

FACTORS ASSOCIATED WITH THE JOB SATISFACTION  
OF TEACHER EDUCATORS IN AGRICULTURE

*Blannie E. Bowen  
Assistant Professor*

*Teacher Education  
Mississippi State University*

Researchers attempting to determine why professionals are satisfied with their positions have historically used subjects from business and industry. Only recently have they started to explain what is satisfying or dissatisfying about teaching. Most of these studies, though, have involved educators other than college or university professors. Research by Kaufman (1976) and Schultz (1977) focused on industrial arts and home economics professors. This investigation sought to explain the job satisfaction of teacher educators in agriculture.

The theoretical basis for the study was the motivator-hygiene or dual factor theory formulated by Herzberg, et al. (1957). Herzberg suggests that job satisfaction and job dissatisfaction are two independent concepts. Job satisfaction is influenced by a set of motivator or satisfier factors, and job dissatisfaction is correlated with a set of hygiene or dissatisfier factors. The satisfier factors are achievement, advancement, recognition, responsibility, and the work itself. Dissatisfier factors are interpersonal relations, policy and administration, salary, supervision-technical, and working conditions. Other researchers theorize that satisfaction and dissatisfaction are influenced by the same factors, thus the traditional view of job satisfaction (Whitsett and Winslow, 1967).

*Objectives*

The objectives of this research were to determine the level of job satisfaction for teacher educators in agriculture and to:

1. Describe the demographic characteristics of teacher educators,
2. Identify relationships between job satisfaction and demographic variables,

3. Determine how satisfied teacher educators are with the satisfier and dissatisfier factors, and
4. Determine how the Herzberg theory applies to teacher educators in agriculture.

### *Methodology*

A list of teacher educators in agriculture was compiled from the 1978-79 Directory of the American Association of Teacher Educators in Agriculture and verified by a panel of faculty and graduate students in the Department of Agricultural Education at The Ohio State University. Excluding Puerto Rico, there were 83 teacher education programs in agriculture and 210 teacher educators who (1) held the rank of assistant, associate, or full professor, (2) were principally associated with the professional preparation of secondary vocational agriculture instructors, (3) did not hold titles such as lecturer, professor emeritus, or visiting professor, (4) were not classified as agricultural mechanics, agricultural extension, animal science, or curriculum materials specialists, and (5) had at least one year of experience as a teacher educator in agriculture. A random sample of 100 teacher educators was drawn after the teacher educators were stratified by type of employing institution, i.e., 1862 land-grant, 1890 land-grant, and nonland-grant.

A questionnaire was constructed to collect three types of data. The Job Satisfaction Index (Brayfield and Rothe, 1951), as modified by Warner (1973), was used to assess job satisfaction. This instrument had a Cronbach's alpha reliability coefficient of .94. The Faculty Job Satisfaction/Dissatisfaction Scale (Wood, 1973) was used to assess the 10 satisfier and dissatisfier factors. Cronbach's alpha reliability coefficients for the 10 factors ranged from .55 for the work itself to .95 for supervision-technical. Eight demographic items were also included on the questionnaire. After field-testing procedures were completed, the questionnaire was mailed January 2, 1980, and six weeks later all of the questionnaires had been returned in usable condition.

### *Characteristics of Teacher Educators in Agriculture*

The sample included 71 teacher educators employed by 1862 land-grant, 10 by 1890 land-grant, and 19 by nonland-grant institutions. All but six of the teacher educators had doctoral degrees, four held master's degrees, and two held the educational specialist degree. Almost 50 percent were full pro-

fessors, 28 percent associate professors, and 23 percent assistant professors. Tenure had been obtained by 70 percent of the teacher educators. The age of teacher educators closely resembled a normal curve with a mean and median of 45 years, a mode of 44, and a standard deviation of 9.6 years. All of the teacher educators were males.

### *Teaching Experience*

High school vocational agriculture teaching experience had been secured by 99 of 100 teacher educators. Their experience ranged from zero to 24 years with a mean of 6.6 and mode of five years. A mean of 10.6 years was determined to be the length that the teacher educators had held their present positions. Although the years in present position ranged from one to 34 years, the mode was two years. When all previous teacher educator in agriculture positions were included, the experience ranged from two to 40 years with a mean of 12.6 and a mode of seven years.

### *Job Satisfaction of Teacher Educators*

Teacher educators had scores ranging from 35 to 70 on the Brayfield-Rothe (1951) Job Satisfaction Index which has a possible range of 14 to 70. The distribution of scores was negatively skewed with a mean of 63, a mode of 68, and a standard deviation of 6.31, which indicated that a high degree of job satisfaction existed for the teacher educators.

### *Job Satisfaction and Demographic Variables*

No statistically significant relationships were found between job satisfaction and (1) type of employing institution, (2) academic rank, (3) tenure, (4) age, (5) years of experience as a high school vocational agriculture teacher, (6) years in present position, or (7) total years as a teacher educator in agriculture.

