where teachers have high support from the administration boosts the satisfaction of supervisors at least. The correlation between satisfaction with supervisors and scheduling autonomy suggests that the administrators of this sample are allowing the right amount of scheduling autonomy for this sample of teachers. As teachers usually score high on sociability (Paleksic, Naric, Vukotic, & Stankovic, 2017), it is important that teachers be satisfied with these two facets, therefore making autonomy in scheduling also important. On the contrary, satisfaction with pay was low. However, this is consistent with others' findings (Spector, 2011; Paleksic, Naric, Vukotic, & Stankovic, 2017).

### **Limitations & Future Directions**

There are several limitations in the present study. To begin, the sample size was very small. An ideal sample size for this study would be 100 participants or more. Additionally, the sample was very homogeneous, being mainly Caucasian females in a suburban setting, with only one male and only one non-Caucasian participant. Future studies should include a diverse sample set in ethnicity as well as in the type of area the teachers are in (suburban, urban, rural).

Additional studies in comparing public school teachers with private school teachers may be an option for expanding this study. Another possible avenue for further investigation is into the relationship between autonomy and job satisfaction or motivation to determine if there exists a causal relationship. If positive correlations are found between the three main correlates, further analysis in regression would be interesting. Additionally, further studies may investigate if any of the three correlates act as a mediator between the two other correlates. Finally, isolating and identifying exactly what factors are making teachers report feeling overwhelmed at work may also help boost job satisfaction.

