MOTIVATION AND JOB SATISFACTION:
CRUCIAL FACTORS THAT IMPACT EMPLOYEES’ LONG TERM JOB SATISFACTION AND PERSONAL GROWTH

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Abstract

The three life tasks of Adlerian theory are friendship, work, and love. This thesis examines the life task of work, looking at job satisfaction in particular. Although one may experience job satisfaction due to extrinsic reasons, this research identifies the outcomes for both intrinsic and extrinsic factors in relation to job satisfaction. There are numerous factors that come into play when looking at levels of job satisfaction. This thesis examines the factors of motivation type and job choice. Task significance and individual performance are also explored as crucial factors related to job satisfaction and the culture of an organization.

With the current US economic situation, money and rewards are of high importance for many individuals, thus determining their job satisfaction based solely on extrinsic reasons. Passion and wanting to contribute to society in one’s job may be getting pushed to the side due to extrinsic factors. However, for long-term job satisfaction and personal growth there should be some level of intrinsic motivation. Managers and hiring personnel need to understand that for long term success for an organization, it is vital to hire employees that want to be there for intrinsic reasons.
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CHAPTER 1. INTRODUCTION

Introduction to the problem

Job satisfaction is an issue of concern that all employees can relate to on some level. For many people work defines their personal power, status, title, and income (Thorpe, Nash, & Pepper, 1987). Since work consumes a significant amount of one’s time it develops one’s self-concept (Thorpe, et al., 1987). “Work is a social experience, providing us with an opportunity to contribute, to share, to find a place of usefulness, and to demonstrate social interest” (Thorpe et al., p. 247).

There are several factors that have an influence on satisfaction or dissatisfaction with a job. Some of these include the feelings that an employee may have about the job, task significance, job choice, rewards, and pay. Among other factors related to job satisfaction are the type of motivation used, individual performance, and empowerment. Job satisfaction is not only important at the individual level but also for organizations and society as a whole. Perdue, Reardon, & Peterson indicate

On the individual level, the ability to affectively adjust to a work setting, perform at a level commensurate with one’s personal potential, and enjoy work tasks affects psychological adjustment and life satisfaction. At the organizational level, the degree to which individuals are able to find and maintain satisfying work affects the productivity and success of organizations. On a societal level job satisfaction may be correlated with the healthy employment of a nation, reinforcing its ability to sustain itself through effective work organizations. (2007, p. 29)

Thus, understanding the determinants is important in particular to psychologists, counselors, and human resource personnel so that they may ensure that individuals identify and select appropriate work environments in which to implement a career choice and have high job performance (Purdue et al). Jobs are not going away and will always be around. Therefore, it is imperative that employees see how job satisfaction affects
employees on the individual, organizational, and societal level, and more importantly, the factors that motivate employees to be satisfied or dissatisfied with their job.

Although there are many factors that one may consider when determining if there is or is not job satisfaction, one of the key aspects to job satisfaction is the motivation to be at work and what kinds of factors are behind the motivation type. Motivation is important to understand because it describes the reasons that drive one’s actions (Grant, 2008). An understanding of motivation is central to explaining both individual and organization behavior (Grant, 2008). “Motivation refers to the psychological processes that direct, energize, and sustain action, or can also be better understood as one’s inner desire to make an effort” (Grant, 2008, p. 48).

Knowing why employees are motivated is particularly important in understanding what drives individuals to work and job satisfaction levels. Since job satisfaction is a vital piece of the feelings that employees have in the workforce, the topic of job satisfaction is not only crucial for managers and organizations to understand, but also for individuals in order to grow.

Adler divided all life problems into three parts: problems of behaviors towards others, problems of occupation, and problems of love (Ansbacher & Ansbacher, 1964). Adler describes a vital factor for every individual is to be socially interested. This means to not only be concerned about oneself, but to also be invested in, and want to be socially interested in others and helping the community. Being socially interested is of particular concern right now, as many individuals are choosing a job that only benefits themselves, and not the community.
Just as employers want to get the most from their employees, employees want to get the most from their job, and still maintain a high level of satisfaction. In the economy that people live in today in the United States, the amount of money that is made at work is important to many people. With people having to work until the age of 65 and not retire when they had previously planned, job satisfaction is a highly studied topic. Some people are motivated by the money that they make from their job and by job security alone. Others are motivated by the impact that they have on the community, personal accomplishment, and the well being of themselves and others.