### *Satisfaction With Satisfier-Dissatisfier Factors*

The three groups of teacher educators were in high agreement ( $W=.87$ ,  $p<.01$ ) on the order in which the 10 factors were satisfying to them. Most satisfying was interpersonal relations and least satisfying was the salary factor, which includes methods and procedures used to determine salary as well as the amount of the salary. Table 1 presents a summary of the ranking

for the factors.

Table 1  
SATISFACTION OF TEACHER EDUCATORS WITH  
SATISFIER AND DISSATISFIER FACTORS  
(N=100)

| Factor                    | Mean* | Rank |
|---------------------------|-------|------|
| <i>Job Satisfiers</i>     |       |      |
| Achievement               | 4.79  | 4    |
| Advancement               | 4.30  | 7    |
| Recognition               | 4.53  | 5    |
| Responsibility            | 4.89  | 3    |
| The Work Itself           | 5.11  | 2    |
| <i>Job Dissatisfiers</i>  |       |      |
| Interpersonal             | 5.14  | 1    |
| Policy and Administration | 4.44  | 6    |
| Salary                    | 3.70  | 10   |
| Supervision-Technical     | 4.30  | 7    |
| Working Conditions        | 4.26  | 9    |

\*Means calculated with 1=Very Dissatisfied, 2=Moderately Dissatisfied, 3=Slightly Dissatisfied, 4=Slightly Satisfied, 5=Moderately Satisfied, and 6=Very Satisfied

#### *Job Satisfaction and Herzberg Dual Factor Theory*

Data presented in Table 2 reveal that the dissatisfiers were not only correlated with job satisfaction, but three of five dissatisfier factors were more strongly correlated with job satisfaction than were any of the satisfiers. The strongest

Table 2  
 INTERCORRELATIONS OF SATISFIERS,  
 DISSATISFIERS, AND JOB SATISFACTION  
 (N=100)

| Factors                       | Intercorrelations <sup>a</sup> |     |                 |     |     |     |     |     |     |     |     |
|-------------------------------|--------------------------------|-----|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|
|                               | AC                             | AD  | RE <sup>b</sup> | RS  | TW  | IP  | PA  | SA  | ST  | WC  | JS  |
| <i>Satisfiers</i>             |                                |     |                 |     |     |     |     |     |     |     |     |
| Achievement (AC)              | --                             | .63 | .71             | .66 | .58 | .72 | .71 | .61 | .58 | .69 | .45 |
| Advancement (AD)              |                                | --  | .72             | .67 | .33 | .65 | .72 | .69 | .54 | .71 | .48 |
| Recognition (RE) <sup>b</sup> |                                |     | --              | .77 | .53 | .75 | .76 | .67 | .72 | .69 | .41 |
| Responsibility (RS)           |                                |     |                 | --  | .50 | .66 | .68 | .65 | .67 | .75 | .46 |
| The Work Itself (TW)          |                                |     |                 |     | --  | .51 | .56 | .29 | .51 | .47 | .31 |

*Dissatisfiers*

|                                |    |     |     |     |     |     |
|--------------------------------|----|-----|-----|-----|-----|-----|
| Interpersonal Relations (IP)   | -- | .81 | .53 | .69 | .61 | .49 |
| Policy and Administration (PA) | -- | .66 | .80 | .66 | .66 | .60 |
| Salary (SA)                    | -- | .59 | .68 | .36 |     |     |
| Supervision-Technical (ST)     |    |     | --  | .61 | .54 |     |
| Working Conditions (WC)        |    |     |     | --  | .44 |     |

*Job Satisfaction (JS)*

--

---

<sup>a</sup>all coefficients are significant at the .01 level

<sup>b</sup>n=99 for coefficients involving recognition

relationship was found between job satisfaction and policy and administration.

Two multiple regression models were constructed to determine if the satisfiers explained more variance in the job satisfaction scores than did the dissatisfiers. Both models explained significant proportions of the variance in the job satisfaction scores (Tables 3 and 4). Data presented in Table 3 indicate that advancement was the only satisfier that explained a significant proportion of the job satisfaction score variance when other satisfiers were held constant. For the dissatisfiers, data in Table 4 indicate that policy and administration explained 36 percent of the job satisfaction score variance. No other factor in either model was significant.

