

JOB SATISFACTION AND EMPOWERMENT OF GEORGIA HIGH SCHOOL CAREER
AND TECHNICAL EDUCATION TEACHERS

by

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(Under the Direction of ELAINE ADAMS)

ABSTRACT

Several studies have found a positive correlation between teacher empowerment and levels of job satisfaction. Job satisfaction and empowerment have also been shown to influence teacher retention. The purpose of this study was to determine the relationship between career and technical education teachers' reported job satisfaction and empowerment. The Minnesota Satisfaction Questionnaire was used to measure job satisfaction and the School Participant Empowerment Scale was used to measure empowerment.

A total of 140 high school career and technical education teachers participated in this mail survey. A series of *t* tests and one-way analyses of variance revealed no statistically significant differences on job satisfaction or empowerment based on years of teaching experience or gender. Overall these teachers expressed relatively high levels of job satisfaction and empowerment. A statistically significant difference between the mid and very high levels of empowerment was found when compared with job satisfaction. In addition, a statistically significant positive correlation was found between job satisfaction and empowerment.

Greater participation in decision making, one element of teacher empowerment, results in greater job satisfaction (Rice & Schneider, 1994). A consistent relationship was reported

between overall job satisfaction and intent to remain (Brayfield & Crockett, 1955; Goetze, 2000; Porter & Steers, 1973). Job satisfaction of secondary career and technical educators was found to influence teachers' decisions to leave the profession (Warr, 1991). Teacher job satisfaction can predict teacher retention and also determine teacher commitment, factors that affect school effectiveness (Shann, 1998). Results of this study could be used to inform administrators and other school personnel about the role of empowerment in determining job satisfaction for career and technical education teachers. This study may also provide support for increased teacher retention through an emphasis on teacher empowerment and job satisfaction. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997).

INDEX WORDS: Job satisfaction, Empowerment, Georgia High School Career and Technical Education teachers, Teacher retention, Gender, Years of experience

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iv
LIST OF TABLES.....	viii
CHAPTER	
I INTRODUCTION	1
Purpose.....	4
Research Objectives.....	6
Theoretical Framework.....	6
Significance of the Study	9
II REVIEW OF THE LITERATURE	11
Job Satisfaction	11
Theories of Job Satisfaction.....	12
Teacher Job Satisfaction Research.....	19
Empowerment.....	25
Job Satisfaction and Empowerment Research	39
Teacher Retention	41
Summary	44
III METHOD	46
Purpose.....	46
Research Objectives.....	48

	Design	49
	Participants.....	52
	Instrumentation	55
	Procedure	61
	Data Analysis	63
IV	ANALYSIS OF DATA.....	67
	Analysis of Research Objectives	67
	Open Ended Question Responses	72
	Summary	74
V	CONCLUSIONS AND RECOMMENDATIONS	75
	Rationale	75
	Purpose.....	77
	Summary of Findings.....	78
	Conclusions.....	79
	Discussion and Implications	81
	Recommendations.....	85
	REFERENCES	88
	APPENDICES	103
A	COVER LETTER.....	104
B	QUESTIONNAIRE	106
C	FOLLOW UP POSTCARD.....	111
D	SECOND FOLLOW UP LETTER.....	113

E	REQUEST FOR PERMISSION TO USE THE MINNESOTA SATISFACTION QUESTIONNAIRE AND APPROVAL LETTER	115
F	REQUEST FOR PERMISSION TO USE THE SCHOOL PARTICIPANT EMPOWERMENT SCALE AND APPROVAL LETTER.....	119
G	IRB APPLICATION AND APPROVAL LETTER.....	122
H	APPROVAL LETTER TO CONDUCT RESEARCH.....	131
I	VERBATIM RESPONSES TO OPEN ENDED QUESTIONS.....	133

LIST OF TABLES

	Page
Table 1: Data Analysis for Research Objectives	66
Table 2: Descriptive Statistics for Job Satisfaction and Empowerment	68
Table 3: Descriptive Statistics for Job Satisfaction by Years of Experience.....	70
Table 4: Descriptive Statistics for Job Satisfaction by Gender.....	70
Table 5: Descriptive Statistics for Empowerment by Years of Experience.....	71
Table 6: Descriptive Statistics for Empowerment by Gender	72

CHAPTER I

INTRODUCTION

Greater participation in decision making, one element of teacher empowerment, results in greater job satisfaction (Rice & Schneider, 1994). Empowerment is an investment in teachers' "right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction" (Bolin, 1989, p. 83). A consistent relationship was reported between overall job satisfaction and intent to remain (Brayfield & Crockett, 1955; Goetze, 2000; Porter & Steers, 1973). Job satisfaction of secondary career and technical educators was found to influence teachers' decisions to leave the profession (Warr, 1991). Teacher job satisfaction can predict teacher retention and also determine teacher commitment, factors that affect school effectiveness (Shann, 1998). This study sought to determine if a positive relationship existed between empowerment and job satisfaction in career and technical education teachers.

One potential reason for the attention given to job satisfaction in the education literature is the impact it has on teacher retention (Billingsley & Cross, 1992). Job satisfaction is the degree to which work fulfills individual needs (Dawis & Lofquist, 1984). Fifty percent of new teachers leave the profession in the first five years (Colbert & Wolff, 1992; National Commission on Teaching and America's Future, 2003). Similar findings were reported for career and technical education teachers, with 15% leaving in the first year and more than 50% within the first five years (Camp & Heath-Camp, 1991). McCaslin, Briers, Headrick, and Lanning

(2005) cited similar data from Texas that indicated one-sixth of career and technical education teachers leave after the first year. In the State of Georgia, career and technical educator attrition rose from 8.9% in FY02 to 10.2% in FY05; and career and technical educator new hire attrition rose from 17.1% in FY02 to 18.8% in FY05 (Georgia Professional Standards Commission, 2006).

A lack of decision making power was shown to be one source of job dissatisfaction (Owens, Mundy, & Harrison, 1981). Owens et al. recommended alleviating dissatisfaction by increasing teacher influence and participation in decision making. Teacher retention can also be improved through the empowerment of teachers by allowing them to participate in developing school and teaching policies (Liu, 2007; Shen, 1997). Rinehart and Short (1994) indicated that teachers may have greater job satisfaction when principals involve them in decision making and provide opportunities for them to grow professionally. Other studies (e.g., Klecker & Loadman, 1996b; Wu & Short, 1996) have also found positive correlations between the constructs of teacher empowerment and job satisfaction.

In a study of career and technical educators, teachers generally felt empowered (Scribner, Truell, Hager, & Srichai, 2001). The weakest dimension of empowerment for these career and technical educators was decision making (Scribner et al.). While several studies have addressed the job satisfaction of career and technical education teachers (Johnson, 2004; Stitt, 1980; Warr, 1991), only one study reported on the empowerment of these teachers (Scribner et al.). Empowerment of career and technical education teachers may be an important factor that contributes to their overall job satisfaction. Research indicates that career and technical education teachers often differ from their regular education colleagues. Career and technical educators do not always follow traditional routes to teacher certification and licensure as do

teachers in other subject areas (Lynch, 1997). In addition, unlike other teachers, career and technical education teachers are challenged with the responsibility of teaching both academic and technical skills to their students (McCaslin & Parks, 2002). According to McCaslin and Parks, career and technical education teachers are faced with various responsibilities which include serving a diverse student population, revising curriculum to address new advancements and technologies as well as helping students develop technical skills, improving academic achievement, developing higher order thinking skills, and facilitating career development. Therefore, these educators may express different levels of job satisfaction and empowerment.

Although several demographic characteristics have been used in prior studies of both job satisfaction (Brush, Moch, & Pooyan, 1987) and empowerment (Gupta, 2007; Short & Rinehart, 1992), there are conflicting results indicating whether these variables are statistically significant to the topics of job satisfaction and/or empowerment. Variables including age, gender, years at present institution, total years teaching, years employed outside teaching, highest degree attained, and salary level have been used in research with career and technical educators (Collins, 1998; Johnson, 2004; Stiles, 1993; Stitt, 1980; Warr, 1991). Although some of these characteristics yielded statistically significant differences, they were not large enough to be of practical significance (Collins; Johnson; Stiles; Warr). The only exception was Stitt who found prior teaching experience, salary level, and education to be statistically significant contributors to job satisfaction. Scribner et al. (2001) found gender to be statistically significant to subscale ratings of empowerment. Although used extensively in prior research, demographic variables may not be as effective in predicting job satisfaction as teacher empowerment (Billingsley & Cross, 1992). Teachers with more years of experience tended to stay in the profession (Shen, 1997), and job satisfaction has been found to increase with years of experience (Parasuraman,

1982). In Georgia, new male teacher hires were more likely to leave the teaching force than their female counterparts (Georgia Professional Standards Commission, 2006). For this study, gender (Birmingham, 1984; Bishop, 1996; Georgia Professional Standards Commission; Scribner et al.) and years of experience (Bishop; Givens, 1988; Parasuraman; Short & Rinehart; Stitt) were selected as factors that were more likely to be significant to the issues of both job satisfaction and empowerment.

Purpose

The purpose of this causal-comparative study was to determine the relationship between career and technical education teachers' reported job satisfaction and empowerment. Dawis and Lofquist (1984) defined job satisfaction as the degree to which a person's work fulfills individual needs. In this study, job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ; Weiss, Dawis, England, & Lofquist, 1967). Three scores may be obtained from the data: (a) intrinsic satisfaction, (b) extrinsic satisfaction, and (c) general satisfaction. However, this study focused only on the general satisfaction score.

Empowerment can be defined as an investment in teachers' "right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction" (Bolin, 1989, p. 83). Empowerment was measured using the School Participant Empowerment Scale (SPES; Short & Rinehart, 1992). This scale includes 38 items which are broken into six subscales: (a) decision making, (b) professional growth, (c) status, (d) self-efficacy, (e) autonomy, and (f) impact. The subscale empowerment scores are derived by calculating the mean for each subscale. An overall empowerment score can also be obtained by calculating the mean for the entire scale. For this study, only the overall empowerment score was used.

Independent variables in this study included perceived empowerment, years of teaching experience, and teacher gender. Klecker and Loadman (1996a) analyzed the variable empowerment using two categories which included negative and positive. Since all of teachers in this study indicated relatively high levels of empowerment, the variable empowerment was converted into two categories, mid and very high. The continuous variable years of experience was converted to one of four categories—1-5 years, 6-10 years, 11-20 years, and over 21 years. The Georgia Public Education Report Card grouped teaching experience in 10-year increments on the Certified Personnel Data report (Georgia Department of Education, 2007). Smith, Hall, and Woolcock-Henry (2000) used these categories in their study of Georgia secondary vocational teachers in order to remain consistent with the groupings provided by the State. Since research indicated that the first five years are a critical point in the retention of career and technical education teachers (Camp & Heath-Camp, 1991; National Commission on Teaching and America's Future, 2003), the category 1-10 years was broken into 1-5 years and 6-10 years as used by Warr (1991) to determine if levels of satisfaction and empowerment differ more in the early years of teaching. The variable gender had two categories, male and female. The dependent variables were teacher's empowerment and job satisfaction. Results of this study could be used to inform administrators and other school personnel about the role of empowerment in determining job satisfaction for career and technical education teachers. This study may also provide support for increased teacher retention through an emphasis on teacher empowerment and job satisfaction. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997).

Research Objectives

This study addressed the following research objectives.

1. Describe high school career and technical education teacher's job satisfaction and perceived empowerment.
2. Determine the relationship between high school career and technical education teacher's level of empowerment and level of job satisfaction.
3. Compare high school career and technical education teachers on job satisfaction by empowerment.
4. Compare high school career and technical education teachers on job satisfaction by years of teaching experience and by gender.
5. Compare high school career and technical education teachers on empowerment by years of teaching experience and by gender.

Theoretical Framework

Currently, there is not a theory that binds job satisfaction and empowerment. However, there are several frameworks that addressed the constructs of job satisfaction and empowerment in the literature. The theoretical framework for this study was provided by Herzberg's (Herzberg, Mausner, & Snyderman, 1959) two-factor theory of motivation and by the Theory of Work Adjustment (Dawis et al., 1968).

The two-factor theory of motivation suggested there are intrinsic motivational factors which include achievement, advancement, work itself, growth, responsibility, and recognition (Herzberg et al., 1959). These factors can lead to job satisfaction. There are also hygiene factors which include work environment, supervision, salary and benefits, job security, attitudes and

policies of administration, and status. Herzberg et al. concluded that hygiene factors do not serve to motivate employees but instead must be present in order to prevent dissatisfaction.

The Theory of Work Adjustment (Dawis et al., 1968) is based on the idea of correspondence or a reciprocal relationship between individuals and their work environment. Work adjustment was the process by which an individual fulfills the requirements of the work environment and the work environment fulfills the requirements of the individual. Work adjustment was indicated by an individual's level of satisfactoriness and satisfaction. Satisfactoriness was the extent to which the individual can meet job demands and was a function of relationship between the individual's abilities and the ability requirements of the job. Satisfaction was the extent to which the job meets the expectations and needs of the individual. The balance achieved between the individual and the work environment, created tenure. Tenure was defined as remaining on the job. As levels of satisfaction and satisfactoriness increased, the probability of tenure also increased. The Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967), which was used in this study, was developed to measure levels of satisfaction among individuals.

Johnson (2004) used both the Theory of Work Adjustment (Dawis et al., 1968) and the Two-Factor Theory (Herzberg et al., 1959) as the theoretical framework for her study of Georgia business education teachers' job satisfaction and intent to remain in teaching with an emphasis placed on Herzberg's theory. Johnson identified the MSQ intrinsic scales that correlated with Herzberg's intrinsic factors which included ability utilization, achievement, advancement, recognition, and responsibility. The study also identified the MSQ extrinsic scales that correlated with Herzberg's extrinsic factors which included company policies and practices, compensation, co-workers, supervision-human relations, supervision-technical, and working conditions. Both

the Theory of Work Adjustment and the Two-Factor Theory posited that individuals are motivated more by intrinsic factors of their work.

The construct of empowerment aligns with the notion of satisfaction as defined by the Theory of Work Adjustment and Herzberg's Two-Factor Theory in that it is a contributor to meeting the needs of an individual. Herzberg et al. (1959) supported the proposition that a supervisor's success is based on the emphasis placed on the subordinate's needs as an individual rather than on a company's goals for production. The interpretation of the two-factor theory is rooted in the value of employee participation in goal setting and decision making. Empowerment was defined by Short and Rinehart (1992) as a combination of decision making, professional growth, status, self-efficacy, autonomy, and impact. Together, these dimensions served as a foundation for understanding the types of work environments that foster the creation of empowered teachers and served as the foundation for the School Participant Empowerment Scale (SPES; Short & Rinehart) which was used as the instrument for examining empowerment in this study. Short (1992) defined the dimensions in these ways.

1. Decision making involves participation in critical decisions that directly affect teacher's work (p. 8).
2. Professional growth is the perception that the school provides opportunities for professional growth, development, continuous learning, and expansion of skills (p. 10).
3. Status is the perception of professional respect and admiration between colleagues (p. 10).
4. Self-efficacy is the perception that the teacher has the skills and abilities to impact student learning (p. 11).

5. Autonomy is the perception that the teacher can control aspects of their work (p.12).
6. Impact is the perception that the teacher can effect and influence the school (p. 12).

These six dimensions of empowerment served as internal indicators of the extent that the work environment fulfilled the individual's requirements and thus were indicators of satisfaction as defined by the Theory of Work Adjustment (Dawis et al., 1968) and the Two-Factor Theory (Herzberg et al., 1959).

Significance of the Study

Although prior research considered levels of job satisfaction and empowerment among teachers, this study was significant due to its contribution to the understanding of the relationship with career and technical educators. Only one study was identified in the literature that addressed the empowerment of career and technical education teachers and none were found that addressed both job satisfaction and empowerment (Scribner et al., 2001). While several studies found a positive correlation between teacher empowerment and levels of job satisfaction, we did not yet know if this held true for career and technical educator teachers (Klecker & Loadman, 1996b; Rinehart & Short, 1994; Wu & Short, 1996). As educational reforms continue to espouse the importance of teacher empowerment to school success, it was important to understand the extent to which all teachers, including career and technical educators, perceive their workplaces as empowering (Scribner et al.).

The practical significance of this research was its contribution to the practice of effective leadership and the belief that teachers are knowledgeable professionals (Blase & Blase, 2001). The Theory of Work Adjustment (Dawis et al., 1968) stated that the greater the balance between the individual and his/her work environment, the greater the chance of tenure. By gaining a better understanding of the levels of empowerment and job satisfaction expressed by these

professionals, we can provide guidance and training to administrators on the types of leadership that should be provided to help career and technical education teachers reach their full potential. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997).

This research also contributed to the body of research on both teacher job satisfaction and empowerment. Currently there is not a theory linking these two constructs; therefore, this research added to the existing literature and provides a better understanding of how these two issues are related. Empowerment has the potential to result in individuals achieving their personal goals (Short & Greer, 1997). According to Short and Greer, these personal goals can be achieved when there is a common emphasis on the school's primary goal of improving the learning opportunities for students. This participation in goal setting can ultimately make the organization more effective and improve overall teacher satisfaction (Short & Greer).

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature for this study covers theories of job satisfaction and job satisfaction research as well as the construct of empowerment and related empowerment research. Research on teacher retention and the relationship between job satisfaction and empowerment is also included.

Job Satisfaction

One of the earliest writings on job satisfaction defined the term as “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, ‘I am satisfied with my job’” (Hoppock, 1935, p. 47). The writings by Hoppock explained that some aspects of the job may be considered satisfying by the employee while others are dissatisfying. Overall satisfaction with a job is a combination of the balance between the satisfiers and dissatisfiers of the job (Hoppock).

Other definitions of job satisfaction have been provided by researchers since this early contribution. Herzberg, Mausner, Peterson, and Capwell (1957) explained that job satisfaction is a multi-dimensional attitude. The authors identified three aspects of job satisfaction including: (a) specific activities of the job, or intrinsic satisfaction; (b) place and working conditions of the job; and (c) factors including economic rewards, security, or social prestige.

Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job’s experiences” (p. 1304). Job satisfaction can also

be described as the relationship between what an individual wants from his/her job and what the individual perceives the job offers. Locke found that employee satisfaction resulted in lower absenteeism and turnover.

Dawis and Lofquist (1984) defined job satisfaction as the degree to which a person's work fulfills individual needs. By understanding an individual's needs and job satisfaction, employers have the opportunity to develop effective reinforcers within the work environment (Dawis & Lofquist).

Job satisfaction was defined by Spector (1997) as the degree to which a person likes or dislikes a job. The notion of job satisfaction is significant to most work withdrawal behavior theories. Spector explained that job satisfaction has been studied by researchers from both the global perspective and facet approach. The global approach viewed satisfaction as an overall attitude regarding the job and was primarily used by researchers comparing job satisfaction to another variable such as turnover or commitment. The facet approach viewed satisfaction in relation to a person's attitude regarding specific aspects of their job and was used by researchers interested in improving an individual's satisfaction levels. Aspects of the job considered by the facet approach could include salary, policies and procedures, or recognition. Spector also noted that these two approaches were often used together in order to obtain a complete understanding of satisfaction.

Theories of Job Satisfaction

Several motivational theories have been applied to the construct of job satisfaction. Maslow's Hierarchy of Needs, Vroom's Expectancy Theory, Herzberg's Two-Factor Theory, and the Theory of Work Adjustment were the major theories found in the literature that have been used to explain teacher job satisfaction.

Maslow's Hierarchy of Needs

Owens and Valesky (2007) explained that the humanistic perspective on motivation is based on the presumption that individuals have a need to constantly grow, develop self-esteem, and have fulfilling relationships, all of which are highly motivating. Abraham Maslow was one of the first researchers to focus on the motivational patterns of people as they lived; and therefore, his work has been recognized as among the most powerful explanations in understanding human motivation (Owens & Valesky). Maslow (1970) popularized a theory of human motivation which explained motivation as a hierarchy of needs, whereby individuals are always striving to reach their full growth potential or self-actualization. Prepotency was the term used by Maslow to explain that a person cannot be motivated by higher order needs until the lower needs in the hierarchy are met. At the lowest level of the hierarchy of needs are basic physiological needs such as food, water, and shelter. As those physiological needs are met, other needs emerge which progress from security and safety needs, love and belonging needs, esteem needs, and ultimately the goal of self-actualization needs. Maslow explained that security and safety needs are met when an individual is without fear of physical or psychological harm. Love and belonging needs are met by the acceptance by others. Esteem needs are met through recognition and respect from peers. Finally, self-actualization needs are met when a person reaches his/her full potential.