With the current economic situation, many US citizens are just happy to be employed. However, could it be that these employees dread going to work every day? As more US employees are working overtime, all employees should determine if the job that they where they spend the greater part of their day is a job with which they feel satisfied. This researcher feels that the importance of how one feels about the job is far more important than the money that one is bringing home. This researcher wants both managers, as well as employees in the workforce, to look at the level of satisfaction with their job and the factors that influence the level of their personal job satisfaction. Learning about what kind of motivation brings dissatisfaction or satisfaction will help one grow as a person, as well as help managers understand that is not always just about money, and that many people want to contribute to society and the organization for which they work. In this researchers opinion, if the economic situation continues, with the motivation that drives job satisfaction is all about money, rewards, and job security, the result will be many unhappy workers in the United States. Organizations may have several problems when their employees leave their job, because employees are leaving
their jobs because pay rewards are short term. This researcher examined the elements that play a role in job satisfaction, job choice, and what task significance factors are most critical in determining job satisfaction.

Background of the Study

The one common factor among all organizations is that they are comprised of individuals who are there for various reasons. Each individual has various backgrounds, beliefs, and attitudes. The two types of motivation that explain why employees work are identified in this study as intrinsic and extrinsic motivation. This study sought to find if there is a relationship between motivational factors and job satisfaction.

Questions that many employers and managers ask are (a) Why are some employees solely concerned about pay and rewards? (b) How does selecting the right job and fit with the organization relate to individual job satisfaction? (c) Do empowered employees perform at a higher level?

If individuals and organizations understand what influential factors motivate employees besides pay and rewards, it will help employees find greater job satisfaction, resulting in a much healthier work environment. This would also help to increase the organization’s overall performance, reduce turnover, and provide better guidelines to hire the correct people for the job. Ultimately, this would increase the organization’s productivity as well as increase the likelihood of meeting or exceeding business goals.

Statement of the Problem

This research study conducted a phenomenological approach to determine what, if any kind of motivation is related to employee job satisfaction and the factors that influence job choice and task significance.
Purpose of the Study

The purpose of this study was to survey and interview leadership staff and teachers at a performing arts charter school in order to determine what motivation factors play a role in job satisfaction. This study also investigates managers, teachers, and administrative staff’s satisfaction level of their current job.

Research Questions

This research consisted of quantitative and qualitative data collection through use of a phenomenological approach in which the influential factors that attribute to job satisfaction were identified and the relationship that they had on job choice, task significance, and individual performance was determined.

The research questions investigated in this study were as follows:

1. Will employees’ level of job satisfaction be higher when motivated extrinsically by rewards and pay?
2. What role does job choice play with intrinsic and extrinsic motivation?
3. Does task significance relate to the level of job satisfaction that one has with their job?

Significance of the Study

Understanding how individual influential factors impact job satisfaction provides valuable information to all businesses. Many people feel satisfied when they are impacting the lives of others and contributing to society. Teachers in particular, “have a special opportunity to develop human potential and consequently a better society” (Thorpe et al, p. 247). This study is significant because it investigates a specialized charter performing arts school where it is assumed that the teachers and staff are
passionate about their work and careers, and that they truly believe in the school and what it has to offer its students and the community. This researcher wanted to see if there is a connection between teachers’ passion for teaching and job choice. This researcher also wanted to investigate if teachers really experience a passion for teaching and wanting to contribute to society by educating children. This study is tempered by the fact that there is always going to be employees who are never satisfied with their job. Ansbacher & Ansbacher stated, “there are some people who could choose any occupation and never be satisfied. What they wish is not an occupation but any easy guarantee of superiority. They do not wish to meet the problems of life, since they feel that it is unfair of life to offer them problems at all” (p.429). This study is of particular concern to managers and human resource personnel.

Narrative

Investigating the topic of intrinsic and extrinsic motivation in relation to job satisfaction, it is critical for the researcher to see if there is a difference between the two, and how it may impact satisfaction or dissatisfaction with a job. This researcher had a personal experience that relates to being greatly satisfied with her job, but not making much money. This researcher was a nanny for a number of years after college, and loved all aspects of the job. This researcher was highly satisfied with a job and felt wonderful about being there for the children that she took care of and impacting their lives in a critical time to help them learn and grow, and become good people and citizens of America.

Childcare in the United States is not a high paying job, and it can be extremely difficult for one to survive financially, especially after graduating from college and
having school loans to pay off. This researcher decided that she would sacrifice the positive and energized feelings that she had from her nanny job and do something that would pay more money. This researcher found a job, in a call center at CIGNA medical insurance which entailed speaking with members that had depression and substance abuse problems. The job paid much more and the researcher was able to save money and pay off some school loans. At first the repetitiveness of the job and the tasks was fine. However, after two months, this researcher dreaded going to work each day and did not feel that she was contributing to society. The extra money that was provided was not enough to make this researcher feel happy and satisfied with the job. From this work experience, this researcher sacrificed job satisfaction and a good feeling about herself and the job to get paid more and be completely dissatisfied with her job.

