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TEACHING, LEADERSHIP, AND
CURRICULUM STUDIES

WORK MOTIVATION, JOB SATISFACTION, AND EQUITY SENSITIVITY IN
SECONDARY SCHOOL ADMINISTRATION: A STUDY OF PERCEIVED
INEQUITY (268 pp.)

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The purpose of this study was to determine differences in work motivation, job satisfaction, and equity sensitivity among secondary school administrators, prospective administrators, and teachers who had the potential to become administrators. The *Educational Work Components Study* questionnaire was used to compare work motivation preferences of educators. Two instruments which were developed to measure job satisfaction with teaching and job satisfaction with administration were also used. The *Equity Sensitivity Instrument* was utilized to analyze the moderating effect of individual differences.

Beginning in the 1990s and continuing today, school districts have been faced with a shortage of qualified candidates for administrative vacancies. Anecdotal evidence indicated new administrators were unsatisfied with the complexities of secondary school administration. Potential administrators selected by current administrators to enter the field of school administration were not interested in doing so. This study was designed to examine why this is true.

Results indicated significant differences among educators concerning motivation related to jobs entailing stress or excessive workloads. Potential administrators did not see administration as a fulfilling or rewarding profession and were less apt, than current administrators, to accept a job with little job security. Potential administrators did report a potential for personal challenge and development in administration. Statistical analysis of ratios of equity between teaching and administration determined all groups of educators rated outcomes of administration as less satisfying than outcomes related to teaching. Administrators rated outcomes of teaching as significantly less satisfying than teachers did. Little evidence was found to support equity sensitivity or age differences among educator groups. Evidence did support equity sensitivity as moderating job satisfaction.

This study revealed differences in work motivation and job satisfaction among educators. The stress, workload, and job security related to administration hindered teachers from entering the profession. This study also revealed a lack of job satisfaction for new administrators. Finally, outcomes of administration need to be improved in relation to outcomes of teaching. Both teachers and administrators view teaching as a more equitable job than administration when comparing what is put into a job versus what one gets from the job.