Needs do not have to be met completely in order for the next set of needs to emerge (Maslow). In addition, Maslow contended that gratification is just as important as deprivation. One hypothesis of the theory is that an individual who has always had a certain need satisfied will be more likely to tolerate deprivation of that need in future situations. Similarly, an individual who has been deprived of a certain need in the past will be more likely to react

differently to satisfaction of that need than those who have never experienced deprivation (Maslow). “If we are interested in what actually motivates us, and not in what has, will, or might motivate us, then a satisfied need is not a motivator” (Maslow, p. 57). Ultimately, if prior needs are satisfied in some capacity, the primary motivator is the need for self-actualization or the need to develop one’s fullest potential and capability (Maslow). The encouragement of growth and development of teachers is at the core of creating an environment which motivates the participants to reach their full potential as explained by Maslow’s theory (Owens & Valesky, 2007).

Vroom’s Expectancy Theory

Vroom’s (1964) expectancy theory explained that an individual chooses between various alternatives that have uncertain outcomes based upon a belief about how likely the choice will be followed by a specific outcome. Three interrelated factors provide the understanding for this theory of motivation. First, valence was defined as a person’s preference for a specific outcome. Secondly, expectancy was defined as a person’s belief regarding whether their actions will lead to the outcome. Thirdly, instrumentality was defined as the person’s perception of the outcome, either positive or negative. When making decisions, Vroom held that individuals consider these factors before choosing a course of action. This theory viewed behavior as “...subjectively rational and directed toward the attainment of desired outcomes and away from aversive outcomes” (Vroom, p. 276). Thus, Vroom contended that job satisfaction increases when a person’s efforts result in a desired outcome. The expectancy theory has been used in educational settings. Miskel, Defrain, and Wilcox (1980) used the expectancy theory as a basis for their study of secondary and post-secondary teachers. This study concluded that teachers were more

satisfied when the likelihood of a successful performance and obtaining desired outcomes was high.

Herzberg's Two-Factor Theory

Another commonly cited theory of job satisfaction is Herzberg's (Herzberg et al., 1959) two-factor theory of motivation. This theory was developed based on a study of 203 accountants and engineers in the Pittsburgh area. Herzberg et al. interviewed the sample inquiring about times when they felt good or bad about their job. The responses of when people felt good about their jobs corresponded to intrinsic aspects of the job, while responses regarding when people felt bad about their jobs corresponded to extrinsic aspects of the job.

The two-factor theory of motivation suggested there are intrinsic motivational factors which include achievement, advancement, work itself, growth, responsibility, and recognition (Herzberg et al., 1959). These factors can lead to job satisfaction. There are also hygiene factors which include work environment, supervision, salary and benefits, job security, attitudes and policies of administration, and status. Herzberg et al. concluded that hygiene factors do not serve to motivate employees but instead must be present in order to prevent dissatisfaction.

The factors that serve to create positive job attitudes satisfy a person's need for self-actualization in their work (Herzberg et al., 1959). According to the two-factor theory, the need for an individual to reinforce his/her aspirations can be achieved through work performance and personal growth. The job factors that allow for self-actualization serve as motivators which can ultimately bring about job satisfaction.

Herzberg et al. (1959) supported the proposition that a supervisor's success is based on the emphasis placed on the subordinate's needs as an individual rather than on company's goals for production. The interpretation of the two-factor theory is rooted in the value of employee

participation in goal setting and decision making. Herzberg et al. explained that motivators such as tasks that are interesting, tasks that allow for the exercise of responsibility and independence, and tasks that allow for concrete achievement fit the need for creativity. Conversely, hygiene factors satisfy the need for fair treatment. Therefore, appropriate incentives must be in place to achieve the desired job attitude and performance. Herzberg et al. contended that the successes of the Scanlon plan were rooted in the idea of participation of employees and increased responsibility in improving the production of the company. The Scanlon plan provided supervisors with suggestions for involving work groups in regular meetings to identify potential improvements in efficiency and effectiveness for the company (McGregor, 1960). As changes were implemented based on the suggestions of the workers, bonuses were provided to the workers who implemented successful change efforts. Ultimately, “The worker must feel that he is part of a worth-while project and that the project succeeded because his ability was needed in it” (Herzberg et al., p. 118).

Whittington and Evans (2005) discussed the impact of Herzberg’s theory on current management practices. The authors made a connection between Herzberg’s theory for motivating employees and the understanding of authentic empowerment as defined by Conger and Kanungo (1988) and Spreitzer and Quinn (2001). Authentic empowerment requires supervisors to release control and trust employees to make the right decision (Conger & Kanungo; Spreitzer & Quinn). The results of this type of authentic empowerment were that employees experienced meaning through a personal connection to their work, felt self-determination which included autonomy through freedom and discretion, felt competence through increased self-efficacy, and felt impact through making a difference with their work (Conger & Kanungo; Spreitzer & Quinn). Whittington and Evans concluded that applying the practices of authentic empowerment and

Herzberg's motivational techniques, leads to greater job satisfaction through satisfaction of an individual's higher order needs.

Sergiovanni (1991) used Herzberg's two-factor theory to explain how educational leaders develop through stages which include bartering, building, bonding, and banking. Leadership by bartering focused on extrinsic factors while leadership by building addressed higher order needs and the intrinsic motives of those being led. Sergiovanni explained that teachers will not be motivated to work if principals do not focus on the intrinsic motivational factors, but inattention to these factors will not lead to job dissatisfaction. Instead, teachers will perform to a minimal satisfactory level but will not make an attempt to exceed this level of performance.

Teachers have the choice to either participate or perform in relationship to job satisfaction and motivation as suggested by the two-factor theory (Sergiovanni, 1991). Teachers meet the minimum requirements as defined by the concept of a fair day's work in return for a fair day's pay when they choose to participate. When teachers choose to perform, they are making a voluntary choice to exceed the fair day's work with their rewards being intrinsic in nature. Sergiovanni urged principals to be concerned with both extrinsic and intrinsic rewards because schools can only move forward when teachers choose to perform in addition to their participation.

Theory of Work Adjustment

The Theory of Work Adjustment (Dawis et al., 1968) was developed at the University of Minnesota through the Work Adjustment Project. This theory is based on the idea of correspondence or a reciprocal relationship between individuals and their work environment. Work adjustment was defined as the process by which an individual fulfills the requirements of the work environment and the work environment fulfills the requirements of the individual. One

assumption of the Theory of Work Adjustment is that every individual seeks to achieve and maintain correspondence with their work environment as a basic motive of human behavior.

Each individual brings a set of skills to the work environment and, in turn, the work environment provides rewards to the individual such as wages, personal relationships, or prestige (Dawis et al., 1968). Correspondence was the term used to describe the individual and the work environment when the minimum requirements of each were equally satisfied. If a correspondent relationship is found between an individual and the work environment, the Theory of Work Adjustment suggested that the individual will seek to maintain the relationship. If the correspondent relationship is not found, the individual seeks to find correspondence; and if this does not occur, the individual leaves the work environment.

Work adjustment was indicated by an individual's level of satisfactoriness and satisfaction (Dawis et al., 1968). Satisfactoriness was defined as the extent to which the individual can meet job demands. It was an external indicator of correspondence because it was not achieved from the individual's assessment of his/her fulfillment of the requirements of the work environment. For example, a worker's performance appraisal by a supervisor would be an external indicator of the level of satisfactoriness. Satisfaction was defined as the extent to which the job meets the expectations and needs of the individual. It was an internal indicator of correspondence because it was achieved from the individual's assessment of the extent the work environment meets individual needs. The balance achieved between the individual and the work environment, created tenure. Tenure was defined as remaining on the job. As levels of satisfaction and satisfactoriness increase, the probability of tenure also increases. In opposition, as levels of satisfaction and satisfactoriness decrease, the probability of tenure and the length of tenure also decrease.

The Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967) was developed as a measure of one of the primary indicators of work adjustment. Dawis and Lofquist (1984) defined job satisfaction as the degree to which a person's work fulfills individual needs. The questionnaire measures a worker's satisfaction with various aspects of his or her work and work environment. The MSQ allows for the identification of individual differences in satisfaction with aspects of work and the work environment which can lead to a better understanding of the reinforcers necessary to satisfy the individual's needs.

Three scores may be obtained from the data collected from the MSQ: (a) intrinsic satisfaction, (b) extrinsic satisfaction, and (c) general satisfaction (Weiss et al., 1967). Intrinsic satisfaction items include ability utilization, achievement, activity, advancement, compensation, co-workers, creativity, independence, moral values, social service, social status, and working conditions. Extrinsic satisfaction items include authority, company policies and practices, recognition, responsibility, security, supervision-human relations, supervision-technical, and variety. The short form of the MSQ includes 20 items while the long form includes 100 items. The general satisfaction score for the short form includes all 20 items and ranges from 20 to 100. The raw scores can be converted to percentile scores. A percentile score of 75 or higher represents a high degree of satisfaction, while a percentile score of 25 or lower represents a low degree of satisfaction.

Teacher Job Satisfaction Research

Hadaway (1978) used the Theory of Work Adjustment as the foundation for his study of personal characteristics related to the job satisfaction of high school business teachers as measured by the MSQ. The research indicated that business teachers were most satisfied by four intrinsic items: (a) social service, (b) moral values, (c) activity, and (d) creativity. The teachers

were least satisfied by two intrinsic items: (a) compensation, and (b) advancement. They were also least satisfied by two extrinsic items: (a) school policies and procedures, and (b) recognition. Hadaway concluded that both intrinsic and extrinsic factors can cause dissatisfaction among teachers; while only intrinsic factors contribute to teacher job satisfaction.

Neuman (1997) examined the Theory of Work Adjustment and the concept of satisfaction as defined by the MSQ to determine if the theory was applicable to the teaching profession. The research indicated that general satisfaction among secondary teachers was generally low. In addition, items with the highest degree of satisfaction were intrinsic factors; while the items with the lowest degree of satisfaction were extrinsic factors. Neuman concluded that intrinsic factors are important to retain quality teachers because they satisfy teachers' higher order needs and serve as internal motivators.

Collins (1998) applied the Theory of Work Adjustment to his study of the job satisfaction of Georgia's public secondary school agricultural education teachers. Results of this study showed that slightly more than 50% of the teachers exhibited a low degree of general job satisfaction. Scores on six of the individual MSQ scales for advancement, compensation, working conditions, recognition, supervision-human relations, and supervision-technical resulted in low degrees of satisfaction. These six scales included three items that were intrinsic factors and three items that were extrinsic factors. All other scales resulted in a moderate degree of satisfaction. General job satisfaction was strongly correlated to the scales for advancement, recognition, and supervision-technical.

Collins attempted to identify factors which might cause agricultural education teachers to leave the profession. While his study did not compare regular education teachers with agricultural education teachers, Collins concluded that regular education teachers may not have

as many professional duties and responsibilities as agricultural educators which require more time and effort to satisfactorily perform their job. In addition, opportunities for advancement in the educational system are often limited; therefore, agricultural education teachers may leave to seek other professional opportunities. Collins suggested that tenure may be increased when teacher supervisors understand the goals, philosophy, and methodology of agricultural education and provide needed support for the program and teacher.

The theoretical framework for Moran's (2005) study of job satisfaction, commitment, and teaching status among alternatively certified career and technical education teachers was provided by the Theory of Work Adjustment, as well as the constructs of organizational and professional commitment. This study assumed that job satisfaction, commitment to the organization, and commitment to the profession influences retention. Results from the study indicated that alternatively certified teachers had high levels of retention, with 79.4% intending to remain in the profession for the next five years. In addition, there were no significant differences in teaching status, professional commitment, organizational commitment, and job satisfaction across the pre-service and in-service preparation programs. Age and teaching tenure did not result in a significant effect on job satisfaction or retention, although it is important to note that the sample study was comprised primarily of second career teachers and the teaching tenure of the sample was limited from 6 months to 14 years. Finally, Moran found that socio-economic status of the school did not have an effect on teacher retention; but it was positively related to job satisfaction.

A comparison of the perceptions of secondary school teachers and principals concerning factors related to job satisfaction and job dissatisfaction were studied in conjunction with Herzberg's two-factor theory (Ulriksen, 1996). The findings from the study supported

Herzberg's theory. Teachers indicated the most job satisfaction from the intrinsic factors of recognition, achievement, and work itself. Principals also correctly perceived these factors as contributors to job satisfaction. Overall, Ulriksen found the intrinsic factors contributed more to job satisfaction than to job dissatisfaction which was consistent with Herzberg's theory.

Teachers indicated the most job dissatisfaction from the extrinsic factors of policies and administration and interpersonal relationships-subordinates (Ulriksen, 1996). The concept of interpersonal relationships-subordinate in an educational setting resulted in a direct impact on the work itself since students were considered the subordinates. Based on the results of the study, Ulriksen does not recommend the direct application of Herzberg's theory from a business setting in respect to this factor. Overall, Ulriksen found the extrinsic factors contributed more to job dissatisfaction than to job satisfaction. However, principals incorrectly perceived the effects of the policies and administration, interpersonal relationships-subordinates, and supervision factors on the satisfaction and dissatisfaction of teachers. They also incorrectly perceived their behavior having a positive impact on the teachers' satisfaction.

In a study of the job satisfaction of high school journalism teachers, Dvorak and Phillips (2001) used Herzberg's two-factor theory to identify predictors of job satisfaction. The results of the study indicated that the teachers felt generally satisfied. If given the opportunity to return to college to start over again, 70% of the teachers indicated they would again choose teaching. Dvorak and Phillips found a mix of intrinsic and extrinsic factors predicted the job satisfaction of these teachers. Intrinsic predictors included advancement, work itself, and responsibility. In contrast to Herzberg's theory, working conditions, salary, and job security were extrinsic factors which were significant predictors of job satisfaction for this sample.

Johnson (2004) used both the Theory of Work Adjustment (Dawis et al., 1968) and the Two-Factor Theory (Herzberg et al., 1959) as the theoretical framework for her study of Georgia business education teachers' job satisfaction and intent to remain in teaching with an emphasis placed on Herzberg's theory. Johnson studied the MSQ intrinsic scales that correlated with Herzberg's intrinsic factors which included ability utilization, achievement, advancement, recognition, and responsibility. She also studied the MSQ extrinsic scales that correlated with Herzberg's extrinsic factors which included company policies and practices, compensation, co-workers, supervision-human relations, supervision-technical, and working conditions.

The results of Johnson's (2004) study indicated that Georgia's secondary business education teachers were generally satisfied with their jobs. Teachers were more satisfied on the scales for the intrinsic factors as aligned with Herzberg than those that were extrinsic in nature. The highest mean scores were found on the scales for ability utilization, achievement, and responsibility. Although none of the intrinsic or extrinsic scales resulted in low levels of job satisfaction, the lowest mean scores were found on the scales for company policies and practices and compensation. While the teachers were generally satisfied with their jobs, many still planned to leave the profession. Johnson compared the teacher's intent to remain with the intrinsic and extrinsic scales of job satisfaction. More than half of the teachers in the study planned to leave teaching in the next 10 years. All of the intrinsic factors, except for recognition, resulted in a significant effect on their intent to remain. Company policies and practices and working conditions were the only extrinsic factors that resulted in a significant effect on the teacher's intent to remain. These factors accounted for 34% of the variance in the teacher's intent to remain.

Kim and Loadman (1994) reported that teacher job satisfaction is one important determinant in whether teachers choose to stay or leave the profession. In their study, salary, opportunities for advancement, professional challenge, professional autonomy, working conditions, interaction with colleagues, and interaction with students were found to be statistically significant predictors of job satisfaction for teachers. These six items were constructed by the authors and validated by a panel of evaluators based on a review of teacher job satisfaction literature. Salary and opportunities for advancement were determined to be extrinsic rewards while the other satisfiers were considered intrinsic rewards.

Educational researchers have also studied the relationship between organizational variables and job satisfaction. Shin and Reyes (1995) concluded that job satisfaction is a determinant of teacher commitment. According to Testa (2001), increased job satisfaction results in increased organizational commitment. Stiles (1993) reported a strong relationship between organizational climate and teacher job satisfaction. Teacher job satisfaction has also been found to influence job performance, attrition, and student performance (Shann, 1998). Rinehart and Short (1994) indicated that teachers may have greater job satisfaction when principals involve them in decision making and provide opportunities to grow professionally. Other studies have also found positive correlations between the constructs of teacher empowerment and job satisfaction: $r = .70, p < .001$ (Klecker & Loadman, 1996b); and $r = .65, p < .01$ (Kim, 2002). The six subscales of the SPES were also positively correlated with job satisfaction ranging from $r = .402$ to $r = .594, p < .01$ (Wu & Short, 1996).

Although several demographic characteristics have been used in prior studies of job satisfaction (Brush et al., 1987), there were conflicting results indicating whether these variables were statistically significant. Job satisfaction has been found to be influenced by age (Brush et

al.; Reyes & Madsen, 1989; Spector, 1997; Warr, 1991) and gender (Brush et al.; Chapman & Lowther, 1982; Dinham, 1994; Reyes & Madsen). In addition, job satisfaction has been found to increase with years of experience (Connley & Levinson, 1993, Dinham; Parasuraman, 1982). Race has also been considered an indicator of job satisfaction (Betancourt-Smith, Inman, & Marlow, 1994; Billingsley & Cross, 1992).

Variables including age, gender, years at present institution, total years teaching, years employed outside teaching, highest degree attained, and salary level have been used in research with career and technical educators (Collins, 1998; Johnson, 2004; Stiles, 1993; Stitt, 1980; Warr, 1991). Although some of these characteristics yielded statistically significant differences, they were not large enough to be of practical significance. The only exception was Stitt who found prior teaching experience, salary level, and education to be statistically significant contributors to job satisfaction.

Empowerment

The historical evolution of the construct known as empowerment began with the human relations movement, which focused attention on the individual worker and his or her interactions with other workers (Short & Greer, 1997). The human relations movement was born in the 1920's as a result of the Western Electric Studies (Owens & Valesky, 2007). These studies sought to determine what level of illumination in the workplace would result in maximum efficiency for production. Contrary to what was expected, the results led researchers to an understanding that human variability is one determinant of productivity. These studies also concluded that some management styles elicited greater worker satisfaction as well as feelings of affiliation, competence, and achievement for the worker which, in turn, led to greater productivity than in the past. Owens and Valesky explained that these influential findings

spurred supervisors to examine and practice the human relations concepts of democratic supervision, involvement of employees, motivational techniques, morale, and group dynamics.

The new emphasis on human resource development (HRD; Owens & Valesky, 2007) provided administrators with practices which focused on participative decision making rather than on the classical bureaucratic organizational practices of the past. Increased worker satisfaction and productivity were the two desired outcomes for those who embraced the concept of participative decision making (Short & Greer, 1997). During the late 1940's, a new approach to participative decision making emerged which was known as the Scanlon Plan (McGregor, 1960). The plan provided supervisors with suggestions for involving work groups in regular meetings to identify potential improvements in efficiency and effectiveness for the company. As changes were implemented based on the suggestions of the workers, bonuses were provided to the workers who implemented successful change efforts.

After evaluating the research on participative decision making throughout the 1940's and 1950's, Frost, Wakely, and Ruh (1974) supported participative decision making as a way to improve organizational effectiveness, individual worker performance, and job satisfaction. Vroom (1964) summarized the research on participative decision making and also concluded that workers who reported being satisfied with their jobs also described greater opportunities to influence decisions which impacted their work environment. Empowerment has been coined as the term used to describe these participative methods (Owens & Valesky, 2007). Short and Greer (1997) clarified that the success of the Scanlon Plan and the use of participative decision making practices provided the example and rationale for current empowerment research.

Short and Greer (1997) explained that the work of Douglas McGregor on the principle of integration provides one of the strongest arguments for empowerment and other forms of

participation. The principle of integration stated that management's most important function is to help employees realize that their own personal goals can be reached through the achievement of the organizations goals (McGregor, 1960). This principle supported the proposition that both the needs of the organization and the individual must be considered. Empowerment has the potential to result in individuals achieving their personal goals (Short & Greer). According to Short and Greer, these personal goals can be achieved when there is a common emphasis on the school's primary goal of improving the learning opportunities for students. This participation in goal setting can ultimately make the organization more effective and improve overall teacher satisfaction (Short & Greer).

According to Owens and Valesky (2007), by the mid-1980's, school leaders began to recognize that teacher participation in school issues was needed but still rarely occurred. As a result of participation in an effort known as the League of Professional Schools, Glickman (1991) contended that the most effective teachers do their job for the intrinsic rewards of seeing the effect of their work with students rather than for extrinsic rewards such as incentives, career advancement, or merit pay increases. Teacher motivation was a result of "discretion and control of resources, time, instructional materials, and teaching strategies so as to make better educational decisions" (Glickman, 1991, p. 6-7). Glickman cited a 1990 Carnegie Foundation Study that reported more than 70% of U. S. teachers are not involved actively in making decisions about curriculum, staff development, grouping of students, promotion and retention policies, or school budgets. "Teachers are the heart of teaching. Without choice and responsibility, they will comply, subvert, or flee, and motivation, growth, and collective purpose will remain absent" (Glickman, 1989, p. 8).

Teachers are viewed with the most credibility and expertise regarding teaching and learning in schools that are highly successful (Glickman, 1991). Therefore, school improvement requires the principal to serve not as an instructional leader, but instead as an educational leader who mobilizes and coordinates the teachers in their roles as instructional leaders. Schools that are elite have faculty that “trust each other to share decisions about teaching and learning” (Glickman, p. 9). Glickman explained that teacher empowerment results when teachers are viewed as knowledgeable experts who can serve as part of the solution to educational problems.