Assumptions and Limitations

Assumptions

The first assumption of this study was that people would be honest in their responses to the questions. The second assumption was that this researcher would have 20 participants in this study. The last assumption was that some of the participants in the study would have high job satisfaction since the school is a specialized public charter school.

Limitations

The first limitation was that the school is not a large school. There are currently 143 Charter schools in Minnesota, with 23,034 students enrolled in these schools. According to the Minnesota Charter School Organization, the school used in this research had 143 students enrolled in the 2008-2009 school-year (mncharterschools.org). It is a
charter school that specializes in helping students excel and use their passion and talents during high school.

Another limitation was that employees who have lower levels of job satisfaction might be less likely to participate in the study. There may also be a fear that the surveys and interviews may be linked to their organization and management, which may hinder stating negative opinions, which could impact the overall results of the survey.

Biases

This researcher has the bias of being intrinsically motivated, which brings high levels of job satisfaction. This researcher has been both intrinsically and extrinsically motivated in jobs, and believes that intrinsic motivation is far better for an employee’s long term well being. Another bias is that this researcher knows the Executive Director on a personal level and has heard about the school and the passion that the teachers appear to have for the arts.

Definition of Terms

The following terms are related to job satisfaction and referred to throughout this research paper.

*Intrinsic motivation.* “The desire to expand effort based on interest in and enjoyment of the work itself” (Grant, 2008, p.49).

*Extrinsic motivation.* “The desire to expand effort to obtain outcomes external to the work itself such as rewards or recognition”(Grant, 2008, p.49).

*Higher order needs strength.* “The extent to which the individual values the importance of higher level work outcomes” (Abdel-Halim, 1980, p.338).
Job satisfaction: “An evaluative judgment about the extent to which one’s overall work experiences meet one’s expectations or standards” (Grant, 2008, p. 52)

Task significance. Describes the extent to which a job provides opportunities to improve the welfare of others (Grant, 2008).

Perceived social impact. “The extent to which employees feel that their own actions improve the welfare of others” (Grant, 2008, p.110).

Person - Organization -Fit is best defined as, “the compatibility between an individual and a work environment that occurs when their characteristics are well matched” (Flynn, Anderson, Spataro, 2008, p. 703).

Perceived social worth. “The degree to which employees feel that their contributions are valued by other people and are appreciated by others” (Grant, 2008, p.110).

Social interest: There are many common traits that can be expressive of social interest. Some of them include friendliness, sympathy and empathy towards others, cooperation, tolerance, and the identification with human kind (Leak, 1982).

Transactional leadership. “Reliance on contingent rewards to induce subordinate performance” (Vecchio, Justin, Pearce, 2008, p. 71).

Transformational leadership. Offers a purpose that transcends short -term goals and focuses on higher order intrinsic needs (Judge& Piccolo, 2004).

Theories of Motivation

Self Determination Theory. Maintains that people have natural or inherent needs to experience their behavior and freely choose to care for others and feel cared for by
them, and to feel effective and skillful in the activities that one undertakes (Greguras & Diefendorff (2009).

_Cognitive Evaluation Theory_. Tangible rewards are assumed to be an aversive form of social control that lessens perceived self determination and reduces enjoyment for one’s own sake (Eisenberger, Rhoades, & Cameron, 1999).

Organization of the Remainder of the Study

This research dissertation is organized into five chapters. Chapter 2 provides a review of the literature on career choice and extrinsic and intrinsic motivation factors. The literature review identifies the outcomes of intrinsic and extrinsic motivation. There are several components in each section that relate to job satisfaction. Each of these components are analyzed and reviewed according to the relationship each one has with individual employee job satisfaction.

Chapter 3 reviews the methodology for this research study. Description of the methodology, design of the study, and instrumentation are considered. Chapter 3 also provides the method of data analysis, data collection, and analysis.

Chapter 4 provides the analysis of the data. The results of the surveys and questionnaire are presented in detail.

Chapter 5 concludes this research paper. First a summary of the conclusions is presented, followed by recommendations for future study and research.
CHAPTER 2. LITERATURE REVIEW

Each and every employee has a drive that motivates them to perform and be satisfied with their job. Looking at intrinsic compared to extrinsic motivation and the factors that are involved in both types of motivation enables one to understand the role that motivation plays with job satisfaction.