Table 3  
REGRESSION OF JOB SATISFACTION ON JOB SATISFIER FACTORS  
(N=100)

| Factor          | Multiple R | R <sup>2</sup> | R <sup>2</sup> Change | Partial Regression Coefficient | F                 |
|-----------------|------------|----------------|-----------------------|--------------------------------|-------------------|
| Advancement     | .48        | .230           | .230                  | 1.81                           | 4.73 <sup>a</sup> |
| Responsibility  | .52        | .265           | .035                  | 1.36                           | 1.88              |
| Achievement     | .53        | .280           | .015                  | 1.44                           | 1.33              |
| The Work Itself | .53        | .282           | .002                  | .66                            | .42               |
| Recognition     | .53        | .285           | .003                  | -.65                           | .40               |
| (Constant)      |            |                |                       | 41.12                          |                   |

<sup>a</sup>p<.05

For the model: F=7.49; p<.01

Table 4  
REGRESSION OF JOB SATISFACTION ON JOB DISSATISFIER FACTORS  
(N=100)

| Factor                       | Multiple<br>R | R <sup>2</sup> | R <sup>2</sup><br>Change | Partial<br>Regression<br>Coefficient | F                 |
|------------------------------|---------------|----------------|--------------------------|--------------------------------------|-------------------|
| Policy and<br>Administration | .60           | .355           | .355                     | 3.09                                 | 7.57 <sup>a</sup> |
| Supervision-<br>Technical    | .60           | .365           | .010                     | .87                                  | 1.45              |
| Salary                       | .61           | .368           | .003                     | -.61                                 | 1.07              |
| Working Conditions           | .61           | .373           | .005                     | .87                                  | .87               |
| Interpersonal<br>Relations   | .61           | .373           | .001                     | -.39                                 | .11               |
| (Constant)                   |               |                |                          | 46.01                                |                   |

<sup>a</sup>p<.01

For the model: F=11.24; p<.01

#### *Recommendations*

Based upon the findings of the study, it is recommended that:

1. Teacher educators in agriculture use the instrument employed in this study or similar instruments to make self-evaluations and determine which facets of their positions are satisfying or dissatisfying. The findings presented in this investigation can serve as a norm for teacher educators to make comparisons and request activities needed for professional growth and development.
2. Agricultural education department chairpersons should consider both the findings of this investigation and the self-evaluations submitted by the teacher educators when making decisions on requests for sabbatical, research,

and professional leaves or other types of enrichment activities.

3. Persons who determine salaries for teacher educators should review the methods and procedures used to arrive at salary decisions to see if the process can be made more satisfying for teacher educators.
4. Graduate students preparing for careers as teacher educators in agriculture should study the findings of this investigation to become cognizant of factors related to being satisfied or dissatisfied with their positions.
5. Additional research is warranted to (1) determine whether the job satisfaction of teacher educators in agriculture tends to remain high, (2) discover other factors which may explain job satisfaction, and (3) determine whether the Herzberg dual factor theory applies to teacher educators in agriculture in the same manner as found in this study if other data collection methods are used.

#### References

- Bowen, B. E. *Job Satisfaction of Teacher Educators in Agriculture*. Unpublished doctoral dissertation, Ohio State University, 1980.
- Brayfield, A. H. and Rothe, H. F. "An Index of Job Satisfaction." *Journal of Applied Psychology*, 1951, 35, 307-311.
- Herzberg, F. et. al. *Job Attitudes: Review of Research and Opinion*. Pittsburgh: Psychological Service of Pittsburgh, 1957.
- Kaufman, A. H. *A National Job Satisfaction Study of Industrial Arts Teacher Educators*. Unpublished doctoral dissertation, Ohio State University, 1976.
- Schultz, J. B. "Job Satisfaction of Home Economics College Faculty." *Journal of Vocational Education Research*, 1977, 2 (2), 59-72.
- Warner, P. D. *A Comparative Study of Three Patterns of Staffing Within the Cooperative Extension Organization and Their Association With Organizational Structure, Organizational Effectiveness, Job Satisfaction, and Role Conflict*. Unpublished doctoral dissertation, Ohio State University, 1973.

Whitsett, D. A. and Winslow, E. K. "An Analysis of Studies Critical of the Motivation-Hygiene Theory." *Personal Psychology*, 1967, 20 (40), 391-415.

Wilensky, H. L. "Orderly Careers and Social Participation: The Impact of Work History on Social Integration in the Middle Class." In H. J. Peters and J. C. Hansen. *Vocational Guidance and Career Development*. New York: Macmillan, 1966.

Wood, O. R. *An Analysis of Faculty Motivation to Work in the North Carolina Community College System*. Unpublished doctoral dissertation, North Carolina State University, 1973.

---

(Blanton, continued from page 18)

Stenzel, Sam and Wall, James. *Professional Leadership and Service--1948-1973*. NVATA, Washington, D.C. 1974.

Toffler, Alvin. *The Third Wave*. Wm. Morrow and Co., Inc., New York, N.Y. 1980.

*United States Government Manual 1980-1981*. Washington, D.C.: National Archives and Records Service, pp. 116-118. May, 1980.

*Update*. Publication of American Vocational Association, May/June, 1981.

---

(Welton, continued from page 43)

#### Reference

Mokma, Arnold. *Directory of Two Year Post Secondary Programs in Agriculture, Agribusiness, and Renewable Natural Resource Occupations, 1978-79* (Washington, D.C.: U.S. Office of Education).

---