Throughout the 1990’s, the term teacher empowerment has been a recurrent buzzword among educational groups (Blase & Blase, 2001). The National Education Association, the American Federation of Teachers, and the United Federation of Teachers support empowerment as a part of local, state, and national goals (Blase & Blase). According to Blase and Blase, true teacher empowerment can only occur if educational leaders provide teachers control and influence over school issues and collaborate with them to achieve school goals.

Definitions of Teacher Empowerment

In the last two decades, the construct of empowerment has been defined similarly by educational researchers. Lightfoot (1986) defined teacher empowerment as a person’s opportunities for autonomy, responsibility, choice, and authority. Maeroff (1988) explained that teacher empowerment requires autonomy, recognition, opportunities for increasing knowledge, and access to decision making. Empowerment is an investment in teachers’ “right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction” (Bolin, 1989, p. 83). Melenyzer (1990) held that empowerment results in increased professionalism as teachers gain the opportunity and confidence to act on their ideas and ultimately influence the profession (p. 16).

The research of Dunst (1991) supported two issues regarding teacher empowerment. First, empowerment requires enabling experiences which foster autonomy, choice, control, and responsibility. Secondly, empowerment requires that teachers be provided the opportunity to display their existing competencies as well as learn new ones that will support and strengthen the organization.

Kirby (1992) defined true empowerment as the involvement in decision making, authority over classroom and school level issues, and opportunity to acquire the knowledge necessary for these types of authority. Kirby explained there are three key elements of empowerment: (a) the ability to act, (b) the opportunity to act, and (c) the desire to act.

The essence of empowerment is a combination of respect and dignity for a teacher which allows them to take responsibility for and participate in work-related decisions (Blase & Blase, 2001). Owens and Valesky (2007) explained that by utilizing a teacher's motivation including his or her aspirations, beliefs, and values, empowerment allows teachers to see the importance of their daily work and the connection to the mission of the entire school.

Blase and Blase (2001) defined three dimensions of teacher empowerment. First, the affective dimension was associated with teacher satisfaction, motivation, self-esteem, confidence, security, sense of inclusion, identification with the group and its work. Second, the classroom dimension was associated with innovation, creativity, reflection, autonomy, individualization of instruction, professional growth, and classroom efficacy. Third, the school-wide dimension was associated with expression, ownership, commitment, sense of team, and school-wide efficacy. According to their research, principals who used empowerment strategies significantly affected teachers' behavior, thinking, and attitudes.

Empowerment was defined by Short and Rinehart (1992) as a combination of decision making, professional growth, status, self-efficacy, autonomy, and impact. Together, these six dimensions served as a foundation for understanding the types of work environments that foster the creation of empowered teachers (Short & Rinehart; Thornton & Mattocks, 1999). These dimensions also provided the foundation for the School Participant Empowerment Scale (SPES) which was the instrument used to measure empowerment in this study.

Other dimensions of teacher empowerment identified in the literature included authority (Lightfoot, 1986), autonomy (Dunst, 1991; Lightfoot; Short, 1992), curriculum planning/design (Maeroff, 1988; Yonemura, 1986); collegiality/collaboration (Bredeson, 1989; Morris & Nunnery, 1993; Rappaport, 1987; Yonemura), decision making (Bredeson; Lightfoot; Maeroff; Short; White, 1992), impact (Rappaport; Short), mentoring (Morris & Nunnery), professional growth (Short; Yonemura), professional knowledge (Maeroff; Morris & Nunnery; Yonemura), responsibility (Lightfoot), self-efficacy (Morris & Nunnery; Rappaport; Short), self-esteem (Rappaport), and status (Maeroff; Short).

Empowerment Strategies for Teachers

Short and Rinehart (1992) identified six dimensions of empowerment which served as the basis for the SPES instrument used in this study: (a) decision making, (b) professional growth, (c) status, (d) self-efficacy, (e) autonomy, and (f) impact. These six dimensions of empowerment are defined and include strategies for increasing teacher empowerment. Other strategies found in the literature for empowering teachers are also included.

Decision making, the first dimension of empowerment, was defined as the participation in critical decisions that directly affect a teacher's work (Short, 1992). The school environment required to nurture decision making was characterized by openness, trust, and risk taking. If

decision making was to be empowering, teachers must feel their involvement is authentic and that their opinion has an impact on the outcome of the decision (Short & Greer, 1997).

Principals build trust and encourage participation in decision making by encouraging and even expecting teacher involvement in problem solving, eliminating intimidation or fear, facilitating the process by communicating opinions, expectations, and thoughts as equals rather than as a superior (Blase & Blase, 2001). Blase and Blase explained that empowerment is a process through which the leader helps those around him or her develop the knowledge and skills needed to make effective decisions, and then gives them the authority to make decisions. Administrators, who empower their staff within a school, increase the power and influence of the staff and their freedom to contribute to decision making (Owens & Valesky, 2007).

Professional growth, the second dimension, was defined as the perception that the school provides opportunities for professional growth, development, continuous learning, and expansion of skills (Short, 1992). Development of the staff can become the foundation for teacher growth and collegial support that ultimately leads to new and authentic approaches to teaching and learning (Blase & Blase, 2001).

Suggestions for leaders wanting to implement professional growth opportunities included the following: (a) relating the activities to the school's vision, (b) providing a variety of opportunities, (c) respecting teacher judgments regarding implementation, (d) being knowledgeable of trends, (e) striving for embedded activities within the school day, and (f) avoiding staleness in opportunities (Blase & Blase, 2001). McCaslin et al. (2005) explained that it is important to consider the skills teachers need to be effective in the classroom, especially as more teachers are coming into the profession through alternative certification programs. They contended that leaders must provide all teachers with a solid foundation in pedagogy and

classroom management in order to retain and develop these teachers over time. The No Child Left Behind legislation also required school districts to develop practices that improve student achievement as well as provide professional development so as to improve teacher quality (Ruhland, 2002).

Status, the third dimension of empowerment, was defined as the perception of professional respect and admiration between colleagues (Short, 1992). In empowered schools there exists a community of learners who respect and trust each other, pull from each other's individual talents, and embrace their passion for teaching (Blase & Blase, 2001). Principals should frequently use praise to recognize the contributions of teachers, the difficulties and challenges associated with the work of teachers, and recognize special successes (Blase & Blase).

Blase and Kirby (2000) suggested that leaders who make time for their employees will find increased employee motivation and morale. They contended that in order to be effective, praise must be genuine, personal, and address a specific accomplishment. The authors also found that praise did not need to be lengthy or even verbal. Non-verbal gestures such as a smile were also sufficient to increase teacher morale.

Self-efficacy, the fourth dimension of this phenomenon, was defined as the perception that the teacher has the skills and abilities to impact student learning (Short, 1992). Bandura (1977) provided a broader definition of self-efficacy. According to Bandura, self-efficacy is a person's belief that he/she can successfully execute the behaviors required to produce a desired outcome. The opportunity for empowerment improves teacher self esteem and also leads to increased communication, whereby teachers can express their views (White, 1992). Providing professional development opportunities and support to teachers leads to impacts on self-efficacy

including feelings of confidence and the tendency to try new and innovative classroom teaching techniques (Blase & Blase, 2001).

Autonomy, the fifth dimension of empowerment, was defined as the perception that the teacher can control aspects of their work (Short, 1992). Blase and Blase (2001) defined the three characteristics of autonomy as teachers being in control of (a) instructional areas within the classroom, (b) non-instructional areas such as classroom discipline, and (c) the determination of needs for supplies and materials.

Teachers granted autonomy indicated it enhanced their self-esteem, confidence, professional satisfaction, creativity, sense of classroom efficacy, and ability to participate in instructional reflection (Blase & Blase, 2001). They suggested that principals proactively promote autonomy through formal structures such as committees as well as informal interactions, show support by involving themselves in the process, set high expectations without being offensive, and demonstrate a dedication to improvement including enthusiasm for excellence.

Impact, the sixth dimension of the concept, was defined as the perception that the teacher can affect and influence the school (Short, 1992). Unfortunately, many teachers often work in isolation and feel devalued and pulled away from their main purpose of teaching (Blase & Blase, 2001). According to Blase and Blase, successful principals encouraged empowerment by focusing on teachers as leaders.

Ultimately, empowerment required that teachers be seen as knowledgeable professionals who are capable of moving the organization to higher levels of success (Blase & Blase, 2001). Kouzes and Posner (2007) explained that leaders must be willing to allow their followers to experiment and take risks. They advocated taking calculated risks which are characterized by

generating small wins, progressing step-by-step, and learning from experience. While there is always a chance of failure, leaders must create a climate that accepts the challenge of change (Kouzes & Posner).

According to Blase and Blase (2001), three factors must be considered by educational leaders before they can become successful at empowering leadership. First, school readiness is one important precursor to empowerment. Teachers must be prepared for participation in decision making in order for empowerment efforts to be successful. Bredeson (1989) explained that teachers have various levels of engagement and commitment to shared governance based on their stage of career and personal development.

Second, educational leaders must have a participatory leadership philosophy whereby teachers control decisions related to the knowledge, work, and decisions involving students through a democratic shared governance model (Blase & Blase, 2001). Educational leaders with a participatory leadership philosophy are not benevolent dictators who see teachers as subordinates and give teachers responsibility for decisions which have little influence on school operations.

Third, educational leaders must consider their leadership behaviors to ensure they are consistent with the behaviors associated with successful empowerment efforts (Blase & Blase, 2001). Melenyzer (1990) identified principal behaviors such as articulating a vision, teacher recognition, visibility within the school, decisiveness, supporting shared decision making, and trust as contributing to teacher empowerment. Leaders inspire a shared vision by envisioning the future and enlisting others to share in the vision (Kouzes & Posner, 2007). Finding a common purpose among the organization by listening, determining what is meaningful, and making it a

cause for commitment is crucial to successful efforts. According to Kouzes and Posner, effective leaders exhibited positive attitudes, expressed enthusiasm, and spoke from their heart.

When perceptions of teachers' participation in leadership were compared, teachers' perceptions remained stagnant while principals felt teachers' leadership increased greatly (Shen, 1998). In an analysis of data collected in 1987-88, 1990-91, and 1993-94, approximately 35% of teachers responded that they had a large amount of influence on establishing curriculum and setting discipline policy with no significant change during the survey periods. Conversely, the percentage of principals who perceived teacher's influence over these two areas increased from 52% in 1987-88 to 75% by 1993-94. Shen explained that the challenge is for the rhetoric of teacher empowerment to be translated into practice by principals.

Other principal behaviors found to increase teachers' sense of empowerment included the creation of a non-restrictive work environment where teachers can take chances and risk failure without fear (Neufeld & Freeman, 1992). In addition, teachers' sense of empowerment can also be increased by inviting different points of view while providing teachers a clear voice in decision making (Neufeld & Freeman). Blase and Blase (1997) noted that principals who are open to feedback, focus on instructional issues, make structural changes within the school that drive shared governance, and exhibit behaviors that are consistently democratic and facilitative are more successful in teacher empowerment initiatives.

Blase and Blase (2001) suggested the foundation of teacher empowerment is built on trust. A middle school teacher involved in the study by Blase and Blase wrote, "Empowerment is a characteristic of very secure administrators who are comfortable trusting others. Empowering your personnel gives them feelings of worth and value, of importance" (p. 21). In a trusting environment, school members are able to work together to identify and solve problems (Blase &

Blase). The challenge for principals to build a trusting environment requires encouraging openness, facilitating effective communication, and modeling understanding. Principals must also keep in mind that group members must learn their roles and responsibilities, and these skills must be practiced in order to be effective. In addition, conflict is inevitable and teachers must be taught how to respond effectively when disagreements occur (Blase & Blase).

Maxwell (2005) provided several principles supporting the construct of empowerment which leaders should apply. The first principle was to remember that leadership is a business of people. Leaders must be available and willing to connect with their followers personally in order to lead them effectively. Second, leaders must see everyone as a “10” or at their best. Maxwell explained that people generally rise to their leader’s expectations. Third, the leader must develop each team member as a person and help them improve individually. Fourth, leaders must place people in their strength zones so they can be the most successful. The fifth principle is to be a model to the behavior you desire in others. Sixth, leaders must be able to transfer the vision. Maxwell explained that unless there is ownership in the vision, there will not be success. Finally, leaders must reward for results because typically what is rewarded is repeated. Maxwell asserted that good leaders develop and empower others to become as successful as they can become. All of Maxwell’s principles support the notion of developing and inspiring people, which in turn increases the leader’s ability to influence, which is grounded in the empowerment approach to leadership.

Empowerment has the potential to result in individuals achieving their personal goals through a common emphasis on the school achieving its goals (Short & Greer, 1997). In turn, Short and Greer explained these results can ultimately make the organization more effective and improve overall teacher satisfaction. Blase and Blase (2001) contended that empowering teachers

is more than just the newest catch-phrase in education; they believed it is the greatest way to fulfill the school's mission and goals. In addition, they found that teachers overwhelmingly felt the most important factor in empowering teachers is the leadership of their principal. According to Blase and Blase, true teacher empowerment is not likely to occur in schools where the principals or leaders do not support teachers or actively collaborate with them to achieve the school's goals and mission.

Empowerment Research in Education

Educational researchers have noted relationships between several organizational variables and the construct of empowerment. David (1989) concluded that school-based management, which requires a strong commitment to professional development, can result in increased teacher satisfaction and morale. School-based management was defined as a combination of school-level autonomy and participatory decision making (David). Similarly, participation in decision making resulted in improved teacher morale (Blase & Kirby, 2000; White, 1992), improved communication (White), and increased incentives to attract and retain quality teachers (White).

The empowerment dimensions of professional growth, self-efficacy, and status were found to be predictors of organizational commitment (Bogler & Somech, 2004; Wu & Short, 1996) and professional commitment for teachers (Bogler & Somech). Empowerment of teachers has also been cited as a key to school improvement efforts (Thornton & Mattocks, 1999). In their study of empowerment and school effectiveness, Wall and Rinehart (1998) found that high school teachers felt high levels of status and self-efficacy but reported low levels of participation in decision making.

Empowerment also has been studied in relationship to principal leadership behaviors. A study of elementary school teachers suggested that high levels of empowerment were expressed

when principals used human relations and interpersonal skills when leading the school (Short, Rinehart, & Eckley, 1999). In a study of successful principals associated with the League of Professional Schools, Blase and Blase (2001) described characteristics of principals that contributed to their teachers' sense of empowerment. Shared governance, trust, support, autonomy, innovation, risk-taking, praise, problem solving, and teachers as leaders were topics associated with the effective empowerment of teachers (Blase & Blase).

Klecker and Loadman (1996a) performed a study with 183 Ohio venture capital schools to measure and identify the theoretical dimensions of empowerment as defined by the SPES (Short & Rinehart, 1992). In regard to overall empowerment, the mean score reported (3.78) was between the neutral midpoint (3.00) and "agree" (4.00) on the 5-point Likert scale. Teachers rated between "agree" and "strongly agree" on the empowerment dimensions of status (4.07), self-efficacy (4.12), and professional growth (4.19). Klecker and Loadman explained that while these results indicate the teachers have positive feelings of empowerment in these areas, there is still room for growth. Teachers rated between the neutral midpoint and "agree" on the remaining dimensions of autonomy (3.08), decision making (3.43), and impact (3.57). Although there were few differences in teacher responses based on demographic characteristics, female teachers reported more opportunity for professional development.

In a study of the empowerment of secondary career and technical educators in one Midwestern state, the SPES (Short & Rinehart, 1992) was used to examine the teachers' levels of empowerment based on the six subscales and to determine any differences in empowerment based on teacher and school demographic characteristics, including teaching area, district type, gender, and level of education (Scribner et al., 2001). Results from the study indicated that although teachers generally felt empowered, the weakest dimension of empowerment reported

was decision making which was the factor identified by Short and Rinehart as explaining the largest amount of total variance for the instrument.

Several demographic characteristics have been used in prior studies of empowerment (Gupta, 2007; Short & Rinehart, 1992). Similarly, there were conflicting results indicating whether these variables are statistically significant in regard to empowerment. There was no relationship found between perceptions of empowerment and teacher characteristics such as age, gender, years of experience, school level, or educational background (Gonzales & Short, 1996). Conversely, age and years of teaching experience were found to be statistically significant predictors of empowerment (Short & Rinehart). Scribner et al. (2001) compared levels of empowerment against teacher and school characteristics including teaching area, district type, gender, and level of education. Teaching area and education level resulted in significant differences in the level of empowerment for career and technical education teachers and gender differed significantly with subscale ratings of empowerment (Scribner et al.).

The educational research has shown a relationship between several organizational variables and empowerment. Increased teacher satisfaction, morale, communication, organizational commitment, professional commitment, school improvement, ability to attract and retain quality teachers, and principal leadership behaviors have all been linked to teacher empowerment. Although several demographic variables have been studied in relationship to empowerment, there were conflicting results as to whether those variables are significant.

Job Satisfaction and Empowerment Research

Currently, there is not a theory that binds job satisfaction and empowerment. However, these two constructs have been linked in the educational literature. Greater participation in decision making, one element of teacher empowerment, resulted in greater job satisfaction (Rice

& Schneider, 1994). Rinehart and Short (1994) indicated that teachers may have greater job satisfaction when principals involve them in decision making and provide opportunities to grow professionally. Other studies (e.g., Klecker & Loadman, 1996b; Kim, 2002; Wu & Short, 1996) have also found positive correlations between the constructs of teacher empowerment and job satisfaction.

In a study of the relationship of teacher satisfaction to perceptions of school organization, teacher empowerment, work conditions, and community status, Quaglia, Marion, and McIntire (1991) found that satisfied and dissatisfied teachers differed more regarding empowerment than any other factor. Large differences between the groups were especially noted on the items pertaining to teachers' relationships with administrators and involvement in school policies. Quaglia et al. recommended that school administrators be sensitive to the importance of empowerment to teacher satisfaction levels and create an environment which fosters participatory decision making.

The relationship between job satisfaction and empowerment among teacher leaders, reading recovery teachers, and regular classroom teachers was investigated by Rinehart and Short (1994). The results indicated that teacher leaders perceived greater levels of empowerment and job satisfaction than the reading recovery teachers or the regular classroom teachers. A strong positive relationship was found between job satisfaction and empowerment. Rinehart and Short recommended that school administrators increase opportunities for teacher decision making, provide professional development opportunities which enhance teacher expertise, and recognize the contributions of teachers to school programs.

Klecker and Loadman (1996b) surveyed gender, age, race, academic degrees, years of teaching experience, and years working in current position in their study of job satisfaction and

empowerment. They found no statistically significant relationship between these variables and job satisfaction and empowerment. However, a high positive linear correlation ($r = .70$, $p < .001$) between job satisfaction and empowerment was found.

Wu and Short (1996) studied the relationship of empowerment to teacher job commitment and job satisfaction. Results indicated that teachers' perceptions of their level of empowerment were significantly related to their perceptions of job satisfaction and organizational commitment. The subscales for self-efficacy and professional growth significantly predicted both job satisfaction and job commitment while and the subscale for status significantly predicted job commitment.

Although there is not a theory binding job satisfaction and empowerment, the educational research has shown a link between the two constructs. Several studies have noted a relationship between teacher empowerment and increased job satisfaction. These studies recommended that educational leaders be aware of the importance of empowerment and provide opportunities for teacher participation in school issues.

Teacher Retention

One potential reason for the attention given to job satisfaction in the education literature is the impact it has on teacher retention (Billingsley & Cross, 1992). Job satisfaction was defined as the degree to which work fulfills individual needs (Dawis & Lofquist, 1984). Fifty percent of new teachers leave the profession in the first five years (Colbert & Wolff, 1992; National Commission on Teaching and America's Future, 2003). Ingersoll (2001) contended that age is the most salient predictor of turnover with a consistent U-shaped curve which indicates young teachers and those in later years nearing retirement have the highest rate of turnover.

Similar findings were reported for career and technical education teachers, with 15% leaving in the first year and more than 50% within the first five years (Camp & Heath-Camp, 1991). McCaslin et al. (2005) cited similar data from Texas that indicate one-sixth of career and technical education teachers leave after the first year. In the State of Georgia, career and technical educator attrition rose from 8.9% in FY02 to 10.2% in FY05 and career and technical educator new hire attrition rose from 17.1% in FY02 to 18.8% in FY05 (Georgia Professional Standards Commission, 2006).

A strong relationship has been noted between dissatisfaction and employee withdrawal through turnover or absenteeism (Brayfield & Crockett, 1955; Herzberg et al., 1957). Vroom (1964) concurred that a consistent negative relationship exists between job satisfaction and absenteeism. A consistent relationship was reported between overall job satisfaction and intent to remain (Brayfield & Crockett; Goetze, 2000; Porter & Steers, 1973).