Appendix

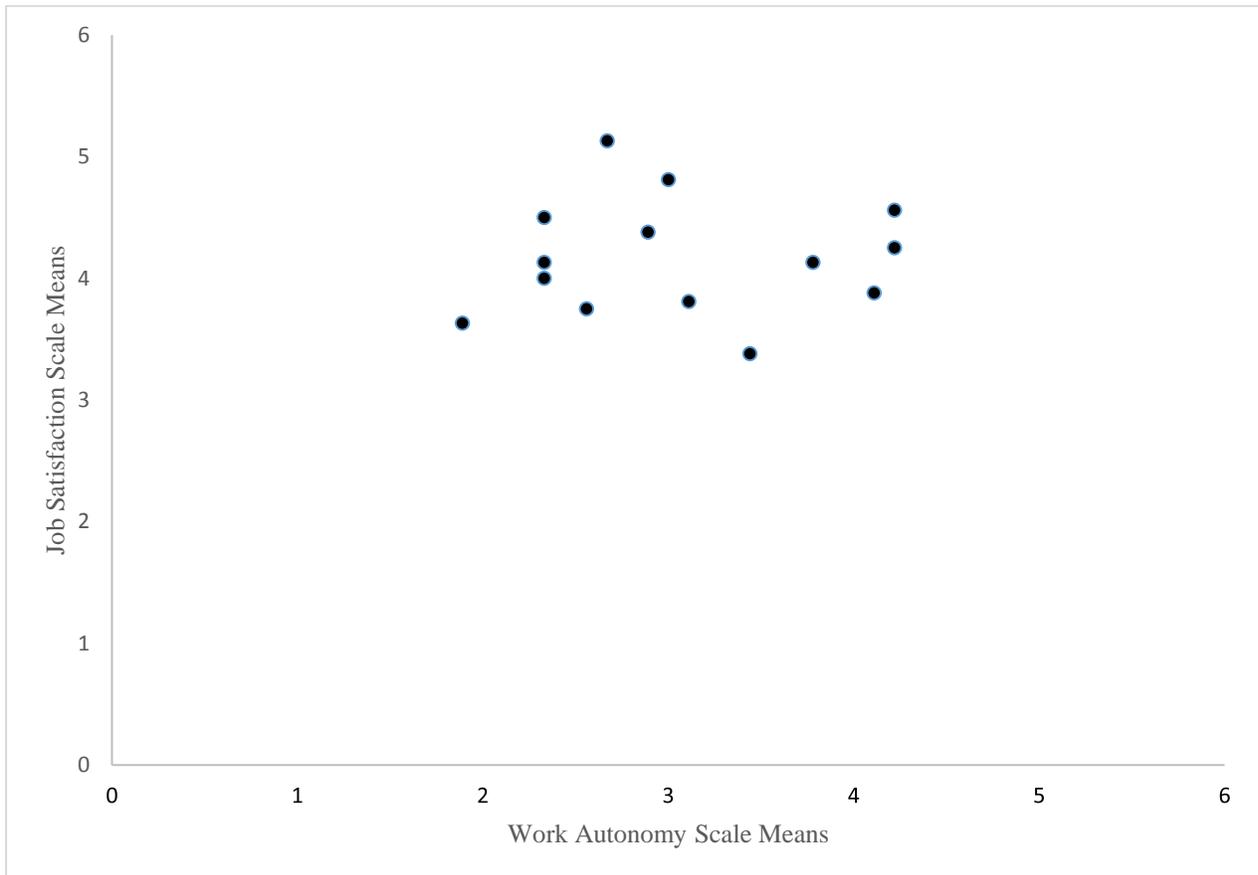


Figure 1. The Mean of Items from the Job Satisfaction Survey (Spector, 1985) and the Work Autonomy Scale (Breugh, 1985). Graph shows insignificant positive correlation,  $r(14)=0.47$ ,  $p=0.44$ .