Motivation researchers have recognized that the desire to make an effort can derive from different sources (Grant, 2008).

Scholars and practitioners in the early 20th century believed that incentives, punishments, and rewards were necessary to motivate persistence, performance, and productivity. The advent of the human relations movement paved the way for a new view of motivation that was different from earlier motivation views. Rather than assuming employees dislike work, scholars began to propose that work could be inherently interesting and enjoyable. This view is represented by the theories of self-determination and intrinsic motivation. The human relations movement is critical to look at, as it described that employees may actually want to work, and more importantly why individuals want to work. (Grant, 2008, p. 49)

Intrinsic and extrinsic motivation are two types of motivation that explain why employees work, want to work, and what drives them. The two factor theory of job satisfaction proposed by Herzberg, Mausner, and Snydernam states that, “certain variables in work situations (satisfiers) lead to overall job satisfaction, but play an extremely small part in producing job dissatisfaction; while other variables (dissatisfiers) lead to job dissatisfaction but do not in general lead to job satisfaction” (Ewen, Smith, Hulin, & Locke, 1966, p. 544). The Herzberg study cited the factors of work itself, responsibility, and advancement as the major satisfiers, and company policy administration, working conditions, and pay as the major dissatisfiers (Ewen et al., 1966).

Herzberg (as cited in Timmreck) suggests that “an employee who has no job dissatisfaction also may have no job satisfaction and is therefore neither really excited
about the job nor ready to quit” (2001, p. 46). This implies that one may not be motivated either intrinsically or extrinsically and not really care about whether there is job satisfaction or not. If this were the case, then motivation would not be a topic of interest to employees and organizations. However, previous research has shown that there is some kind of motivation that plays a role in job satisfaction, and the majority of the population has some feelings and interest in their job.

Theory and research from industrial and organizational psychology suggests that employees can hold work value orientations that have sharply different foci. Some employees view their jobs as opportunities to exercise their competencies and skills, pursue interests and make meaningful contributions to society. While other employees focus primarily on financial issues, rewards, and having control and influence over others and having a prestigious position at work. (Vansteenkiste, Neyrinck, Niemiec, Soenens, De Witte, & Van den Broek, 2007, p. 251)

The topic of job satisfaction and intrinsic motivation compared to extrinsic motivation has become a popular topic of research in the past 20 years. There are mixed findings between the contents of work value orientations and job outcomes. Some studies have shown a positive relation between an intrinsic work value orientation and job satisfaction, while other studies have failed to replicate this result (Vansteenkiste et al. 2007).

*Extrinsic motivation*

Extrinsic motivation may be assumed to be short term, as it is primarily concerned with rewards, recognition, and job security. Income plays a role towards an employee’s satisfaction with their job. The income that one makes results in an employee being able to provide for their family, and live life in the best possible way. For many individuals, it is of high importance in relation to job satisfaction and may even determine job satisfaction.
Extrinsic motivation research results are mixed, since extrinsic motivation has been found to increase as well as decrease job satisfaction. Nickerson et al (as cited in Vansteenkiste et al.) found “the negative impact of aspiring to achieve financial success on life and job satisfaction was diminished for people earning a high income. The effects were not found for satisfaction in other life domains, such as friendship and family life” (2007, p. 255).

A study conducted by Malka and Chatman (as cited in Vansteenkiste et al., 2007) found that extrinsically orientated individuals were more satisfied with their jobs and life if they earned high income, but not if the income level was low. The above research implies that some employees may be focused solely on income and rewards when determining job satisfaction. If extrinsic motivation is found to increase job satisfaction, then hiring personnel and the organization where one is employed should have concerns about this long term, as it may result in job dissatisfaction and result in employees seeking employment elsewhere to meet extrinsic factors. “Extrinsic motivation is not enough to keep one at their best. When one is extrinsically motivated, they are focused on the rewards rather than the work itself, and work only well enough to get the rewards” (Thomas, 2000, p. 131). If this is the case, employees, supervisors, and organizations need to ask themselves what will happen when the rewards are taken away and how this could potentially affect individual performance long term.

At lower occupational levels, extrinsic job components (pay and job security) were more valued (Centers & Bugental, 1966). However, the study examined blue collar and white-collar jobs and found that a person, regardless of the sexual orientation, was more likely to select a job or stay with a particular job because of the intrinsic
considerations rather than because of pay or financial security (Centers and Bugental, 1966). At lower occupation levels, job motivators are centered in factors that are external to the work itself. In choosing and staying with a job, a person in a lower-level occupation is more influenced by financial and social considerations (Centers and Bugental, 1966). The importance of this study is that it demonstrated that there may not be different job motivations between occupation levels, and both levels of occupation were motivated by financial rewards.