Job satisfaction of secondary career and technical educators was found to influence teachers' decisions to leave the profession (Warr, 1991). In a similar study of business educators, Johnson (2004) noted that while overall job satisfaction was high, more than half of the participants indicated intent to leave the profession in the next 10 years. Intrinsic variables, with the exception of recognition, had a significant effect on teachers' intent to remain. The extrinsic variables company/school policies and working conditions also affected the teacher's intent to remain. These studies concluded that intent to remain is influenced by job satisfaction. Additionally, research has shown that teacher job satisfaction can predict teacher retention and also determine teacher commitment, factors that affect school effectiveness (Shann, 1998).

Teacher turnover as a result of retirement is minor compared to job dissatisfaction or leaving the profession for better jobs or other careers (Ingersoll, 1999). Ingersoll reported that

increased turnover was the result of organizational characteristics such as inadequate support from the administration, low salaries, student discipline problems, and limited teacher input into decision making. Ouyang and Paprock (2006) reported that teacher satisfaction requires the involvement of community and school factors such as collegiality, working environment, professional development, stress reduction, and career path alternatives. Ma and McMillan (1999) noted the importance of the role of the school administration in increasing teacher job satisfaction. Although years of experience impacted job satisfaction in the study by Ma and McMillan, the gap between teachers based on this characteristic was closed when teachers positively perceived their relationship with the administration. The study recommended school administrators develop strategies to promote teachers' professional satisfaction, especially those with less experience.

Spitzer (1996) suggested the use of power rewards to combat employee turnover rather than traditional incentives which tended to be costly but failed to result in long-term employee motivation. Power rewards included motivators which facilitated employee involvement, encouraged learning and continuous improvement, increased responsibility and authority, allowed employees to set and measure their own goals, and helped employees see the significance of their work. Norton (1999) concluded that teacher turnover can be reduced when school leaders foster job satisfaction by allowing teachers to participate in decision making, creating positive working conditions, providing opportunities for autonomy and encouraging personal creativity, and understanding and explaining the teacher's role with regard to the entire school.

The Theory of Work Adjustment (Dawis et al., 1968) stated that the greater the balance between the individual and his/her work environment, the greater chance of tenure. By gaining a

better understanding of the levels of job satisfaction expressed by these professionals, one can provide guidance and training to administrators on the types of leadership that should be provided to help career and technical education teachers reach their full potential. Creating a work environment which allows teachers to have influence on and control of school and teaching policies leads to greater levels of job satisfaction and, ultimately, increased teacher retention (Shen, 1997).

A lack of decision making power has been shown to be one source of job dissatisfaction (Owens et al., 1981). Owens et al. recommended alleviating dissatisfaction by increasing teacher influence and participation in decision making. In a study on the effect of school conditions on teacher turnover, Ingersoll (2001) found that empowerment through participation in school governance and support for new teachers resulted in lower teacher turnover. Teacher retention can be improved through the empowerment of teachers by allowing them to participate in developing school and teaching policies (Liu, 2007; Shen, 1997).

The educational literature has shown a consistent relationship between teacher retention and job satisfaction. Educational researchers have concluded that teacher turnover can be reduced through increased participation in school decision-making and influence over school policies.

Summary

Although there are several theories of job satisfaction and definitions of empowerment, a theory which binds the constructs of job satisfaction and empowerment does not yet exist. While studies of teacher job satisfaction and empowerment have concluded that there is a positive correlation between these two constructs, we do not yet know if this relationship holds true for career and technical educators. By gaining a better understanding of the levels of empowerment

and job satisfaction expressed by these professionals, we can provide guidance and training to administrators on the types of leadership that should be provided to help career and technical education teachers reach their full potential. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997).

CHAPTER III

METHOD

Job satisfaction of secondary career and technical educators influenced teachers' decisions to leave the profession (Warr, 1991). Rice and Schneider (1994) found that greater participation in decision making, one element of teacher empowerment, resulted in greater job satisfaction. In addition, Rinehart and Short (1994) identified a strong, positive correlation between empowerment and job satisfaction. Thus, empowerment of career and technical education teachers may be an important factor that contributes to overall job satisfaction.

Purpose

The purpose of this causal-comparative study was to determine the relationship between career and technical education teachers' reported job satisfaction and empowerment. Dawis and Lofquist (1984) defined job satisfaction as the degree to which a person's work fulfills individual needs. In this study, job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967). Three scores may be obtained from the data: (a) intrinsic satisfaction, (b) extrinsic satisfaction, and (c) general satisfaction. Intrinsic satisfaction items include ability utilization, achievement, activity, advancement, compensation, co-workers, creativity, independence, moral values, social service, social status, and working conditions. Extrinsic satisfaction items include authority, company policies and practices, recognition, responsibility, security, supervision-human relations, supervision-technical, and variety. The general satisfaction score for the short form includes all 20 items and ranges from 20 to 100.

Since this study compared an overall level of satisfaction with empowerment, only the general satisfaction score was calculated.

Empowerment was defined as an investment in teachers' "right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction" (Bolin, 1989, p. 83). Empowerment was measured using the School Participant Empowerment Scale (SPES; Short & Rinehart, 1992). This scale includes 38 items which are divided into six subscales: (a) decision making, (b) professional growth, (c) status, (d) self-efficacy, (e) autonomy, and (f) impact. The subscale empowerment scores are derived by calculating the mean for each subscale. An overall empowerment score can also be obtained by calculating the mean for the entire scale. For this study, only the overall empowerment score was used since the research objective was to compare an overall level of empowerment with level of job satisfaction, gender and years of experience.

Independent variables in this study included perceived empowerment, years of teaching experience, and teacher gender. Klecker and Loadman (1996a) analyzed the variable empowerment using two categories which included negative and positive. Since all of teachers in this study indicated relatively high levels of empowerment, the variable empowerment was converted into two categories, mid and very high. The continuous variable years of experience was converted to one of four categories—1-5 years, 6-10 years, 11-20 years, and over 21 years. The Georgia Public Education Report Card grouped teaching experience in 10-year increments on the Certified Personnel Data report (Georgia Department of Education, 2007). Smith et al. (2000) used these categories in their study of Georgia secondary vocational teachers in order to remain consistent with the groupings provided by the State. Since research indicated that the first five years are a critical point in the retention of career and technical education teachers (Camp &

Heath-Camp, 1991; National Commission on Teaching and America's Future, 2003), the category 1-10 years was divided into 1-5 years and 6-10 years as used by Warr (1991) to determine if levels of satisfaction and empowerment differ more in the early years of teaching. The variable gender had two categories, male and female. The dependent variables were teacher's empowerment and job satisfaction. Results of this study may be used to inform administrators and other school personnel about the role of empowerment in determining job satisfaction for career and technical education teachers. The results of this study may also be used to provide support for increased teacher retention through an emphasis on teacher empowerment and job satisfaction. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997).

Research Objectives

This study addressed the following research objectives.

1. Describe high school career and technical education teacher's job satisfaction and perceived empowerment.
2. Determine the relationship between high school career and technical education teacher's level of empowerment and level of job satisfaction.
3. Compare high school career and technical education teachers on job satisfaction by empowerment.
4. Compare high school career and technical education teachers on job satisfaction by years of teaching experience and by gender.
5. Compare high school career and technical education teachers on empowerment by years of teaching experience and by gender.

Design

A causal-comparative design was used for this study. This design is most often used to determine possible cause and effect of personal characteristics as explanations of educational phenomena when random assignment is not possible (Gall, Gall, & Borg, 2007). In a causal-comparative study, the presumed cause, one or more independent variables, is compared to a presumed effect, one or more dependent variables. Independent variables are measured in the form of categories and are not manipulated as in experimental research designs. Instead, the relationship is observed based on naturally occurring variations. This study observed naturally occurring groups of teachers who differed in years of teaching experience and gender to determine if perceived empowerment affected job satisfaction.

One advantage of a causal-comparative design is that situations can be explored where manipulation of an independent variable through an experiment is not possible. This approach allows possible relationships between important phenomena to be explored. In addition, causal-comparative studies are relatively inexpensive and often provide evidence to suggest that cause and effect relationships are present which can become a basis for further investigation (Gall et al., 2007). According to Schenker and Rumrill (2004), a causal-comparative design is very useful when the purpose of the study is not to determine causal inference but to provide a mechanism for more closely examining group differences.

One disadvantage of this type of design is that causality may be attributed to extraneous factors that are not controlled (Gall et al., 2007). Since this threat cannot be eliminated completely, results must not be reported as cause and effect. However, results from this type of research are valuable as they suggest possible causes and effects of educational phenomenon that can later be tested using experimentation which is more rigorous and controls for possible bias.

Schenker and Rumrill (2004) reminded us that this design does not allow the researcher to conclude what effect the independent variable had on the dependent variable. Instead, the conclusion must be that the groups differ with respect to the variable(s) being studied.

Two surveys were used in this study. The Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967) was used to collect data about job satisfaction. The School Participant Empowerment Scale (SPES; Short & Rinehart, 1992) was used to collect data regarding career and technical education teacher empowerment. A survey can be administered through the use of a questionnaire that collects data about experiences, knowledge, or opinions from a sample population (Gall et al., 2007). Questionnaires allow for consistency in the questions asked to each individual and, typically require a written response. Advantages of surveys include convenience of when and where answers are provided by participants, less time required for participation, and typically less cost than other research designs. Dillman (1978) explained that costs for survey research vary depending on factors such as type of survey, sample size, geographic location, and access to printing and supplies. Gall et al. cited disadvantages of surveys, including the limited depth that can be obtained from responses, lack of follow-up to interesting responses, and possible issues with non-response. In addition, if items are unclear, they cannot be modified.

One threat to the external validity of this study was non-response bias. Dooley and Lindner (2003) explained that non-response bias is the extent to which the participants who respond differ from those who do not on the characteristics of interest in the study. In order to combat this threat, procedures were in place to handle and report potential non-response error. Dooley and Lindner recommended handling non-response bias by comparing late responders to early responders. Late responders are those participants that respond during the last phase of

responses (i.e., during follow-ups) to the questionnaire. If, when compared, it is found that late and early responders do not vary in terms of the dependent variable measurement, it can be concluded that non-response bias is not a threat to the external validity of the study. Armstrong and Overton (1977) explained extrapolation methods assume late respondents are more like non-respondents. Their results indicated a reduction of error by almost one-half through the use of extrapolation.

In this study, early and late responders were compared using an independent-samples t test to determine whether their responses varied on both job satisfaction and empowerment. The average job satisfaction score for the early responders was 66.36, while the average job satisfaction score for the late responders was 63.23. The t test was not significant, $t(138) = 1.38$, $p = .170$. Therefore, there was no statistically significant difference between early and late responders with regard to job satisfaction. The average empowerment score for the early responders was 122.63, while the average empowerment score for the late responders was 120.62. The test was not significant, $t(138) = .494$, $p = .622$. Therefore, there was no statistically significant difference between early and late responders with regard to empowerment. Based on these results, it was concluded that non-response bias was not a threat to the external validity of this study.

Several studies have used questionnaires to determine the effect of teacher empowerment on job satisfaction (e.g., Davis & Wilson, 2000; Wu & Short, 1996). These studies all concluded there was a positive relationship between empowerment and job satisfaction. Klecker and Loadman (1996b) surveyed demographic characteristics including gender, age, race, academic degrees, years of teaching experience, and years working in current position but did not find significant differences based on these characteristics. Rinehart and Short (1994) used type of

school as an additional characteristic. Quaglia et al. (1991) considered only years of experience at present position and grade level. Although several demographic characteristics have been used in prior studies of both job satisfaction (Brush et al., 1987) and empowerment (Gupta, 2007; Short & Rinehart, 1992), there were conflicting results indicating whether these variables are statistically significant to the topics of job satisfaction and/or empowerment. In an effort to determine if there were differences in responses based on specific demographic characteristics, gender (Birmingham, 1984; Bishop, 1996; Georgia Professional Standards Commission, 2006; Scribner et al., 2001) and years of experience (Bishop; Givens, 1988; Parasuraman, 1982; Short & Rinehart, 1992; Stitt, 1980) were selected as factors that were more likely to be significant to the issues of both job satisfaction and empowerment; therefore, they were considered in this study.

Participants

A convenience sample was used for this study. Gall et al. (2007) defined a convenience sample as one that is selected due to availability and ease of access. The potential threat to using a convenience sample rather than a random sample is that the results are not generalizable to a larger population. However, convenience sampling is appropriate when researchers cautiously report results as valid and do not use only one study to generalize findings. Further, the constructs of validity and generalizability are much stronger evidence after repeated replication of study findings. In this study, a convenience sample allowed for the identification of potential relationships between empowerment and job satisfaction within a specific population. These potential relationships provide the foundation for further research into ways to increase both feelings of empowerment as well as job satisfaction for these specific participants. These results

could then serve as a basis for subsequent research with the entire population of career and technical education teachers in Georgia or in a national study.

The sample was high school career and technical education teachers in a large suburban school system in metro Atlanta. This system was chosen due to the accessibility of the participants to the researcher. This system employed more than 10,000 teachers and had a student enrollment of more than 151,000 (Georgia Department of Education, 2007). There were 16 high schools and 20 middle schools in this system. The average teacher had 11 years of teaching experience. Career and technical education teachers were full-time or part-time secondary teachers in the areas of business and computer science, marketing, family and consumer sciences or engineering and technology education. The state of Georgia defined a full-time teacher as one who spends 95% of his/her time teaching students while all other teachers are considered part-time (Georgia Professional Standards Commission, 2006). Within the identified district there were 173 career and technical education teachers with 104 business and computer science, 21 marketing, 28 family and consumer sciences, and 20 engineering and technology education teachers. Teachers in this system had experience that ranged from first-year teachers with 0 years experience to those with more than 30 years of experience. There was a mix of both female and male teachers. However, engineering and technology education was composed primarily of male teachers and the areas of marketing and family and consumer sciences were staffed primarily with female teachers.

Of 173 total surveys mailed, 145 surveys were returned. Five of the surveys were thrown out of the data analysis due to incomplete data. The remaining 140 surveys used in this study reflected an 80.9% response rate. This study collected specific demographic information on participants including gender and years of experience. Of the survey participants, 44 had 1-5

years of teaching experience, 37 had 6-10 years of teaching experience, 31 had 11-20 years of teaching experience, and 28 had over 21 years of teaching experience. There were also more female teachers ($n = 101$, 72%) than male teachers ($n = 39$, 28%) in this study.

The sample for this study was part of the larger career and technical education teacher population within the state of Georgia. Huck (2004) explained that the population corresponding to a convenience sample is an abstract population. An abstract population includes individuals similar to those included in the sample. Huck recommended providing a clear and detailed description of participants in order to conceptualize the abstract population. In 2006, the state of Georgia reported a total of 3,398 career and technical education teachers (Georgia Professional Standards Commission, 2006). This figure included both middle and high school teachers. The average years of teaching experience for all teachers in Georgia was 12.41 years with a range of 0 to 64 years. Female teachers accounted for 81.1% of the total teaching population. Full-time teachers accounted for 96.3% of the teaching population. While participants of this study reflected similar demographic characteristics as the teacher population of the state, these results cannot be reliably generalized.

The sample consisted of all high school career and technical education teachers within the school system. The survey was administered to these teachers during Spring 2009. A survey packet was distributed to each participant through the school system courier. Follow-up surveys and postcards were distributed through the courier. Participants were provided a return envelope for the initial and all follow-up mailings and were asked to return the surveys via the school courier.

Instrumentation

The independent variables in the study included perceived empowerment, years of teaching experience and teacher gender. Palmer, Stough, Burdenski, and Gonzales (2005) suggested identifying the type or context of teaching experience as well as the time of the experience. They asserted that a teacher may not be an expert in all contexts; and therefore, the idea of experience was bound by both context and time. To ensure the data obtained did not vary based on participants' personal definitions, years of teaching experience was defined as the number of years as a classroom teacher, not including any student teaching or internship experience, as of the end of the current school year. The dependent variables were teacher's job satisfaction and perceived empowerment. The variable empowerment was studied as both an independent and dependent variable in order to understand the effect of gender and years of experience on feelings of empowerment.

Job Satisfaction: The Minnesota Satisfaction Questionnaire

Davis and Lofquist (1984) defined job satisfaction as the degree to which a person's work fulfills individual needs. A number of instruments exist which purport to measure job satisfaction including the Brayfield-Rothe Index (Brayfield & Rothe, 1951) and the Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969). In this study, job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967). The MSQ was developed in conjunction with the Work Adjustment Project through the University of Minnesota's Department of Psychology. It was chosen for this study because it was designed to measure actual job satisfaction and has been used in prior research with educators. In addition, Stitt (1980), Collins (1998), Johnson (2004), and Moran (2005) used the MSQ to measure job satisfaction in career and technical educators.

The MSQ measures an employee's satisfaction with his or her job (Weiss et al., 1967). The short form includes 20 items and requires approximately 5 minutes to complete, while the long form includes 100 items and requires approximately 20 minutes. Dillman (1978) pointed out that length of the survey is a critical factor in mail response rates. Questionnaire length resulted in a significant effect on mail response rates in a study by Green and Hutchinson (1996). Yammarino, Skinner, and Childers (1991) reported that questionnaires longer than four pages resulted in increased non-response. Stanton, Sinar, Balzer, and Smith (2002) recommended using reduced-length versions of questionnaires when scale developers have validated the results to ensure psychometric quality. The short form was chosen over the long form because two separate instruments were used to collect data for this study.

The MSQ was designed to be administered to either groups or individuals who read at a fifth-grade level or higher and it is gender neutral (Weiss et al., 1967). A 5-point Likert scale is used to measure job satisfaction. Response descriptors are: 1=Very dissatisfied, 2=Dissatisfied, 3=Neither satisfied or dissatisfied, 4=Satisfied, and 5=Very satisfied.

Gall et al. (2007) defined a Likert scale as an instrument that asks the respondent to choose his/her extent of agreement with an attitude item. Hodge and Gillespie (2003) explained that Likert scales require respondents to evaluate the content of the item as well as their level of intensity, or how strongly they feel, about the item. One issue with the use of Likert scales is that some respondents may not be familiar with the topic (Gall et al.). Respondents may understand the midpoint response on a 5-point scale to be the same as "don't know" or "not applicable" (Raaijmakers, van Hoof, Hart, Verbogt, & Vollebergh, 2000). When a respondent chooses the midpoint for a "don't know" or "not applicable" response, the response is coded as a midlevel intensity response which provides a higher value than disagree or strongly disagree (Hodge &

Gillespie). Weems and Onwuegbuzie (2001) found that the middle category is often over selected; and therefore, the midpoint should be omitted or more response categories should be offered. Gall et al. and Raaijmakers et al. suggested including a “no opinion” option in addition to the midpoint response category. Gall et al. stated that even with this option, respondents may express an opinion to conceal their ignorance or to avoid perceived social pressure to express an opinion. In order to avoid ambiguity, permission to modify the scale by eliminating the midpoint “neither/nor” response was requested from the author of the instrument.

Three scores may be obtained from the data: (a) intrinsic satisfaction, (b) extrinsic satisfaction, and (c) general satisfaction (Weiss et al., 1967). Intrinsic satisfaction items include ability utilization, achievement, activity, advancement, compensation, co-workers, creativity, independence, moral values, social service, social status, and working conditions. Extrinsic satisfaction items include authority, company policies and practices, recognition, responsibility, security, supervision-human relations, supervision-technical, and variety. The general satisfaction score includes all 20 items and ranges from 20 to 100 for the 5-point scale. The raw scores can be converted to percentile scores. A percentile score of 75 or higher represents a high degree of satisfaction, while a percentile score of 25 or lower would represent a low degree of satisfaction for the 5-point scale. For this study, the general satisfaction score ranged from 20 to 80 due to the 4-point scale. A percentile score of 60 or higher represented a high degree of satisfaction, while a percentile score of 25 or lower represented a low degree of satisfaction for the 4-point scale. Only the general satisfaction score was used since the research objective was to compare an overall level of satisfaction with level of empowerment, gender and years of experience.

Permission to modify several individual MSQ items to be worded more appropriately for the educator population was requested and granted (see Appendix E). Johnson (2004) and Stitt (1980) requested similar changes in their use of the MSQ. The wording of the following five items on the 20-item scale was changed:

1. Question 4: Change from “The chance to be “somebody” in the community” to read “The chance to be “somebody” in the school.”
2. Question 5: Change from “The way my boss handles his/her workers” to read “The way my principal handles his/her teachers.”
3. Question 6: Change from “The competence of my supervisor in making decisions” to read “The competence of my principal in making decisions.”
4. Question 12: Change from “The way company policies are put into practice” to read “The way school policies are put into practice.”

Hoyt reliability coefficients ranged from .84 to .91 for intrinsic scale scores, .77 to .82 for the extrinsic scale scores, and .87 to .92 for general satisfaction scores (Weiss et al., 1967). Using chi-square for Bartlett’s test of homogeneity of variance, group differences in variability were not found to be statistically significant for any scale. The validity and reliability reported for this instrument was based on the original 5-point Likert scale. A Cronbach’s alpha reliability coefficient of .76 for the 4-point Likert scale was calculated during data analysis. George and Mallery (2003) provided the following guidelines for evaluating the Cronbach’s alpha reliability coefficient: “ $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable” (p.231). Gliem and Gliem (2003) asserted that Cronbach alpha coefficients are typically higher for scales with a larger number of items. In order to further assess the reliability of this scale, correlations between each item and the total score were

obtained. All correlations between each item and the total score were positive. According to Furr and Bacharach (2007), high item-total correlations indicate that the items are consistent with the test as a whole.