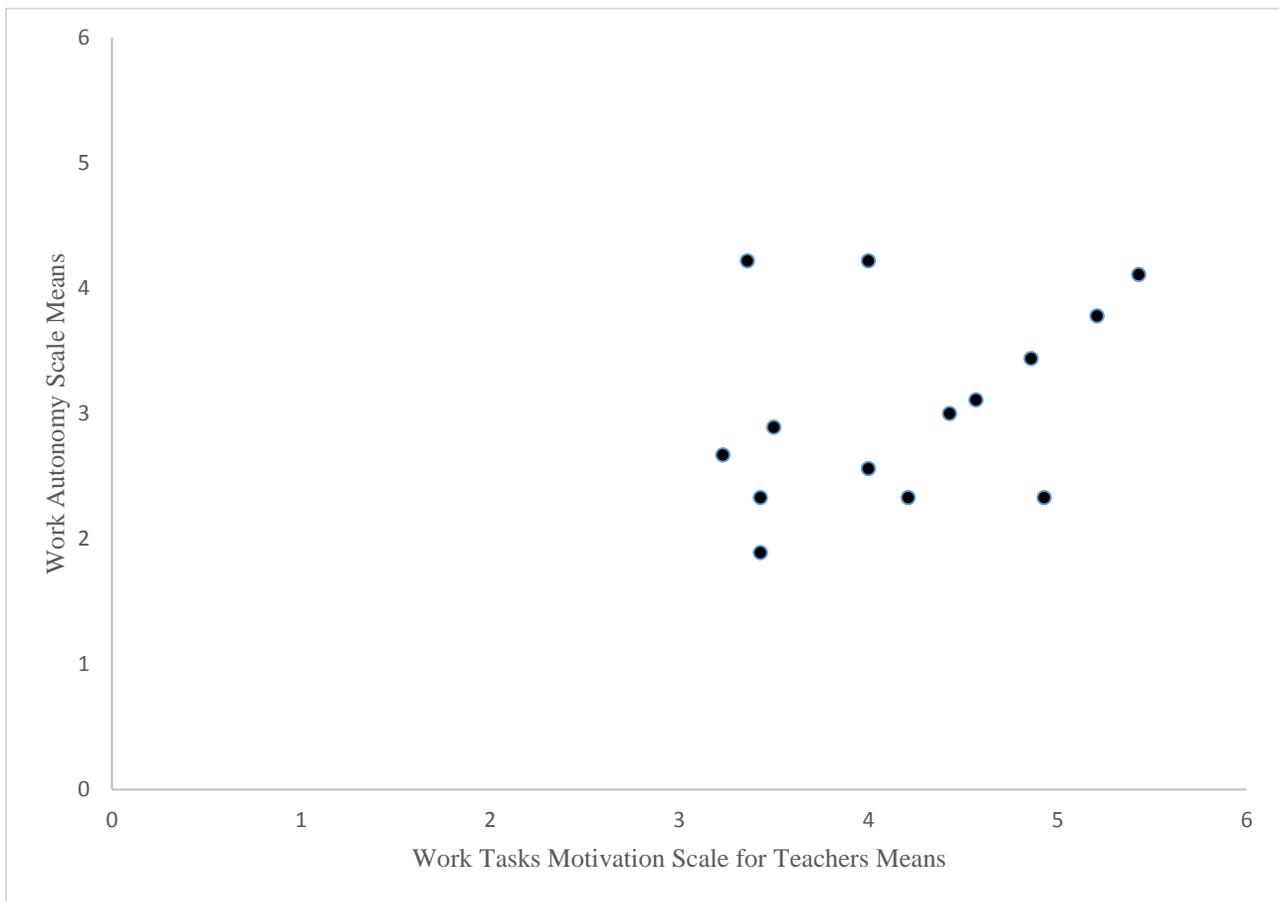


Figure 2. The Mean of Items from the Work Tasks Motivation Scale for Teachers (Fernet, et al., 2008) and the Work Autonomy Scale (Breugh, 1985). Graph shows weak insignificant correlation,  $r(14)=0.00$ ,  $p=0.50$ .

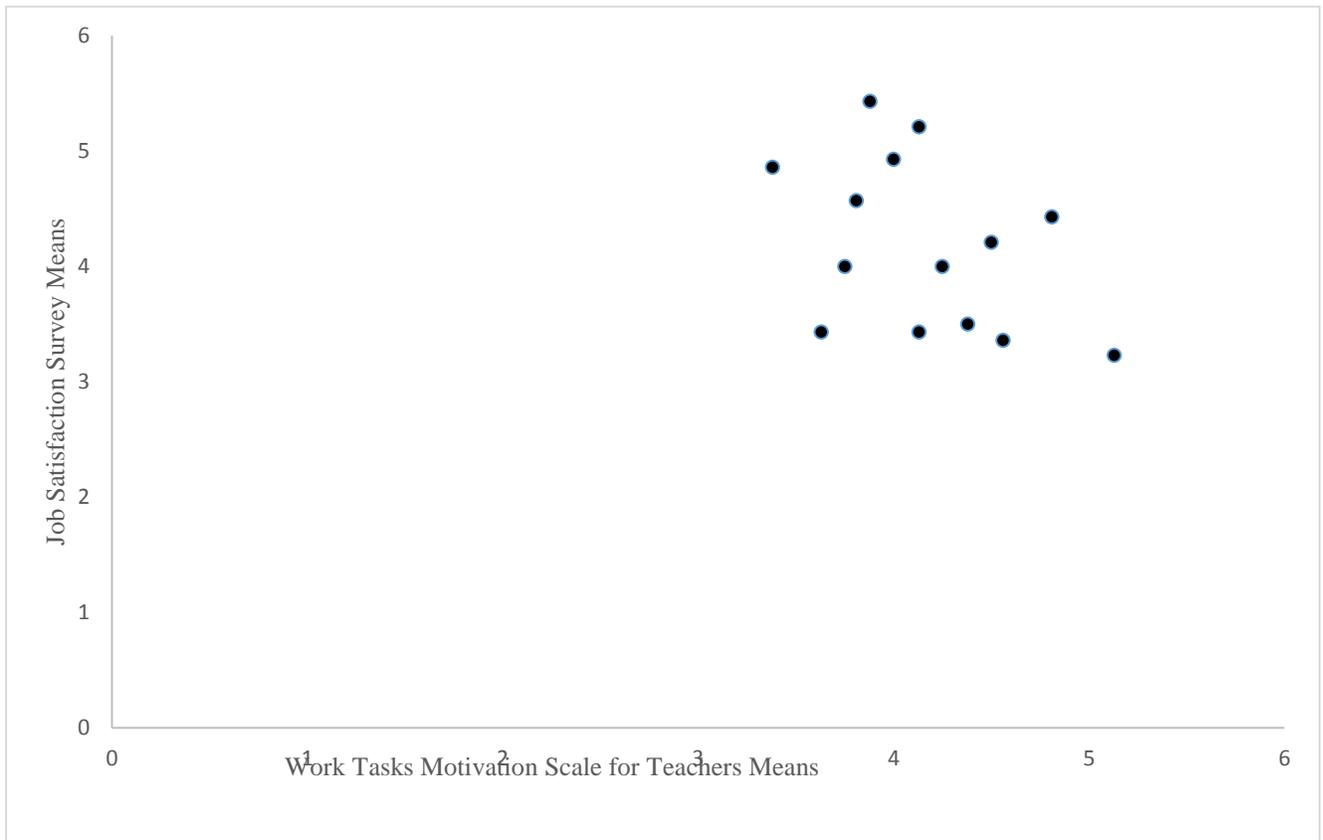


Figure 3. The Mean of Items from the Job Satisfaction Scale (Spector, 1985) and the Work Tasks Motivation Scale for Teachers (Fernet, et al., 2008). Graph shows weak negative correlation,  $r(14)=-0.42$ ,  $p=0.07$ .