Empowerment: School Participant Empowerment Scale

Empowerment was defined as “investing in teachers the right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction” (Bolin, 1989, p. 83). A number of instruments exist which purport to measure empowerment including the Vincenz Empowerment Scale (Vincenz, 1990), the Teacher Empowerment Inventory (TEI; Butler, Etheridge, James, & Ellis, 1989), the Psychological Empowerment Scale (Spreitzer, 1995), and the Organizational Empowerment Scale (Matthews, Diaz, & Cole, 2003). In this study, empowerment was measured using the School Participant Empowerment Scale (SPES; Short & Rinehart, 1992). The SPES was developed to measure levels of empowerment specifically in teachers. It was chosen to measure empowerment in the proposed study because it has been used in numerous studies of teacher empowerment (Enderle, 1999; Klecker & Loadman, 1996b; Rinehart & Short, 1994; Slye, 2000; Taylor, 1996; Wu & Short, 1996).

The School Participant Empowerment Scale (SPES; Short & Rinehart) includes 38 items which are divided into six subscales: (a) decision making, (b) professional growth, (c) status, (d) self-efficacy, (e) autonomy, (f) and impact. The six subscales of empowerment were defined by Short (1992) in these ways.

1. Decision making involves participation in critical decisions that directly affect a teacher's work (p. 8).

2. Professional growth is the perception that the school provides opportunities for professional growth, development, continuous learning, and expansion of skills (p. 10).
3. Status is the perception of professional respect and admiration between colleagues (p. 10).
4. Self-efficacy is the perception that the teacher has the skills and abilities to impact student learning (p. 11).
5. Autonomy is the perception that the teacher can control aspects of their work (p.12).
6. Impact is the perception that the teacher can effect and influence the school (p. 12).

A 5-point Likert scale is used to measure feelings of empowerment (Short & Rinehart, 1992). The scores and descriptors are: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly agree. In order to avoid ambiguity, permission to modify the scale by eliminating the mid-point “neutral” response was requested from the author of the instrument. Permission was granted (see Appendix F).

Six subscale empowerment scores are derived by calculating the mean for each subscale (Short & Rinehart, 1992). An overall empowerment score can also be obtained by calculating the mean for the entire scale. A mean score of 2 or below would indicate a negative feeling of empowerment while a score of 3 or above would indicate a positive feeling of empowerment. For this study, only the overall empowerment score was used since the research objective was to compare an overall level of empowerment with level of job satisfaction, gender and years of experience.

Internal consistency coefficients ranged from .81 to .89 for the six factor scale scores and an internal consistency estimate of reliability of .94 for the entire scale. The validity and

reliability reported for this instrument was based on the original 5-point Likert scale. A Cronbach's alpha reliability coefficient of .93 for the 4-point Likert scale was calculated during data analysis.

Personal Data Questionnaire

Demographic information on the participants was gathered through a self-created personal data questionnaire. As suggested by Dillman (1978), the demographic questions were placed at the end of the survey. Participants were asked to report their gender as well as years of teaching experience, which was defined as the number of years as a classroom teacher, not including any student teaching or internship experience, as of the end of the current school year.

Procedure

This study was conducted with participants from one school district in the State of Georgia. Therefore, Institutional Review Board (IRB) approval was obtained from the University of Georgia and from the participating school district. The University of Georgia Office of the Vice President for Research (2007) requires that an authorization letter or IRB approval from participating institutions be provided with an initial IRB application (see Appendix G). Thus, a research proposal was submitted to the selected school district prior to submission of the IRB approval request to the University of Georgia. The school district reviewed and approved the research proposal May 2008 (see Appendix H).

Once UGA IRB approval was obtained, data collection began in early January, 2009. A computerized list of all career and technical education teachers and their location of employment was obtained from the Director of Career and Technical Education at the county office. In order to maintain confidentiality, all participants were assigned a number, starting with 001 and ending with 173, and questionnaires were coded with this number. A list of participants and

corresponding numbers was kept. As surveys were returned, participants were identified as responders. This list also served as the system used for sending subsequent rounds of the survey to non-respondents. Identifiable information was not included on the questionnaires and all codes were destroyed when the data collection process was complete to ensure full confidentiality for participants.

Dillman (1978) explained that the first round of survey implementation should include an effective cover letter, the questionnaire, and a preaddressed stamped return envelope. The cover letter explains the purpose of the study, convinces participants of the importance of the study, and assures participants that responses will be kept confidential (see Appendix A). Dillman also recommended the front cover of the questionnaire, which should make a positive first impression, include the study title, graphic, necessary directions, and name and address of study sponsor. The back cover was simple and included an invitation to make additional comments and a thank you for participation (see Appendix B). The initial mail-out packet was sent to participants in early January, 2009.

Dillman (1978) explained that follow-up mailings are essential in survey research. Without these, he asserted response rates would be less than half. One week from the initial mailing, a postcard was sent to all participants who had not returned the questionnaire (see Appendix C). Three weeks from the initial mailing a letter and a replacement questionnaire was sent to all participants who had not returned the initial questionnaire (see Appendix D). Seven weeks after the first mailing, February 2009, a final mailing was sent that was similar to previous mailings. Data collection concluded in March 2009, ten weeks after the initial mailing. Letters requesting permission to use the MSQ and the SPES were included in Appendices E and F.

Data Analysis

In order to describe high school career and technical education teachers' job satisfaction and perceived empowerment as stated in the first and second research objectives of the study, descriptive statistics and a bivariate correlation were used. The mean, standard deviation, variance, and range of job satisfaction and perceived empowerment were reported. This provided an overview of participants' general perceptions of these two variables. A correlation between empowerment and job satisfaction was obtained to determine the strength of the relationship between these variables.

The third research objective involved the comparison of high school career and technical education teachers on job satisfaction by empowerment. The independent variable, empowerment, was converted to a categorical variable so that it could serve as the independent variable. The overall empowerment score was derived by calculating a mean score from the entire scale. As defined in a study by Klecker and Loadman (1996a), a mean score of 3 would be a neutral feeling of empowerment while a score above 3 would indicate a positive feeling of empowerment and a score below 3 would indicate a negative feeling of empowerment. Since all of teachers indicated relatively high levels of empowerment, the variable empowerment was converted into two categories, mid and very high. The use of a *t* test for this objective was appropriate because it was used to test the significance of the difference between the mean scores of two samples (Moore, 2007).

The fourth and fifth research objectives sought to determine the potential influence of the remaining independent variables, years of experience and gender, on job satisfaction and empowerment using the *t* test and ANOVA procedures. The variable gender had two categories, male and female. The use of a *t* test for this objective was appropriate because it was used to

determine the difference between the means of two independent groups (Green & Salkind, 2005). The continuous variable years of experience was converted to one of four categories—1-5 years, 6-10 years, 11-20 years, and over 21 years. The use of ANOVA for this objective was appropriate because it was used to compare the means of several populations by comparing how far apart the sample means were located and how much variation was within the samples (Moore, 2007). The Georgia Public Education Report Card grouped teaching experience in 10-year increments on the Certified Personnel Data report (Georgia Department of Education, 2007). Since research indicated that the first five years are a critical point in the retention of career and technical education teachers (Camp & Heath-Camp, 1991; National Commission on Teaching and America's Future, 2003), the category 1-10 years was broken into 1-5 years and 6-10 years as used by Warr (1991) to determine if levels of satisfaction and empowerment differ more in the early years of teaching.

An alpha level of .05 was used in this study. Moore (2007) explained that an alpha level of .05 means that a statistically significant result would indicate that the observed value would not happen more than 5% of the time therefore, it is not likely to happen by chance. The use of a stronger alpha level such as .01 would be more stringent as the observed value would not happen more than 1% of the time. Similar studies on both empowerment and job satisfaction have used the significance level of .05 in their research (Ruhland & Bremer, 2004; Scribner et al., 2001). Post-hoc tests included Tukey's procedure, when statistical significance is detected and the independent variable has three or more levels. Keppel and Wickens (2004) explained that the advantages of Tukey's procedure are that it is most applicable to any pattern of effects and is the most accurate in controlling familywise Type I errors due to the use of a single criterion. Effect size, which is the magnitude or practical significance of the results, was measured using Cohen's

d. Cohen's *d* uses a fraction of a standard deviation as a measure of effect size and is used when only two groups are involved. Although Cohen provided guidelines for interpreting whether the effect is small, medium or large, Keppel and Wickens warned that they are only standards and must be interpreted with caution. The guidelines provided by Cohen are defined as a small effect is $d \approx 0.2$, a medium effect is $d \approx 0.5$, and a large effect is $d \approx 0.8$.

The data analysis for this study was summarized in Table 1. The table included the statistical analyses used for each research objective. The independent and dependent variable for each research objective was also included.

Table 1
Data Analysis for Research Objectives

Objectives	Independent Variables	Dependent Variables	Statistical Analysis
1. To describe high school career and technical education teacher's job satisfaction and perceived empowerment.	Empowerment Continuous	Satisfaction Continuous	Mean St. Dev. Variance Range
2. To determine the relationship between high school career and technical education teacher's level of empowerment and level of job satisfaction.	Empowerment* Continuous	Satisfaction* Continuous	Correlation
3. To compare high school career and technical education teachers on job satisfaction by empowerment.	Empowerment Categorical 2 groups	Satisfaction Continuous	<i>t</i> test
4. To compare high school career and technical education teachers on job satisfaction by years of teaching experience and by gender.	Years Experience Categorical 4 groups Gender Categorical 2 groups	Satisfaction Continuous Satisfaction Continuous	ANOVA <i>t</i> test
5. To compare high school career and technical education teachers on empowerment by years of teaching experience and by gender.	Years Experience Categorical 4 groups Gender Categorical 2 groups	Empowerment Continuous Empowerment Continuous	ANOVA <i>t</i> test

*There is no distinction of independent and dependent variable due to the use of correlation.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this causal-comparative study was to determine the relationship between career and technical education teachers' reported job satisfaction and empowerment. In this study, job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967). Empowerment was measured using the School Participant Empowerment Scale (SPES; Short & Rinehart, 1992). Independent variables included perceived empowerment, years of teaching experience, and teacher gender. The dependent variables were teacher's empowerment and job satisfaction.

This chapter provides an analysis of the data obtained for each research objective. Data analysis techniques included descriptive statistics, a bivariate correlation, *t* test, and analyses of variance. Analyses were conducted to determine the effect of each independent variable on the dependent variables using an alpha level of .05.

Analysis of Research Objectives

Research Objective 1

Describe high school career and technical education teacher's job satisfaction and perceived empowerment.

Table 2 presents the descriptive statistics for all teachers in the study on the job satisfaction and empowerment measures. The overall job satisfaction score had a possible range from 20 to 80. Overall scores ranging from 20 to 40 would indicate a low level of job satisfaction

while scores ranging from 60 to 80 would indicate a high level of job satisfaction. The mean score for job satisfaction of 62.57 indicated that these teachers express a relatively high level of job satisfaction. The overall empowerment score had a possible range from 38 to 152. Overall empowerment scores ranging from 38 to 76 would indicate a low level of empowerment while scores ranging from 114 to 152 would indicate a high level of empowerment. The mean score for empowerment of 119.37 indicated that these teachers express a relatively high level of empowerment.

Table 2

Descriptive Statistics for Job Satisfaction and Empowerment

	Mean	SD	Variance	Minimum	Maximum
Job satisfaction (n = 140)	62.57	7.50	56.275	41.00	76.00
Empowerment (n = 140)	119.37	13.536	183.228	86.00	147.00

Research Objective 2

Determine the relationship between high school career and technical education teacher's level of empowerment and level of job satisfaction.

A Pearson correlation was conducted to determine the relationship between the variables of empowerment and job satisfaction. The variables, empowerment and job satisfaction, showed a statistically significant positive relationship at the .01 level ($r = .684$, $r^2 = .47$). The practical significance was $d = 1.9$ which indicates a large effect. This finding of a positive relationship indicated that as empowerment increases, satisfaction also increases. In turn, as empowerment decreases, satisfaction also decreases. This finding was consistent with other studies which have

also found positive correlations between the constructs of teacher empowerment and job satisfaction (Klecker & Loadman, 1996b; Kim, 2002; Wu & Short, 1996).

Research Objective 3

Compare high school career and technical education teachers on job satisfaction by empowerment.

Since all of teachers indicated relatively high levels of empowerment, the variable empowerment was converted into two categories, mid and very high. Of the 140 survey respondents, 117 people coded in the very high empowerment category and 23 coded in the mid level empowerment category. The average satisfaction score for the very highly empowered group was 64.25, while the average satisfaction score for the mid empowered group was 54.04. A statistically significant difference between the mid and very high groups of empowerment was found on job satisfaction ($t = -6.889$, $df = 138$, $p = .000$). The practical significance was $d = 1.2$ which indicates a large effect.

Research Objective 4

Compare high school career and technical education teachers on job satisfaction by years of teaching experience and by gender.

A one-way analysis of variance was conducted to evaluate the relationship between job satisfaction and years of teaching experience. The independent variable, years of teaching experience, included four categories: 1-5 years, 6-10 years, 11-20 years, and over 21 years. The dependent variable was the overall job satisfaction score. The mean job satisfaction score and standard deviation for each category is shown in Table 3. Results of the ANOVA analysis, $F(3, 136) = .706$, $p = .550$, indicated that the differences were not significant at $\alpha = .05$.

Therefore, there was no statistically significant difference between teachers with varying years of experience with regard to job satisfaction.

Table 3

Descriptive Statistics for Job Satisfaction by Years of Experience

	N	Mean	SD
1-5 years	44	62.84	6.84
6-10 years	37	61.08	7.96
11-20 years	31	63.10	7.72
Over 21 years	28	63.54	7.75

An independent-samples t test was conducted to evaluate the relationship between job satisfaction and gender. The mean job satisfaction score and standard deviation for each gender is shown in Table 4. The test was not significant, $t(138) = -.584$, $p = .560$. Therefore, there was no statistically significant difference between males and females with regard to job satisfaction.

Table 4

Descriptive Statistics for Job Satisfaction by Gender

	N	Mean	SD
Male	39	61.97	8.44
Female	101	62.80	7.14

Research Objective 5

Compare high school career and technical education teachers on empowerment by years of teaching experience and by gender.

A one-way analysis of variance was conducted to evaluate the relationship between empowerment and years of teaching experience. The independent variable, years of teaching experience, included four categories: 1-5 years, 6-10 years, 11-20 years, and over 21 years. The dependent variable was the overall empowerment score. The mean empowerment score and standard deviation for each category is shown in Table 5. Results of the ANOVA analysis, $F(3, 136) = .847$, $p = .471$, indicated that the differences were not significant at $\alpha = .05$.

Therefore, there was no statistically significant difference between teachers with varying years of experience with regard to empowerment.

Table 5

Descriptive Statistics for Empowerment by Years of Experience

	N	Mean	SD
1-5 years	44	116.98	11.52
6-10 years	37	121.49	13.27
11-20 years	31	120.58	15.28
Over 21 years	28	119.00	14.85

An independent-samples t test was conducted to evaluate the relationship between empowerment and gender. The mean empowerment score and standard deviation for each gender is shown in Table 6. The test was not significant, $t(138) = -.535$, $p = .594$. Therefore, there was no statistically significant difference between males and females with regard to empowerment.

Table 6

Descriptive Statistics for Empowerment by Gender

	N	Mean	SD
Male	39	118.38	15.90
Female	101	119.75	12.57

Open Ended Question Responses

As suggested by Dillman (1978), the back cover of the questionnaire contained an open-ended question which allowed survey participants to add any additional comments regarding this study or their experience as a career and technical educator. Only 36 out of the 140 participants provided a response to this question. The comments had some recurrent themes which highlight the joys and frustrations of being a career and technical education teacher. A summary of the open ended responses follows. Appendix I provided full verbatim responses to open ended questions.

One of the common themes in the open ended responses was the frustration of being a career and technical education teacher. Participants listed frustrations with too much work, no rewards for extra work, lack of principal or state support for programs, dumping ground for students, poor image of CTAE, and the implementation of the new career pathways. The following quotes from the responses illustrated these feelings of frustration.

In regard to being able to keep busy all the time, I have too much. I work 12 hour days most of the week. Many of those additional hours are spent operating and maintaining the school store (Marketing Lab) and Marketing Coordinators are not provided a stipend for any other incentive for the time that is spent.

The most frustrating thing about teaching and the reason many leave the profession is there is no reward for those who really work hard vs. those with the attitude of a 'civil servant.' I think it's especially frustrating for former business people who come into the

system because we were justly rewarded in our former jobs and those who did not perform were let go or demoted. Another point is the lack of control over the job from year to year. 'I'm a contract worker.' Every year you live with the possibility of not 'making the numbers' especially in Business Education courses. We really need career and technical education because not every student is interested in a 4 year college education and with the rising cost of college tuition, I believe more students will have to work upon graduation.

I have started to feel more and more, at least at our school, career and tech ed is a dumping ground for students with no other classes to take or no desire to be in school period. With new graduation requirements, it will continue to be difficult to attract AP or honors students to our classes.

Strong support and praise at county and state level. Local school principal provides little support and has the attitude that our courses offer no value to students. Very frustrating!

The State is ruining Voc. Ed. by implementing 'Pathways.' A high school education should be a liberal education. It should not force a college-like 'major' onto people this age and at this stage of their development.

Ten of the teachers expressed their joys and the rewards of being a career and technical education teacher. Two teachers also expressed a need to justify the importance of our programs.

I think the classes we teach are vital to the success of our students. We teach 'real world' subjects and topics that the students can use when they graduate.

We need to prove that we incorporate basic skills (Reading, Math, Writing) in our programs to justify the importance of our area. Our classes provide students an opportunity to apply important skills that they will use as contributing citizens.

I enjoy my job and am thankful my principal allows us freedom to help develop our programs.

I enjoy being a career and technical educator. I know that I am making a difference in student's lives. I enjoy sponsoring FBLA.

In regard to the survey instruments, one teacher indicated that some questions were confusing. One respondent wrote that more choices would have been helpful and one mentioned that the global perspective was not addressed.

Some questions were tricky and could go either way.

No questions about the larger picture. Our districts and states are years behind in current technology.

It would have been helpful to have additional choices. Also, the school principal makes a 'huge' difference toward the answers. We are on our 3rd principal in 6 years!

Summary

The results of this study revealed no significant differences between job satisfaction or empowerment based on years of teaching experience or gender. Overall, these career and technical education teachers expressed relatively high levels of job satisfaction and empowerment. A statistically significant difference was found between those with mid and very high levels of empowerment when compared with job satisfaction. In addition, a statistically significant positive correlation was found between job satisfaction and empowerment. Only 25% of participants provided a response to the open-ended opportunity to provide any additional comments regarding this study or their experience as a career and technical educator. The themes from these comments centered on the joys and frustrations of being a career and technical education teacher.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter restates the rationale, purpose, and objectives for this study. Conclusions drawn from the analysis of the data are discussed. The chapter concludes with recommendations for effective practice and future research.

Rationale

Greater participation in decision making, one element of teacher empowerment, results in greater job satisfaction (Rice & Schneider, 1994). Empowerment was defined as an investment in teachers' "right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction" (Bolin, 1989, p. 83). A consistent relationship has been reported between overall job satisfaction and intent to remain (Brayfield & Crockett, 1955; Goetze, 2000; Porter & Steers, 1973). Job satisfaction of secondary career and technical educators was found to influence teachers' decisions to leave the profession (Warr, 1991). Teacher job satisfaction can predict teacher retention and also determine teacher commitment, factors that affect school effectiveness (Shann, 1998). This study sought to determine if a positive relationship exists between empowerment and job satisfaction in career and technical education teachers.

One potential reason for the attention given to job satisfaction in the education literature is the impact it has on teacher retention (Billingsley & Cross, 1992). Job satisfaction was defined as the degree to which work fulfills individual needs (Dawis & Lofquist, 1984). Fifty percent of

new teachers leave the profession in the first five years (Colbert & Wolff, 1992; National Commission on Teaching and America's Future, 2003). Similar findings were reported for career and technical education teachers, with 15% leaving in the first year and more than 50% within the first five years (Camp & Heath-Camp, 1991). McCaslin et al. (2005) cited similar data from Texas that indicated one-sixth of career and technical education teachers leave after the first year. In the State of Georgia, career and technical educator attrition rose from 8.9% in FY02 to 10.2% in FY05; and career and technical educator new hire attrition rose from 17.1% in FY02 to 18.8% in FY05 (Georgia Professional Standards Commission, 2006).