**Items of the Survey**

- 1) Select with of the following you identify with:
  - a. Male
  - b. Female
  - c. Other
  
- 2) Select with of the following best describes your current teaching position:
  - a. Teacher
  - b. Teacher with administrative duties & subordinates (Example: Department Head)
  - c. Part of administrative team within the school or school system
  
- 3) Which do you identify with most?
  - a. African American/African/Black/Caribbean
  - b. Asian/Pacific Islander
  - c. Caucasian
  - d. Hispanic/Latino
  - e. Other
  
- 4) Which category below includes your age?
  - a. 21 or younger
  - b. 21-30
  - c. 31-40
  - d. 41-50
  - e. 51-60
  - f. 60+

- 5) How many years have you been teaching?
  
- 6) Are you currently teaching or have you retired?
  - a. Currently teaching
  - b. Retired
  
- 7) How would you best describe the area you teach/taught in?
  - a. Urban
  - b. Rural
  - c. Suburban
  
- 8) What grade level do you teach currently?
  - a. Pre-Kindergarten
  - b. K-5
  - c. 6-8
  - d. 9-12

**Work Autonomy Scale (Breugh, 1985)**

Please read each item carefully and rate them from Strongly Agree to Strongly Disagree.

- 1) I am allowed to decide how to go about getting my job done (the methods I use).
- 2) I have control over the sequencing of my work activities (when I do what).
- 3) I am able to modify what my job objectives are (what I am supposed to accomplish).
- 4) I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).
- 5) I am free to chose the method(s) to use in carrying out my work.
- 6) My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.
- 7) I am able to choose the way to go about my job (the procedures to utilize).
- 8) I have control over the scheduling of my work.
- 9) My job is such that I can decide when to do particular work activities.

**Job Satisfaction Survey (Spector, 1985)**

Please read each item carefully and rate them from Strongly Agree to Strongly Disagree.

- 1) My efforts to do a good job are seldom blocked by red tape.
- 2) I enjoy my coworkers.
- 3) There is too much bickering and fighting at work.
- 4) My supervisor is quite competent in doing his/her job.
- 5) I feel I am being paid a fair amount for the work I do.
- 6) Many of our rules and procedures make doing a good job difficult.
- 7) My supervisor shows too little interest in the feelings of subordinates.
- 8) I find I have to work harder at my job because of the incompetence of people I work with.
- 9) My supervisors is unfair to me.
- 10) I have too much paperwork.
- 11) I like my supervisor.
- 12) I like the people I work with.
- 13) I have too much to do at work.
- 14) Raises are few and far between.
- 15) I feel unappreciated by my school when I think about what they pay me.
- 16) I feel satisfied with my chances for salary increases.

**Work Tasks Motivation Scale for Teachers (Fernet, et al., 2008)**

Different reasons may explain why teachers engage in their work tasks. The following statements represent some of these reasons.

Using the scale below, please indicate for each statement to what degree they correspond to one of the reasons for which you are doing the following tasks.

Complementary Tasks (e.g., tutorial guidance, involvement in committees, extracurricular activities, and continuous improvement training)

Why are you doing this work task?

- 1) Because I like doing this task.
- 2) Because this task allows me to attain work objectives that I consider important.
- 3) Because if I don't carry out this task, I will feel bad.
- 4) Because my work demands it.
- 5) I don't know, sometimes I don't see the purpose.

Teaching (e.g., presenting instruction, answering questions, and listening to the students' needs)

Why are you doing this work task?

- 1) Because I like doing this task.
- 2) Because this task allows me to attain work objectives that I consider important.
- 3) Because if I don't carry out this task, I will feel bad.
- 4) Because my work demands it.
- 5) I don't know, sometimes I don't see the purpose.

Administrative Tasks (e.g., recording and transmitting absences, building disciplinary files, and participating in meetings with students and administrators to study disciplinary cases, meetings with teachers, meetings with the administration, meetings with the union, and school assemblies)

Why are you doing this work task?

- 1) Because I like doing this task.
- 2) Because this task allows me to attain work objectives that I consider important.
- 3) Because if I don't carry out this task, I will feel bad.
- 4) Because my work demands it.
- 5) I don't know, sometimes I don't see the purpose.

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