A lack of decision making power has been shown to be one source of job dissatisfaction (Owens et al., 1981). Owens et al. recommended alleviating dissatisfaction by increasing teacher influence and participation in decision making. Teacher retention can also be improved through the empowerment of teachers by allowing them to participate in developing school and teaching policies (Liu, 2007; Shen, 1997). In a study of career and technical educators, teachers generally felt empowered (Scribner et al., 2001). The weakest dimension of empowerment for these career and technical educators was decision making (Scribner et al.).

Rinehart and Short (1994) indicated that teachers may have greater job satisfaction when principals involve them in decision making and provide opportunities for them to grow professionally. Other studies have also found positive correlations between the constructs of teacher empowerment and job satisfaction (Klecker & Loadman, 1996b; Wu & Short, 1996). Thus, empowerment of career and technical education teachers may be an important factor that contributes to their overall job satisfaction.

Purpose

The purpose of this causal-comparative study was to determine the relationship between career and technical education teachers' reported job satisfaction and empowerment. In this study, job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967). Empowerment was measured using the School Participant Empowerment Scale (SPES; Short & Rinehart, 1992).

Gender (Birmingham, 1984; Bishop, 1996; Georgia Professional Standards Commission, 2006; Scribner et al., 2001) and years of experience (Bishop; Givens, 1988; Parasuraman, 1982; Short & Rinehart, 1992; Stitt, 1980) were selected as factors that are more likely to be significant to the issues of both job satisfaction and empowerment; therefore, these were considered in this study. Independent variables in this study included perceived empowerment, years of teaching experience, and teacher gender. The dependent variables were teacher's empowerment and job satisfaction. Results of this study may be used to inform administrators and other school personnel about the role of empowerment in determining job satisfaction for career and technical education teachers. The results of this study may also be used to provide support for increased teacher retention through an emphasis on teacher empowerment and job satisfaction. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997). This study addressed the following research objectives.

1. Describe high school career and technical education teacher's job satisfaction and perceived empowerment.
2. Determine the relationship between high school career and technical education teacher's level of empowerment and level of job satisfaction.

3. Compare high school career and technical education teachers on job satisfaction by empowerment.
4. Compare high school career and technical education teachers on job satisfaction by years of teaching experience and by gender.
5. Compare high school career and technical education teachers on empowerment by years of teaching experience and by gender.

Summary of Findings

A total of 173 surveys were mailed to all high school career and technical education teachers in a large suburban school system in metro Atlanta. There were 140 usable surveys returned resulting in an 80.9% response rate for the study. The survey collected specific demographic information on participants including gender and years of experience. Of the survey participants, 44 had 1-5 years of teaching experience, 37 had 6-10 years of teaching experience, 31 had 11-20 years of teaching experience, and 28 had over 21 years of teaching experience. There were also more female teachers ($n = 101$) than male teachers ($n = 39$) in this study.

The results of this study revealed no significant differences between either job satisfaction or empowerment based on years of teaching experience or gender. Overall, these career and technical education teachers expressed relatively high levels of job satisfaction and empowerment. A statistically significant difference was found between those with mid and very high levels of empowerment when compared with job satisfaction. In addition, a statistically significant positive correlation was found between job satisfaction and empowerment. The results indicated that as empowerment increases, job satisfaction also increases. In turn, as empowerment decreases, job satisfaction also decreases.

As suggested by Dillman (1978), the back cover of the questionnaire contained an open-ended question which asked survey participants to add any additional comments regarding this study or their experience as a career and technical educator. There were 36 out of the 140 participants who provided a response to this question. The comments had some recurrent themes which highlight the joys and frustrations of being a career and technical education teacher. Participants listed frustrations with too much work, no rewards for extra work, lack of principal or state support for programs, dumping ground for students, poor image of CTAE, and the implementation of the new career pathways. Ten of the teachers expressed their joys and the rewards of being a career and technical education teacher. Two teachers also expressed a need to justify the importance of our programs. In regard to the instruments, one teacher indicated that some questions were confusing, one wrote that more choices would have been helpful, and one mentioned that the global perspective was not addressed.

Conclusions

The following conclusions were drawn based on the findings of this study:

1. The high school career and technical education teachers in this study were generally satisfied with their job. The general satisfaction on the MSQ resulted in an average score of 62.57, which represents a high level of job satisfaction. The range of job satisfaction scores from 41 to 76 indicates that none of the participants had a low level of job satisfaction. This finding is consistent with other studies of career and technical education teacher job satisfaction (Johnson, 2004; Moran, 2005; Warr, 1991). The teachers in this study were also generally empowered by their job. The overall empowerment on the SPES resulted in an average score of 119.37, which represents a high level of empowerment. The range of empowerment scores from 86 to 147 indicates that none of

the participants had a low level of empowerment. This finding is consistent with the research of Scribner et al. (2001) on the empowerment of career and technical education teachers.

2. A Pearson correlation was conducted to determine the relationship between the variables empowerment and job satisfaction. Empowerment and job satisfaction showed a statistically significant positive relationship. The practical significance of this finding was large. This finding is consistent with other studies which also found positive correlations between the constructs of teacher empowerment and job satisfaction: $r = .70, p < .001$ (Klecker & Loadman, 1996b); and $r = .65, p < .01$ (Kim, 2002).
3. A statistically significant difference between the mid and very high levels of empowerment was found with regard to job satisfaction. The practical significance of this finding was large. Of the 140 survey respondents, 117 people coded in the very high empowerment category and 23 coded in the mid level empowerment category. The average satisfaction score for very highly empowered group was 64.25 while the average satisfaction score for the mid empowered group was 54.04. This finding supports prior research which concluded that teacher empowerment can lead to increased job satisfaction (Owens et al., 1981; Rice & Schneider, 1994; Rinehart & Short, 1994).
4. There was not a statistically significant difference between years of teaching experience and job satisfaction. Participants with 0-5 years, 6-10 years, 11-20 years, and over 21 years reported similar levels of job satisfaction. There was not a statistically significant difference between teacher gender and job satisfaction. Both male and female teachers reported similar levels of job satisfaction. These findings are consistent with prior research with career and technical educators on job satisfaction and the variables of

gender and years of teaching experience. Although some of these characteristics yielded statistically significant differences, they were not large enough to be of practical significance (Collins, 1998; Johnson, 2004; Stiles, 1993; Warr, 1991). Conversely, job satisfaction has been found to be influenced by gender (Brush et al., 1987; Chapman & Lowther, 1982; Dinham, 1994; Reyes & Madsen) and increase with years of experience (Connley & Levinson, 1993, Dinham; Parasuraman, 1982). Although used extensively in prior research, demographic variables may not be as effective in predicting job satisfaction as teacher empowerment (Billingsley & Cross, 1992).

5. There was not a statistically significant difference between years of teaching experience and empowerment. Participants with 0-5 years, 6-10 years, 11-20 years, and over 21 years reported similar levels of empowerment. There was not a statistically significant difference between teacher gender and empowerment. Both male and female teachers reported similar levels of empowerment. These findings were consistent with the research of Gonzales and Short (1996) which found no relationship between perceptions of empowerment and teacher characteristics such as gender and years of experience. Conversely, other studies found years of teaching experience (Short & Rinehart, 1992) and gender (Scribner et al., 2001) to be statistically significant predictors of empowerment.

Discussion and Implications

This study sought to determine if a positive relationship existed between empowerment and job satisfaction in career and technical education teachers. The variables resulted in a statistically significant positive relationship for this sample. The findings from this research with career and technical education teachers were consistent with the findings from other studies with

regular academic teachers which have also found positive correlations between these constructs (Klecker & Loadman, 1996b; Kim, 2002; Wu & Short, 1996). Therefore, we can conclude that the relationship between empowerment on job satisfaction is likely the same for all content area teachers. It is important for school administrators to recognize that these findings indicated that as empowerment increases, job satisfaction also increases. Conversely, as empowerment decreases, job satisfaction also decreases. Therefore, in order to create a satisfying work environment, school administrators should focus on empowering teachers. For this study, empowerment served as an internal indicator of the extent to which the work environment fulfilled the individual's requirements and thus were indicators of satisfaction as defined by the Theory of Work Adjustment (Dawis et al., 1968) and Herzberg's Two-Factor Theory (Herzberg et al., 1959). These theories posited that individuals are motivated more by intrinsic factors of their work. The findings of this study indicate that empowerment may be an important factor that contributes to overall job satisfaction.

This study adds to the existing literature on teacher job satisfaction and empowerment and provides a better understanding of how these two issues are related. The educational literature has shown a consistent relationship between teacher retention and job satisfaction (Johnson, 2004; Warr, 1991). Educational researchers have also concluded that teacher turnover can be reduced through increased participation in school decision-making and influence over school policies, which are elements of teacher empowerment (Ingersoll, 2001; Norton, 1999; Owens et al., 1981). The Theory of Work Adjustment (Dawis et al., 1968) stated that the greater the balance between the individual and his/her work environment, the greater the chance of tenure. Through an emphasis on teacher empowerment and job satisfaction, teacher retention ultimately may be increased.

The finding of a statistically significant relationship between the constructs of job satisfaction and empowerment in this study provided support for the suggestion that administrators and school personnel create a work environment which emphasizes teacher empowerment. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997). Blase and Blase (2001) found that teachers overwhelmingly felt the most important factor in empowering teachers is the leadership of their principal. Quaglia et al. (1991) also recommended that school administrators be sensitive to the importance of empowerment to teacher satisfaction levels and provide opportunities for teacher participation within the school. Guidance and training should be given to administrators on the types of leadership that should be provided so that these professionals will continue to express high levels of empowerment and job satisfaction and ultimately have increased teacher retention.

School administrators should focus on creating an empowering work environment for teachers by increasing participation in decision making, providing opportunities for professional growth, fostering professional respect between colleagues, promoting self-efficacy, allowing for teacher autonomy, and welcoming teacher input on school-related issues. As found by Blase and Blase (2001), school administrators have the ability to enhance teachers' sense of empowerment with the following strategies. Administrators should provide a variety of professional development opportunities and basic resources to support teacher growth while maintaining a focus on teaching and learning. Experimentation and innovation by teachers should be supported and autonomy should be granted with the mindset that failure is another learning opportunity. Through modeling, building, and continually supporting an environment of trust among teachers, administrators can build a culture that values teachers as professionals and experts in their field.

Through participation in decision making, administrators have the opportunity to help teachers grow professionally in the areas of group participation in school problem solving, effective communication, and action research.

There were significantly fewer male career and technical education teachers represented in this study. Female teachers accounted for 72% of the sample. Teachers with 0-5 years of experience represented 31% of the sample, 6-10 years of experience represented 26% of the sample, 11-20 years represented 22% of the sample, and over 21 represented 20% of the sample. This study found no statistically significant differences between either job satisfaction or empowerment on years of teaching experience or gender. This finding was significant because it indicated that the same types of empowerment and teacher development can be implemented regardless of gender and years of experience. Based on this study, empowerment was stronger to feelings of job satisfaction than demographic variables. Regardless of years of experience or gender, if administrators can increase teacher empowerment, job satisfaction will also increase. Likewise, if administrators can increase job satisfaction, teachers will feel more empowered. Several demographic characteristics have been used in prior studies of job satisfaction (Brush et al., 1987) and empowerment (Gupta, 2007; Short & Rinehart, 1992). However, there are conflicting results indicating whether these variables are statistically significant to the topics of job satisfaction and/or empowerment. Although used extensively in prior research, demographic variables may not be as effective in predicting job satisfaction as teacher empowerment (Billingsley & Cross, 1992). Demographic variables have not consistently been shown to impact levels of job satisfaction or empowerment. However, these variables are useful in providing descriptive information about the sample. The fact that this study had a non-experimental design could have been one reason that these findings were not statistically significant. In addition,

exploration of additional demographic variables may have resulted in statistically significant differences.

Recommendations

These recommendations for additional research were presented based upon the findings and conclusions of this study.

1. A study of the job satisfaction and empowerment of high school career and technical education teachers should be conducted with a sample representing the entire state of Georgia or the nation to determine if the findings are consistent. Since no other studies were found which analyzed the relationship between job satisfaction and empowerment with career and technical education teachers, it is important to replicate the study with a larger sample to determine if the findings are consistent. Additional studies would also provide support for the growing body of literature on the relationship between these two constructs.
2. Current research provides conflicting results regarding the statistical significance of various demographic variables and their relationship to both job satisfaction and empowerment. In future studies, demographic variables, such as years of teaching experience and gender, should be included to provide descriptive information on the sample. Other personal and professional variables, such as age, certification route, highest degree, or salary range, should also be included to provide descriptive information on the sample. As stated by Billingsley and Cross (1992), demographic variables may not be as effective in predicting job satisfaction as teacher empowerment.
3. This study provided for breadth of information rather than depth. In order to provide a more thorough understanding of factors that influence teacher job satisfaction and

empowerment, a qualitative study should be conducted. This study should seek to describe an empowering and satisfying work environment for teachers. A qualitative study could provide a better understanding of the school administrative leadership required to enhance teacher empowerment and job satisfaction with the goal of improving teacher retention.

4. This study found that career and technical education teachers expressed high levels of job satisfaction and empowerment. A future study should be conducted that compares levels of job satisfaction and empowerment with intent to remain in the profession to determine if high levels of satisfaction and empowerment result in an increased intent to remain. The Theory of Work Adjustment (Dawis et al., 1968) stated that the greater the balance between the individual and his/her work environment, the greater chance of tenure. Shen (1997) contended that creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention. Further studies in this area should seek to determine if this holds true for career and technical education teachers.

These recommendations for practice were presented based upon the findings and conclusions of this study.

1. This study found that if school administrators can increase teacher empowerment, job satisfaction will also increase. Administrators should provide teachers with meaningful professional development opportunities for all teachers. Blase and Blase (2001) found a positive impact on teacher empowerment when the principal served as the facilitator for

the development, provided a variety of professional development opportunities, and encouraged cooperative learning among teachers.

2. This study found that if job satisfaction is increased, teachers are more likely to feel empowered. School administrators should consider the personal behaviors that have effects on teacher empowerment and job satisfaction. Blase and Blase (2001) identified five primary personal characteristics that resulted in teachers expressing feelings of job satisfaction and empowerment. School administrators that possessed optimism, caring, honesty, friendliness, and enthusiasm, enhanced teachers' self-esteem, confidence, and satisfaction which have an impact on teacher empowerment.
3. School administrators should work to create a community of learners that emphasizes teachers as leaders. Blase and Blase (2001) found that empowerment and satisfaction increases when school administrators enable teachers by providing for leadership skill building programs and allowing teachers influence over classroom, school, and district level. This emphasis on participation in decision making, which is one element of empowerment, has been shown to lead to greater productivity, job satisfaction, and organizational commitment (Rice & Schneider, 1992).
4. Blase and Blase (2001) found that when school administrators used rewards and recognition, teacher empowerment, job satisfaction, motivation to work harder, self-efficacy, and self-esteem were improved. This finding supported the notion that retention of effective teachers can be enhanced through the proper and judicious use of rewards. Recommendations for the effective use of recognition included the regular and sincere praise of teachers for their professional accomplishments.

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APPENDICES

APPENDIX A
COVER LETTER

**Chesley B. Cypert
4031 Triton Ives Drive
Auburn, Georgia 30011
678-985-3209**

January 5, 2009

«Title» «First_Name» «Last_Name»
«School_Name»
«Address_Line_1»
«City», «State» «ZIP_Code»

Dear «Title» «Last_Name»:

I am a doctoral student in the Department of Workforce Education at the University of Georgia. I am writing to request your participation in a study titled "Job satisfaction and empowerment of Georgia high school career and technical education teachers". Dr. Elaine Adams, my graduate advisor at the University of Georgia, is overseeing the study.

The purpose of this research is to determine if career and technical education teachers who report feeling empowered express greater job satisfaction. Results of this study may inform administrators and other school personnel regarding the importance of teacher empowerment to increasing levels of job satisfaction. Since only career and technical educators within this school system are being asked to participate, it is very important that each questionnaire be completed and returned. There are no direct benefits to the subjects participating in the study. There are no foreseen risks or discomforts that could result from participation in the study.

The enclosed questionnaire will take approximately 20 minutes to complete. The completed questionnaire can be returned in the pre addressed envelope through the school courier. Your responses will be kept confidential. The results of the study may be published, but the data will be presented in summary form only. Identification numbers are located on the surveys but they will only be used to contact non-respondents through follow-up mailings. All identification numbers and contact information will be destroyed upon completion of the study.

Your participation is completely voluntary. You may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. Your completed questionnaire will indicate your consent to participate.

Thank you for your assistance. If you have any questions or concerns, please feel free to contact me at any time. You may reach me by phone at 678-985-3209 or by email at cbcypert@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone (706) 542-3199; email address irb@uga.edu.

Sincerely,

Chesley B. Cypert
Graduate Student
Workforce Education

APPENDIX B

QUESTIONNAIRE

Job Satisfaction and Empowerment of Georgia High School Career and Technical
Education Teachers



Please return the completed questionnaire to:

Chesley B. Cypert
Mill Creek High School
4400 Braselton Highway
Hoschton, Georgia 30548
School Courier

School Participant Empowerment Scale

(Copyright 1992 Paula M. Short and James S. Rinehart)

Please rate the following statements in terms of how well they describe how you feel. Rate each statement on the following scale:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

- | | |
|---|---------|
| 1) I am given the responsibility to monitor programs. | 1 2 3 4 |
| 2) I function in a professional environment. | 1 2 3 4 |
| 3) I believe that I have earned respect. | 1 2 3 4 |
| 4) I believe that I am helping kids become independent learners. | 1 2 3 4 |
| 5) I have control over daily schedules. | 1 2 3 4 |
| 6) I believe that I have the ability to get things done. | 1 2 3 4 |
| 7) I make decisions about the implementation of new programs in the school. | 1 2 3 4 |
| 8) I am treated as a professional. | 1 2 3 4 |
| 9) I believe that I am very effective. | 1 2 3 4 |
| 10) I believe that I am empowering students. | 1 2 3 4 |
| 11) I am able to teach as I choose. | 1 2 3 4 |
| 12) I participate in staff development. | 1 2 3 4 |
| 13) I make decisions about the selection of other teachers for my school. | 1 2 3 4 |
| 14) I have the opportunity for professional growth. | 1 2 3 4 |
| 15) I have the respect of my colleagues. | 1 2 3 4 |
| 16) I feel that I am involved in an important program for children. | 1 2 3 4 |
| 17) I have the freedom to make decisions on what is taught. | 1 2 3 4 |
| 18) I believe that I am having an impact. | 1 2 3 4 |
| 19) I am involved in school budget decisions. | 1 2 3 4 |
| 20) I work at a school where kids come first. | 1 2 3 4 |
| 21) I have the support of my colleagues. | 1 2 3 4 |
| 22) I see students learn. | 1 2 3 4 |
| 23) I make decisions about curriculum. | 1 2 3 4 |
| 24) I am a decision maker. | 1 2 3 4 |
| 25) I am given the opportunity to teach other teachers. | 1 2 3 4 |
| 26) I am given the opportunity to continue learning. | 1 2 3 4 |
| 27) I have a strong knowledge base in the areas in which I teach. | 1 2 3 4 |
| 28) I believe that I have the opportunity to grow by working daily with students. | 1 2 3 4 |
| 29) I perceive that I have the opportunity to influence others. | 1 2 3 4 |
| 30) I can determine my own schedule. | 1 2 3 4 |
| 31) I have the opportunity to collaborate with other teachers in my school. | 1 2 3 4 |
| 32) I perceive that I am making a difference. | 1 2 3 4 |
| 33) Principals, other teachers, and school personnel solicit my advice. | 1 2 3 4 |
| 34) I believe that I am good at what I do. | 1 2 3 4 |
| 35) I can plan my own schedule. | 1 2 3 4 |
| 36) I perceive that I have an impact on other teachers and students. | 1 2 3 4 |
| 37) My advice is solicited by others. | 1 2 3 4 |
| 38) I have the opportunity to teach other teachers about innovative ideas. | 1 2 3 4 |

Minnesota Satisfaction Questionnaire (short form)

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

Ask yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about...

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

Personal Data Questionnaire

Instructions: Please answer the following questions. The information obtained will be used for statistical purposes only. Please do not include your name on this sheet.

1. Gender

_____ Female _____ Male

2. Number of years as a classroom teacher, not including any student teaching or internship experience, as of the end of the current school year

_____ Years of teaching experience

3. Are there any additional comments you would like to make regarding this study or your experience as a career and technical educator? If so, please write your comments in the space provided.

Your participation in this study is greatly appreciated. Thank you for your time.

APPENDIX C
FOLLOW UP POSTCARD

Front of Postcard

Chesley B. Cypert
Mill Creek High School
4400 Braselton Highway
Hoschton, Georgia 30548

«Title» «First_Name» «Last_Name»
«School_Name»
«Address_Line_1»
«City», «State» «ZIP_Code»

Back of Postcard

Last week you were sent a questionnaire asking for your participation in a study titled, “Job satisfaction and empowerment of Georgia high school career and technical education teachers”. You were selected from the small group of CTE teachers within Gwinnett County.

If you have already returned your completed questionnaire, your participation is greatly appreciated. If you have not, please take time to complete the questionnaire and return it today.

If you did not receive a questionnaire or if you need an additional copy, please contact me at 678-985-3209 or cbcypert@uga.edu and I will be happy to put another copy in the mail to you today.

Thank you for your time.

Chesley B. Cypert
Graduate Student
University of Georgia

APPENDIX D

SECOND FOLLOW UP LETTER

**Chesley B. Cypert
4031 Triton Ives Drive
Auburn, Georgia 30011
678-985-3209**

January 26, 2009

«Title» «First_Name» «Last_Name»
«School_Name»
«Address_Line_1»
«City», «State» «ZIP_Code»

Dear «Title» «Last_Name»:

Three weeks ago you received a letter and questionnaire requesting your participation in a study titled “Job satisfaction and empowerment of Georgia high school career and technical education teachers” under the direction of Dr. Elaine Adams. As of today, I have not received your completed questionnaire.

I understand your time is valuable as an educator. However, since only career and technical educators within this school system are being asked to participate, it is very important that each questionnaire be completed and returned. The purpose of this research is to determine if career and technical education teachers who report feeling empowered express greater job satisfaction. Results of this study may inform administrators and other school personnel regarding the importance of teacher empowerment to increasing levels of job satisfaction. There are no direct benefits to the subjects participating in the study. There are no foreseen risks or discomforts that could result from participation in the study.

The enclosed questionnaire will take approximately 20 minutes to complete. The completed questionnaire can be returned in the pre addressed envelope through the school courier. Your responses will be kept confidential. The results of the study may be published, but the data will be presented in summary form only. Identification numbers are located on the surveys but they will only be used to contact non-respondents through follow-up mailings. All identification numbers and contact information will be destroyed upon completion of the study.

Your participation is completely voluntary. You may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. Your completed questionnaire will indicate your consent to participate.

Thank you for your assistance. If you have any questions or concerns, please feel free to contact me at any time. You may reach me by phone at 678-985-3209 or by email at cbcypert@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone (706) 542-3199; email address irb@uga.edu.

Sincerely,

Chesley B. Cypert
Graduate Student
Workforce Education

APPENDIX E

REQUEST FOR PERMISSION TO USE THE MINNESOTA SATISFACTION QUESTIONNAIRE AND APPROVAL LETTER

Chesley B. Cypert
4031 Triton Ives Drive
Auburn, GA 30011
678-985-3209

October 4, 2008

Dr. David J. Weiss
Vocational Psychology Research
N620 Elliott Hall
75 East River Road
Minneapolis, MN 55455-0344

Dear Dr. Weiss:

Please accept this letter as a request for permission to use the short form of the Minnesota Satisfaction Questionnaire in my doctoral research. The title of my dissertation is "Job Satisfaction and Empowerment of Georgia High School Career and Technical Education Teachers". This causal-comparative study will include two published instruments: the Minnesota Satisfaction Questionnaire (MSQ) short form and the School Participant Empowerment Scale (SPES) developed by Short and Rinehart (1992). Demographic information will be obtained from the participants using a self-created personal data questionnaire. Participants will be asked to report their gender as well as years of teaching experience, which is defined as the number of years as a classroom teacher, not including any student teaching or internship experience, as of the end of the current school year. My doctoral work is directed by Dr. Elaine Adams, Workforce Education, at the University of Georgia as well as a committee comprised of two other faculty members within the department.

I am requesting permission to reproduce the short form MSQ as a part of the questionnaire packet which will be mailed to survey participants. I anticipate making approximately 400 copies for the initial mailing, two follow-up mailings, and pre-testing of the questionnaire.

Based on recommendations from my committee, I would like to request permission to make two modifications to the short form MSQ for this study. First, I would like to remove the mid-point Likert response of the 1977 version (N= Neither satisfied or dissatisfied). Secondly, I would like to modify the following questions to be understood by educators:

1. Question 4: Change from "The chance to be "somebody" in the community" to read "The chance to be "somebody" in the school."
2. Question 5: Change from "The way my boss handles his/her workers" to read "The way my principal handles his/her teachers."
3. Question 6: Change from "The competence of my supervisor in making decisions" to read "The competence of my principal in making decisions."
4. Question 12: Change from "The way company policies are put into practice" to read "The way school policies are put into practice."

Your response to this request may be mailed to me at 4031 Triton Ives Drive, Auburn, Georgia 30011 or via email at cbcypert@uga.edu. If you have any questions, I can be reached at 678-591-9335. I plan to begin data collection in January 2009. Enclosed please find my completed Qualifications and Registration Form. Thank you for your assistance and I look forward to hearing from you.

Sincerely,

Chesley B. Cypert
Graduate Student
The University of Georgia

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Department of Psychology
College of Liberal Arts*

*N218 Elliott Hall
75 East River Road
Minneapolis, MN 55455*

*Office: 612-625-2818
Fax: 612-626-2079
www.psych.umn.edu
Email: psymain@umn.edu*

October 14, 2008

Chesley B. Cypert
4031 Triton Ives Drive
Auburn, GA 30011

Dear Chesley B. Cypert:

We are pleased to grant you permission to use the modified version of the Minnesota Satisfaction Questionnaire 1977 short form in your research project as you requested.

Please note that each copy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

Vocational Psychology Research is currently in the process of revising the MSQ manual and it is very important that we receive copies of your research study results in order to construct new norm tables. Therefore, we would appreciate receiving a copy of your results including 1) Demographic data of respondents, including age, education level, occupation and job tenure; and 2) response statistics including, scale means, standard deviations, reliability coefficients, and standard errors of measurement.

Your providing this information will be an important and valuable contribution to the new MSQ manual. If you have any questions concerning this request, please feel free to call us at 612-625-1367.

Sincerely,

A handwritten signature in dark ink, appearing to read 'David J. Weiss', with a stylized, flowing script.

Dr. David J. Weiss, Director
Vocational Psychology Research

APPENDIX F

REQUEST FOR PERMISSION TO USE THE SCHOOL PARTICIPANT EMPOWERMENT SCALE AND APPROVAL LETTER

Chesley B. Cypert
4031 Triton Ives Drive
Auburn, GA 30011
678-985-3209

October 4, 2008

Dr. Paula M. Short
Vice Chancellor for Academic Affairs
Tennessee Board of Regents
1415 Murfreesboro Road
Nashville, TN 37217

Dear Dr. Short:

Please accept this letter as a request for permission to use the School Participant Empowerment Scale in my doctoral research. The title of my dissertation is "Job Satisfaction and Empowerment of Georgia High School Career and Technical Education Teachers". This causal-comparative study will include two published instruments: the School Participant Empowerment Scale (SPES) and the Minnesota Satisfaction Questionnaire (MSQ) short form developed by Weiss, Dawis, England, and Lofquist (1967). Demographic information will be obtained from the participants using a self-created personal data questionnaire. Participants will be asked to report their gender as well as years of teaching experience, which is defined as the number of years as a classroom teacher, not including any student teaching or internship experience, as of the end of the current school year. My doctoral work is directed by Dr. Elaine Adams, Workforce Education, at the University of Georgia as well as a committee comprised of two other faculty members within the department.

I am requesting permission to reproduce the SPES as a part of the questionnaire packet which will be mailed to survey participants. I anticipate making approximately 400 copies for the initial mailing, two follow-up mailings, and pre-testing of the questionnaire. Based on recommendations from my committee, I would like to request permission to make one modification to the SPES for this study. I would like to remove the mid-point Likert response of 3=Neutral.

Your response to this request may be emailed to me at cbcypert@uga.edu. I plan to begin data collection in January 2009. Thank you for your assistance and I look forward to hearing from you.

Sincerely,

Chesley B. Cypert
Graduate Student
The University of Georgia

Chesley:

I would say that you can do it but the modification would need to be described clearly in your study with statements about resulting lack of psychometrics. It is a different instrument with the change.

Paula

Paula Myrick Short, Ph.D.
Vice Chancellor for Academic Affairs
Tennessee Board of Regents
1415 Murfreesboro Road
Nashville, TN 37217
615-366-4411
paula.short@tbr.edu
www.tbr.edu

From: Chesley_Cypert@Gwinnett.k12.ga.us [mailto:Chesley_Cypert@Gwinnett.k12.ga.us]
Sent: Thursday, October 16, 2008 6:32 AM
To: Paula Short
Subject: Fw: [BULK] RE: SPES

Dr. Short,

Last fall, I contacted you regarding using the SPES for my doctoral study. You gave me permission to use the instrument in my research. Based on recommendations from my committee, I would like to request permission to make one modification to the SPES for this study. I would like to remove the mid-point Likert response of 3=Neutral. The attached letter requests permission to use the instrument for my study based on this recommendation. If you need any additional information, please let me know. Thank you for your assistance.

Chesley B. Cypert

"Paula Short" <Paula.Short@tbr.edu>

10/26/2007 09:00 AM

I have attached a copy of the instrument and the scoring instructions. I also attached a list of my publications on empowerment as a resource for you. The article in bold type describes the development of the instrument including the psychometric properties. Let me know if you need anything in addition to these items. You have my permission to use the instrument in your research but request that full disclosure of copyright be on any printed document.

Paula

Paula Myrick Short, Ph.D.
Vice Chancellor for Academic Affairs
Tennessee Board of Regents
1415 Murfreesboro Road
Nashville, TN 37217
615-366-4411
paula.short@tbr.edu
www.tbr.state.tn.us

APPENDIX G

IRB APPLICATION AND APPROVAL LETTER

Check OneNew Application: ☒Resubmission*: ☐Revision ☐ (All changes must be highlighted)**Human Subjects Office****University of Georgia****612 Boyd GSRC****Athens, GA 30602-7411****(706) 542-3199*****NOTE: A new application is required every five years.****IRB APPLICATION****MAIL 2 COPIES OF APPLICATION TO ABOVE ADDRESS**

(Check One) Dr. <input checked="" type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/>		(Check One) Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input checked="" type="checkbox"/>	
(Check One) Faculty <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/>		(Check One) Faculty <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input checked="" type="checkbox"/>	
Elaine Adams	8101165190	Chesley B. Cypert	8100108360
Principal Investigator	UGA ID – last 10 digits only	Co-Investigator	UGA ID – last 10 digits
Workforce Education, 850 College Station Road, 206 River's Crossing, +4809		Workforce Education, 850 College Station Road, 206 River's Crossing, +4809	
Department, Building and + Four (Include department even if living off campus or out of town)		Department, Building and + Four	
4031 Triton Ives Drive Auburn, GA 30011			
Mailing Address (if you prefer not to receive mail in dept.)		Mailing Address (if you prefer not to receive mail in dept.)	
706-542-4204	adamsje@uga.edu	678-985-3209	cbcypert@uga.edu
Phone Number (s)	E-Mail (REQUIRED)	Phone Number (s)	E-Mail
**Signature of Principal Investigator		Signature of Co-Investigator (use additional cover sheets for more than one Co-Investigator)	
UGA Faculty Advisor:	Workforce Education, 850 College Station Road, 206 River's Crossing, +4809	adamsje@uga.edu	706-542-4204
Dr. Elaine Adams	Department, Bldg+ Four	E-Mail (REQUIRED)	Phone No.
Name			
**Signature:		UGA ID – last 10 digits only	
Date: October 29, 2008		8101165190	
**Your signature indicates that you have read the human subjects guidelines and accept responsibility for the research described in this application.			

If funded:

***Sponsored Programs Proposal#

Name of Funding Agency

*****By listing a proposal number, you agree that this application matches the grant application and that you have disclosed all financial conflicts of interest (see Q6a)****TITLE OF RESEARCH:**

Job Satisfaction and Empowerment of Georgia High School Career and Technical Education Teachers

NOTE: SUBMIT 4-6 WEEKS PRIOR TO YOUR START DATE**APPROVAL IS GRANTED ONLY FOR 1 YEAR AT A TIME****CHECK ALL THAT APPLY:**Investigational New Drug ☐Exceptions to/waivers of Federal regulations ☐

If yes to the above, provide details:

Data Sets ☐ Existing Bodily Fluids/Tissues ☐ RP Pool ☐ Deception ☐
Illegal Activities ☐ Minors ☐ Moderate Exercise ☐ Audio/ Video taping ☐
MRI/EEG/ECG/NIRS/Ultrasound/ Blood Draw ☐ X-RAY/DEXA ☐ Pregnant Women/Prisoners ☐

HUMAN SUBJECTS RESEARCH APPLICATION

INSTRUCTIONS:

1. Type responses to all 11 questions (all parts) listed below (12 pt. font only).
2. Do not answer any question with “see attachments” or “not applicable”.
3. Submit original plus one copy to the Human Subjects Office.
4. We will contact you via email if changes are required. Allow 4-6 weeks.

IMPORTANT: Before completing this application, please determine if the project is a research project. Check the federal definition of research at <http://www.ovpr.uga.edu/faqs/hso.html#7> or call the Human Subjects office at 542-3199. The IRB only reviews research projects.

1. **PROBLEM ABSTRACT:** State rationale and research question or hypothesis (why is this study important and what do you expect to learn?).

Greater participation in decision making, one element of teacher empowerment, results in greater job satisfaction (Rice & Schneider, 1994). Empowerment is an investment in teachers’ “right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction” (Bolin, 1989, p. 83). A consistent yet inverse relationship is reported between overall job satisfaction and intent to remain (Brayfield & Crockett, 1955; Porter & Steers, 1973). Job satisfaction of secondary career and technical educators was found to influence teachers’ decisions to leave the profession (Warr, 1991). Teacher job satisfaction can predict teacher retention and also determine teacher commitment, factors that affect school effectiveness (Shann, 1998). This study will seek to determine if a positive relationship exists between empowerment and job satisfaction in career and technical education teachers.

One potential reason for the attention given to job satisfaction in the education literature is the impact it has on teacher retention (Billingsley & Cross, 1992). Job satisfaction is the degree to which work fulfills individual needs (Davis & Lofquist, 1984). Fifty percent of new teachers leave the profession in the first five years (Colbert & Wolff, 1992; National Commission on Teaching and America’s Future, 2003). Similar findings are reported for career and technical education teachers with 15% leaving in the first year and more than 50% within the first five years (Camp & Heath-Camp, 1991). McCaslin, Briers, Hendrick, and Lanning (2005) cited similar data from Texas that indicated one-sixth of career and technical education teachers leave after the first year. In the State of Georgia, career and technical educator attrition rose from 8.9% in FY02 to 10.2% in FY05 and career and technical educator new hire attrition rose from 17.1% in FY02 to 18.8% in FY05 (Georgia Professional Standards Commission, 2006).

A lack of decision making power has been shown to be one source of job dissatisfaction (Owens, Mundy, & Harrison, 1981). Owens et al. recommended alleviating dissatisfaction by increasing teacher influence and participation in decision making. Teacher retention can also be improved through the empowerment of teachers by allowing them to participate in developing school and teaching policies (Liu, 2007; Shen, 1997). In a study of career and technical educators, although teachers generally felt empowered, the weakest dimension of empowerment reported was decision making (Scribner, Truell, Hager, & Srichai, 2001).

Rinehart and Short (1994) indicated that teachers may have greater job satisfaction when principals involve them in decision making and provide opportunities to grow professionally. Other studies have also found positive correlations between the constructs of teacher empowerment and job satisfaction (Klecker & Loadman, 1996b; Wu & Short, 1996). Thus, empowerment of career and technical education teachers may be an important factor that contributes to overall job satisfaction. Career and technical educators may express different levels of job satisfaction and empowerment because they do not always follow traditional routes to teacher certification and licensure as do teachers in other subject areas (Lynch, 1997). In addition, career and technical education teachers are faced with various responsibilities which include serving a diverse student population, revising curriculum to address new advancements and technologies as well as helping students develop technical skills, improve academic achievement, develop higher order thinking skills, and facilitate career development (McCaslin & Parks, 2002).

The purpose of this causal-comparative study will be to determine the relationship between career and technical education teachers’ reported job satisfaction and empowerment. This study will address the following research objectives:

1. To describe high school career and technical education teacher’s job satisfaction and perceived empowerment.
2. To compare high school career and technical education teachers on job satisfaction by empowerment.
3. To compare high school career and technical education teachers on job satisfaction by years of teaching experience and by gender.
4. To compare high school career and technical education teachers on empowerment by years of teaching experience

and by gender.

5. To determine the relationship between high school career and technical education teacher's level of empowerment and level of job satisfaction.

2. **RESEARCH DESIGN:** *Identify specific factors or variables, conditions or groups and any control conditions in your study. Indicate the number of research participants assigned to each condition or group, and describe plans for data analysis.*

A causal-comparative design will be used for this study. The proposed study will observe naturally occurring groups of teachers who differ in years of teaching experience and gender to determine if perceived empowerment affects job satisfaction. Since the threat of extraneous factors that are not controlled cannot be eliminated completely, results must not be reported as cause and effect. One threat to the external validity of this study is non-response bias. In order to combat this threat, procedures will be in place to handle and report potential non-response error. Dooley and Lindner (2003) recommended handling non-response bias by comparing late responders to early responders. Late responders are those participants that respond during the last phase of responses (i.e., during follow-ups) to the questionnaire. If the last follow-up does not result in at least 30 responses, the authors suggested using the last two follow-ups to represent late responders. If, when compared, it is found that late and early responders do not vary in terms of the dependent variable measurement, it can be concluded that non-response bias is not a threat to the external validity of the study.

Independent variables in this study will include perceived empowerment, years of teaching experience, and teacher gender. The variable empowerment will be analyzed using three categories which include negative, neutral, and positive feelings of empowerment as defined by Klecker and Loadman (1996a). The continuous variable years of experience will be converted to one of four categories—1-5 years, 6-10 years, 11-20 years, and over 21 years. The variable gender will have two categories, male and female. The dependent variables will be teacher's empowerment and job satisfaction.

The population will be high school career and technical education teachers in a large suburban school system in metro Atlanta. Within the identified district there are approximately 182 teachers with 113 business and computer science, 21 marketing, 28 family and consumer science, and 20 engineering and technology education teachers. The sample will consist of all high school career and technical education teachers within the school system.

In this study, job satisfaction will be measured using the Minnesota Satisfaction Questionnaire (MSQ; Weiss, Dawis, England, & Lofquist, 1967). The MSQ measures an employee's satisfaction with his or her job. The short form, which includes 20 items and requires approximately 5 minutes to complete, was chosen over the long form due to the fact that two separate instruments will be used to collect data for this study. This instrument was designed to be administered to either groups or individuals who read at a fifth grade level or higher and it is gender neutral. A 5-point Likert scale is used to address job satisfaction. Response descriptors are: 1=Not satisfied, 2=Only slightly satisfied, 3=Satisfied, 4=Very satisfied, and 5=Extremely satisfied. In order to avoid ambiguity, permission to modify the scale by eliminating the mid-point "neither/nor" response will be requested from the author.

Empowerment will be measured using the School Participant Empowerment Scale (SPES; Short & Rinehart, 1992) which includes 38 items broken into six subscales, decision making, professional growth, status, self-efficacy, autonomy, and impact. A 5-point Likert scale is used to measure feelings of empowerment. The scores and descriptors are: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly agree. In order to avoid ambiguity, permission to modify the scale by eliminating the mid-point "neutral" response will be requested from the author.

Demographic information on the participants will be gathered through a self-created personal data questionnaire. Participants will be asked to report their gender as well as years of teaching experience, which is defined as the number of years as a classroom teacher, not including any student teaching or internship experience, as of the end of the current school year.

In order to describe high school career and technical education teacher's job satisfaction and perceived empowerment as identified in the first and second research objectives of the proposed study, descriptive statistics and a bivariate correlation will be used. The mean, median, mode, standard deviation, variance, and range of job satisfaction and perceived empowerment will be reported. This will provide an overview of participants' general perceptions of these two variables. A correlation between empowerment and job satisfaction will be obtained to determine the strength of the relationship between these variables.

The third research objective involves the comparison of high school career and technical education teachers on job satisfaction by levels of empowerment. The independent variable, empowerment, must be converted to a categorical variable before it can serve as the independent variable in a one-way analysis of variance (ANOVA) procedure. Use of ANOVA for this question is appropriate because the question asks for a comparison of job satisfaction based on levels of empowerment. The overall empowerment score will be derived by calculating a mean score from the entire scale. The three categories of empowerment that will be used are negative, neutral, and positive feelings of empowerment.

The potential influence of the remaining independent variables, years of experience and gender, will also be determined using ANOVA. The variable gender will have two categories, male and female. The continuous variable years of experience will be converted to one of four categories—1-5 years, 6-10 years, 11-20 years, and over 21 years.

An alpha level of .05 will be used in this study. Post-hoc tests will include Tukey's procedure, when statistical significance is detected and the independent variable has three or more levels. Effect size, which is the magnitude or practical significance of the results, will be measured using Cohen's *d*. Cohen's *d* uses a fraction of a standard deviation as a measure of effect size and it is used when only two groups are involved. Although Cohen provided guidelines for interpreting whether the effect is small, medium or large, Keppel and Wickens warned that they are only standards and must be interpreted with

caution. The guidelines provided by Cohen are defined as a small effect is $d \approx 0.2$, a medium effect is $d \approx 0.5$, and a large effect is $d \approx 0.8$.

3.

RESEARCH SUBJECTS:

a. *List maximum number of subjects 200, targeted age group 21-65 (this must be specified in years) and targeted gender both Male and Female;*

b. *Method of selection and recruitment - list inclusion and exclusion criteria. Describe the recruitment procedures (including all follow-ups).*

A convenience sample will be used for this study. In this study, a convenience sample will allow for the identification of potential relationships between empowerment and job satisfaction within a specific population although these results will not be generalizable to the larger population. These potential relationships will become the foundation for further research into ways to increase both feelings of empowerment as well as job satisfaction for these specific participants. These results could then serve as a basis for subsequent research with the entire population of career and technical education teachers in Georgia, or in a national study.

The population will be high school career and technical education teachers in a large suburban school system in metro Atlanta. This system was chosen due to the accessibility of the participants to the researcher. This system employs more than 10,000 teachers and has a student enrollment of more than 151,000 (Georgia Department of Education, 2007). There are 16 high schools and 20 middle schools in this system. The average teacher has 11 years of teaching experience. Career and technical education teachers are full-time or part-time secondary teachers in the areas of business and computer science, marketing, family and consumer science or engineering and technology education. The state of Georgia defines a full-time teacher as one who spends 95% of their time teaching students while all other teachers are considered part-time (Georgia Professional Standards Commission, 2006). Within the identified district there are 182 teachers with 113 business and computer science, 21 marketing, 28 family and consumer science, and 20 engineering and technology education teachers. Teachers in this system have experience that ranges from first-year teachers with 0 years experience to those with more than 30 years of experience. There is a mix of both female and male teachers. However, engineering and technology education is composed primarily of male teachers and the areas of marketing and family and consumer science are primarily staffed with female teachers. This study will collect specific demographic information on participants including gender and years of experience.

The sample for this study is part of the larger career and technical education teacher population within the state of Georgia. In 2006, the state of Georgia reported a total of 3,398 career and technical education teachers (Georgia Professional Standards Commission, 2006). This figure included both middle and high school teachers. The average years of teaching experience for all teachers in Georgia was 12.41 years with a range of 0 to 64 years. Female teachers accounted for 81.1% of the total teaching population. Full-time teachers accounted for 96.3% of the teaching population. While participants of this study may reflect similar demographic characteristics as the teacher population of the state, these results cannot be reliably generalized.

The sample will consist of all high school career and technical education teachers within the school system. The survey will be administered to these teachers during Spring 2009. A survey packet will be distributed to each participant through the school system courier. Follow-up surveys and postcards will also be distributed through the courier. Participants will be provided a return envelope for the initial and all follow-up mailings and will be asked to return the surveys via the school courier.

c. *The activity described in this application involves another institution (e.g. school, university, hospital, etc.) and/or another country. Yes ☒ No ☐*

If yes, provide the following details:

1) **Name of institution:** Gwinnett County Public Schools

2) **County and state:** Gwinnett County, Georgia

3) **Country:** USA

4) **Written letter of authorization (on official letterhead only)/ IRB approval:**

Attached: ☒

Pending: ☐

d. *Is there any working relationship between the researcher and the subjects?*

Yes ☒ No ☐ *If yes, explain.*

The researcher is a career and technical education department chair within the county.

e. *Describe any incentives (payment, gifts, extra credit).*

Extra credit cannot be offered unless there are equal non-research options available.

None.

4. **PROCEDURES:** *State in chronological order what a subject is expected to do and what the researcher will do during the interaction. Indicate time commitment for each research activity. And detail any follow-up.*

Once UGA IRB approval is obtained, data collection will begin in early January, 2009. A computerized list of all career and technical education teachers and their location of employment will be obtained from the Director of Career and Technical Education at the county office. In order to maintain confidentiality, all participants will be assigned a number, starting with 001 and ending with 185, and questionnaires will be coded with this number. A list of participants and corresponding numbers will be kept. As surveys are returned, participants will be identified as responders. This list will also serve as the system used for sending subsequent rounds of the survey to non-respondents. Identifiable information will not be included on the questionnaires and all codes will be destroyed when the data collection process is complete to ensure full confidentiality for participants.

The initial mail-out packet will be sent to participants in early January, 2009. One week from the initial mailing, a postcard will be sent to all participants who have not returned the questionnaire. Three weeks from the initial mailing a letter and a replacement questionnaire will be sent to all participants who have not returned the initial questionnaire. Seven weeks after the first mailing, February 2009, a final mailing will be sent that is similar to previous mailings. Data collection will conclude 10 weeks after the initial mailing in March 2009.

Duration of participation in the study: approximately 20 minutes **Months**

No. of testing/training sessions: None **Length of each session:** None

Start Date: January 5, 2009

Only if your procedures include work with blood, bodily fluids or tissues, complete below:

Submit a MUA from Biosafety: Attached ☐ Pending ☐

If you are exempted from obtaining a MUA by Biosafety, explain why?

Total amount of blood draw for study: ml **Blood draw for each session:** ml

5. **MATERIALS:** *Itemize all questionnaires/instruments/equipment and attach copies with the corresponding numbers written on them.*

1. Initial Cover Letter
2. Questionnaire
3. Follow-up Postcard
4. Second Follow-up Letter
5. School System Approval Letter

Check all other materials that apply and are attached:

Interview protocol ☐ Debriefing Statement ☐ Recruitment flyers or advertisements ☐

Consent/Assent forms ☐

If no consent documents are attached, justify omission under Q. 8

6. **RISK:** *Detail risks to a subject as a result of data collection and as a direct result of the research and your plans to minimize them and the availability and limits of treatment for sustained physical or emotional injuries.*

NOTE: REPORT INCIDENTS CAUSING DISCOMFORT, STRESS OR HARM TO THE IRB IMMEDIATELY!

- a. **CURRENT RISK:** *Describe any psychological, social, legal, economic or physical discomfort, stress or harm that might occur as a result of participation in research. How will these be held to the absolute minimum?*

No known risk or discomfort.

Is there a financial conflict of interest (see UGA COI policy)? Yes ☐ No ☒

If yes, does this pose any risk to the subjects?

- b. **FUTURE RISK:** *How are research participants to be protected from potentially harmful future use of the data collected in this project? Describe your plans to maintain confidentiality, including removing identifiers, and state who will have access to the data and in what role. Justify retention of identifying information on any data or forms.*

DO NOT ANSWER THIS QUESTION WITH "NOT APPLICABLE"!

Anonymous ☐ **Confidential** ☒ **Public** ☐ **Check one only and explain below.**

In order to maintain confidentiality, all participants will be assigned a number, starting with 001 and ending with 185, and questionnaires will be coded with this number. A list of participants and corresponding numbers will be kept. As surveys are returned, participants will be identified as responders. This list will also serve as the system used for sending subsequent rounds of the survey to non-respondents. Identifiable information will not be included on the questionnaires and all codes will be destroyed when the data collection process is complete to ensure full

confidentiality for participants.

Audio-taping ☐ Video-taping ☐

If taping, how will tapes be securely stored, who will have access to the tapes, will they be publicly disseminated and when will they be erased or destroyed? Justify retention.

7. **BENEFIT:** *State the benefits to individuals and humankind. Potential benefits of the research should outweigh risks associated with research participation.*

- a. *Identify benefits of the research for participants, e.g. educational benefits:*

There are no direct benefits to the subjects from participation in the study.

- b. *Identify any potential benefits of this research for humankind in general, e.g. advance our knowledge of some phenomenon or help solve a practical problem.*

This research will add to the existing literature and provide a better understanding of how the issues of job satisfaction and empowerment are related. Empowerment has the potential to result in individuals achieving their personal goals through a common emphasis on the school achieving its goals (Short & Greer, 1997). In turn, these results can ultimately make the organization more effective and improve overall teacher satisfaction.

Although prior research has considered levels of job satisfaction and empowerment among teachers, this study is significant due its contribution to the understanding of the relationship with career and technical educators. Only one study was identified in the literature that addressed the empowerment of career and technical education teachers and none were found that addressed both job satisfaction and empowerment (Scribner et al., 2001). While several studies have found a positive correlation between teacher empowerment and levels of job satisfaction, we do not yet know if this also holds true for career and technical educator teachers (Klecker & Loadman, 1996; Rinehart & Short, 1994; Wu & Short, 1996). As educational reforms continue to espouse the importance of teacher empowerment to school success, it is important to understand the extent to which all teachers, including career and technical educators, perceive their workplaces as empowering (Scribner et al.).

The practical significance of this research will be its contribution to the practice of effective leadership and the belief that teachers are knowledgeable professionals (Blase & Blase, 2001). The Theory of Work Adjustment (Dawis, Lofquist, & Weiss, 1968) states that the greater the balance between the individual and his/her work environment, the greater chance of tenure. By gaining a better understanding of the levels of empowerment and job satisfaction expressed by these professionals, we can provide guidance and training to administrators on the types of leadership that should be provided to help career and technical education teachers reach their full potential. Creating a work environment which allows teachers to have influence and control of school and teaching policies leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention (Shen, 1997).

8. **CONSENT PROCESS:**

- a. *Detail how legally effective informed consent will be obtained from all research participants and, when applicable, from parent(s) or guardian(s).*

All participants are adults. Within the cover letter, participants will be notified that their participation is completely voluntary and that their responses will be confidential. The participants may choose not to participate or to stop at any time without penalty or loss of benefits. The participant's completed questionnaire will indicate his or her consent to participate. In addition, the school system approval letter (attached) will be sent to the participants with the cover letter. The system approval letter explains that teacher may elect not to participate in the study.

Will subjects sign a consent form? Yes ☐ No ☒

If No, request for waiver of signed consent – Yes ☒

Justify the request, including an assurance that risk to the participant will be minimal. Also submit the consent script or cover letter that will be used in lieu of a form.

Within the cover letter, participants will be notified that their participation is completely voluntary. The participants may choose not to participate or to stop at any time without penalty or loss of benefits. The participant's completed questionnaire will indicate his or her consent to participate. In addition, the school system approval letter (attached) will be sent to the participants with the cover letter. The system approval letter explains that teacher may elect not to participate in the study.

- b. *Deception* Yes ☐ No ☒

If yes, describe the deception, why it is necessary, and how you will debrief them. The consent form should include the following statement: "In order to make this study a valid one, some information about my participation will be withheld until completion of the study."

9. **VULNERABLE PARTICIPANTS:** Yes ☐ No ☒

Minors ☐ Prisoners ☐ Pregnant women/fetuses ☐ Elderly ☐

Immigrants/non-English speakers ☐ Mentally/Physically incapacitated ☐ Others ☐ *List below.*

Outline procedures to obtain their consent/assent to participate. Describe the procedures to be used to minimize risk to these vulnerable subjects.

10. **ILLEGAL ACTIVITIES:** Yes ☐ No ☒
If yes, explain how subjects will be protected.

NOTE: Some ILLEGAL ACTIVITIES must be reported, e.g. child abuse.

11. **STUDENTS**

This application is being submitted for :

Undergraduate Honors Thesis ☐

Masters Applied Project, Thesis or Exit Exam Research ☐

Doctoral Dissertation Research ☒

Has the student's thesis/dissertation committee approved this research? Yes ☒ No ☐

The IRB recommends submission for IRB review only after the appropriate committees have conducted the necessary scientific review and approved the research proposal.



Office of The Vice President for Research
DHHS Assurance ID No. : FWA00003901

Institutional Review Board
Human Subjects Office
612 Boyd GSRC
Athens, Georgia 30602-7411
(706) 542-3199
Fax: (706) 542-3360
www.ovpr.uga.edu/hso

APPROVAL FORM

Date Proposal Received: 2008-11-03

Project Number: 2009-10337-0

Name	Title	Dept/Phone	Address	Email
Dr. Elaine Adams	PI	Workforce Education 206 Rivers Crossing 4809 706-542-4204		adamsje@uga.edu
Ms. Chesley B. Cypert	CO	Workforce Education 850 College Station Road 206 Rivers Crossing 4809 (678)985-3209	4031 Triton Ives Drive Auburn, GA 30011	ccypert@uga.edu

Title of Study: Job Satisfaction and Empowerment of Georgia High School Career and Technical Education Teachers

45 CFR 46 Category: Administrative 2

Parameters:

Approved for Institutions with Authorization Letters on File;

Change(s) Required for Approval:

Revised Application;

Revised Consent Document(s);

Approved : 2008-11-24 Begin date : 2008-11-24 Expiration date : 2013-11-23

NOTE: Any research conducted before the approval date or after the end data collection date shown above is not covered by IRB approval, and cannot be retroactively approved.

Number Assigned by Sponsored Programs:

Funding Agency:

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:

... of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;

... of any significant changes or additions to your study and obtain approval of them before they are put into effect;

... that you need to extend the approval period beyond the expiration date shown above;

... that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to the IRB Guidelines.

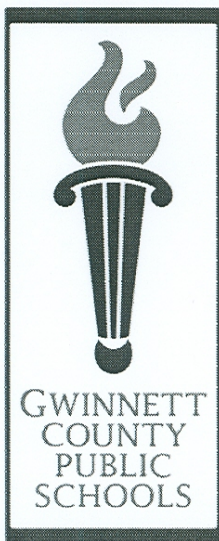
Use the attached Researcher Request Form for requesting renewals, changes, or closures.

Keep this original approval form for your records.

Chairperson or Designee,
Institutional Review Board

APPENDIX H

APPROVAL LETTER TO CONDUCT RESEARCH



May 30, 2008

Ms. Chesley B. Cypert
4031 Triton Ives Drive
Auburn, GA 30011

Re: File ID 2008-52

Dear Ms. Cypert:

This is to advise you that your research proposal, "Job Satisfaction and Empowerment of Career and Technical Education Teachers" (File ID 2008-52), has been approved with the following limitations:

- Consideration should be given to the utilization of any newer or updated instruments that may be available rather than the 1967 MSQ.

When contacting schools regarding this research, it is your responsibility to provide a copy of this approval letter to the principal. In addition, it is your responsibility to provide your sponsors and project officers or managers with a copy of this approval letter. **Be sure to use the file ID number issued above when contacting schools or district level personnel regarding this research study.**

Please note that schools and teachers may elect not to participate in your research study, even though the district has granted permission.

Please forward a copy of your results to me when they are completed. Also, we would appreciate you providing us with feedback on the research approval process by completing the enclosed survey and returning it in the enclosed postage-paid envelope.

Best wishes for a successful research project. Please call me at (678) 301-7090 if I may be of further assistance.

Sincerely,

Colin Martin, Ph.D., Executive Director
Research and Evaluation

Digitally signed by Colin Martin
DN: cn=Colin Martin, c=US, o=Gwinnett
County Public Schools, ou=Academic
Support Division,
email=Colin_Martin@Gwinnett.K12.GA.US
Reason: I am the author of this document
Date: 2008.05.29 15:57:40 -04'00'

**GWINNETT COUNTY
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**THE MISSION OF
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in academic knowledge,
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resulting in measured
improvement against
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678-301-6000
www.gwinnett.k12.ga.us

Cc: Dr. Elaine Adams, UGA adamsje@uga.edu
Chesley B. Cypert cbcyfert@uga.edu or GCPS e-mail

It is the policy of Gwinnett County Public Schools
not to discriminate on the basis of race, color, sex,
religion, national origin, age, or disability in any
employment practice, educational program, or any
other activity conducted by the district.

APPENDIX I

VERBATIM RESPONSES TO OPEN ENDED QUESTION

Would like the opportunity to teach required course in Economics. Get Math certification to teach!

In regard to being able to keep busy all the time, I have too much. I work 12 hour days most of the week. Many of those additional hours are spent operating and maintaining the school store (Marketing Lab) and Marketing Coordinators are not provided a stipend for any other incentive for the time that is spent.

I thoroughly enjoy my job, and the school where I teach.

I love my job! I love my department, my co-workers, and the classes I'm allowed to teach. I am very concerned about Career Pathways – it limits students exposure to a variety of careers. I think we're doing our students a disservice with the state mandated pathways.

We need to prove that we incorporate basic skills (Reading, Math, Writing) in our programs to justify the importance of our area. Our classes provide students an opportunity to apply important skills that they will use as contributing citizens.

1. Being able to keep busy all the time. Dissatisfied because I am busy all the time. This is in regard to just being a teacher. More and more paper and other duties take away from lesson planning and collaborating with other teachers. Working late and still bringing work home is getting old. 14. The chance for advancement mean becoming an administrator. The Professional Standards Commission just changed the requirements starting this year. They are requiring teachers to get a job as an administrator and then go to school for leadership. It's ridiculous.

The State is ruining Voc. Ed. by implementing "Pathways". A high school education should be a liberal education. It should not force a college-like "major" onto people this age and at this stage of their development.

I think the classes we teach are vital to the success of our students. We teach "real world" subjects and topics that the students can use when they graduate.

Thank you for the opportunity to take another look at what I do and reflect on how I "touch" others lives and future.

The most frustrating thing about teaching and the reason many leave the profession is there is no reward for those who really work hard vs. those with the attitude of a "civil servant." I think it's especially frustrating for former business people who come into the system because we were justly rewarded in our former jobs and those who did not perform were let go or demoted. Another point is the lack of control over the job from year to year. "I'm a contract worker." Every year you live with the possibility of not "making the numbers" especially in Business Education courses. We really need career and technical education because not every student is interested in a 4 year college education and with the rising cost of college tuition, I believe more students will have to work upon graduation.

I have started to feel more and more, at least at our school, career and tech ed is a dumping ground for students with no other classes to take or no desire to be in school period. With new graduation requirements, it will continue to be difficult to attract AP or honors students to our classes.

Teachers work very hard, putting in many hours beyond the school day. Their salary should be higher. The State and our Federal government should pay us more.

It only takes 1 or 2 bad (unmotivated) CTAE teachers to taint the opinions of the ed. community about our programs.

I enjoy my job and am thankful my principal allows us freedom to help develop our programs.

I enjoy teaching in the field of vocational family and consumer science. Our courses are very important to our students but all of our courses will be extremely useful in life.

I enjoy teaching students a subject that is very practical and something they can build onto in the future.

Some questions were tricky and could go either way.

I have worked in 3 different schools all in the same position and this school far exceeds the others in all ways and levels of satisfaction.

Primary source of job dissatisfaction – that the answer to every problem in education is “get the teachers to do more.”

A career and technical educator has to be willing to work with continual upgrades/changes to curriculum and equipment. I think some work experience is beneficial (minimum back-to-industry). I feel the block program works well for the technical education classes.

Based on my responses to your questions, you can determine that I like what I do and I feel that my opinion does matter when asked for advice from counselors and other teachers. I know how important Technical Education is to our students; however, I also know that my principal does not share this viewpoint which is very unfortunate for our students.

Strong support and praise at county and state level. Local school principal provides little support and has the attitude that our courses offer no value to students. Very frustrating!

I currently feel somewhat overwhelmed. As a 2nd year teacher, it has become quite overbearing to complete all of my responsibilities that make me a good teacher (i.e. planning, parent contact, grading papers/projects) and to fulfill the duties of extracurricular activities as well. I am feeling burnt out and I understand why teachers seek other careers that pay the same or more and are more relaxed!

Having a very supportive CTAE county supervisor has made the job easier and more enjoyable. However, an unsupportive principal can almost totally negate that ease and enjoyment.

I am going on thirty years within one profession. After my 2nd year in teaching, I entered the manufacturing environment and worked as a shift foreman with promises of wealth and prosperity. It is this experience that motivates me this very day to be proud to be a teacher and make a difference in the lives of students and parents alike. I have never pursued the administrative pathway because of the everyday challenges within my classroom and World of Technology Education.

No questions about the larger picture. Our districts and states are years behind in current technology.

I enjoy being a career and technical educator. I know that I am making a difference in student's lives. I enjoy sponsoring FBLA.

It would have been helpful to have additional choices. Also, the school principal makes a "huge" difference toward the answers. We are on our 3rd principal in 6 years!

The longer I teach, the more satisfied I am. I consider myself a learner as well as teacher and strive to learn something daily.

Some of the "satisfied" answers were within limitation. Such as "my own schedule" – within the confines of a required schedule. I can arrange the block however I want.

I believe teachers have autonomy in the classroom. But lack the influence for change at the state and local levels that directly effects the schools at which they teach. Yes, individual empowerment but no global empowerment due to cultural, political, and social forces.

It is an honor to be able to work with cutting-edge technology in our schools to prepare students for the world beyond high school.

In years of technical school and high school education, this is the first time that I have felt that teachers' input/expertise is not solicited nor wanted and that teachers are treated as less than professional.

Computer classes should be mandatory for every student.

I believe teachers with more experience should be allowed to choose classes to teach rather than assigned. (Ex: newer teacher gets opportunity to teach a new class.)

I love what I teach and feel it is very important, but I do feel that the "powers that be" (state personnel) do not support our program fully and do not understand the impact of our program on the community.