In contrast, a large study comprised of four individualistic countries and four collectivistic countries found that an extrinsic work value orientation did not interact with income in the prediction of job satisfaction, life satisfaction, or life happiness (Vansteenkiste et al., 2007). The above findings fit with the self determination theory that the pursuit of extrinsic values, when attained, are less likely to yield job satisfaction and happiness, because extrinsic value pursuit is usually inconsistent with basic need satisfaction (Vansteenkiste et al., 2007). Although employees need financial stability in order to meet basic need satisfaction, there are other factors that are missing from the basic need satisfaction that are important and needed as well, possibly even more than external rewards (Vansteenkiste et al., 2007).

When money and rewards are used to motivate employees at work, it may lead to several outcomes depending on the individual. A pay raise for good work may be a statement that is made by the company and management in hopes that the employee will continue the good work (Timmreck, 2001). However, if the raise does not come along when expected, the employee may be dissatisfied and feel as if they are not recognized. Thus, “pay raises done in the name of motivation are more maintenance in the function
than motivational” (Timmreck, 2001, p. 45). This suggests that if pay raises are given to motivate employees, long term this may not work as a motivational technique because it is more for maintenance. This could also have a snowball effect depending on why the employee is motivated to be at work and satisfied with their job (Timmreck, 2001). If the sole motivation is for the rewards and the pay, then it may be that one is solely motivated by this factor and is only concerned about rewards and pay.

The Matheny (2008) study investigated job satisfaction of physician executives. Results from the Matheny survey suggested that personal growth and development, life/work balance, effective communications, and personal relationships are the true keys to improving satisfaction for themselves and other physician executives.

The greater emphasis on personal and lifestyle issues over financial issues compares with similar trends noted among younger physicians in medical practices today. Medical managers have traditionally built reputations and resumes with hard successes, but they will need to address the increasingly importance of the soft issues to succeed in the future. (Matheny, 2008, p. 15)

However, in a study of junior military officers, Yang, Miao, Zhu, Sun, Liu, & Wu found that “after a pay increase, the overall job satisfaction of the junior military officers was markedly improved. The improvement was reflected in all facets of job satisfaction, and not only with salaries and benefits” (2008, p. 1337). Even though intrinsic motivation may have been the driving factor for the junior military officers, when a pay raise was given, job satisfaction was increased. Although this finding may seem crucial to supporting extrinsic motivation as a determinant of job satisfaction, most employees regardless of how they are motivated may have short term increased job satisfaction due to an increase in pay.
In a study by Lu (1999), it was found that job stress alone did not predict the various psychological symptoms, and extrinsic motivation predicted only depression. Both supervisor and family support predicted all psychological symptoms (1999). The Lu study implies that job stress did not only predict depression, but that extrinsic motivation did. Although there are several factors that play a role in depression, from the Lu study, extrinsic motivation clearly predicted depression as an outcome. Depression is a concern for individuals all over the nation. There are numerous reasons that commonly predict depression. One may not assume for every individual that employees’ depression concerns are solely related to extrinsic motivation factors. There are other factors that additionally play a role that may produce depression as an outcome.

As one can clearly see, extrinsic rewards do not always produce high levels of job satisfaction, but can in some situations and careers. Rewards come in multiple forms and managers should keep in mind that over time the reward system that is used may have different employee outcomes dependant on whether or not extrinsic rewards are used (Brody, 2001). Brody (2001) stated that, “extrinsic rewards tend to focus attention more narrowly and to shorten time perspectives, which may result in more efficient production of predefined or standardized products. Job satisfaction and long term commitment to a task may also be affected” (p. 16).

**Intrinsic motivation**

“Intrinsic motivation has to do with the psychological rewards you get from your work. When you are intrinsically motivated, you genuinely care about the work, you look for better ways to do it, and you are energized and fulfilled by doing it well” (Thomas,
This suggests that intrinsic motivation is more related to long-term satisfaction that one has with themselves and their job.

Self-Determination Theory (SDT) considers the three needs that were described in the theory section (p. 13) to be conditions that are essential to an entity’s growth. “This conceptualization implies that when the needs are satisfied, one benefits psychologically. When they are not satisfied, negative psychological consequences will follow” (Vansteenkiste et al., 2007, p. 254).

Baard et al (as cited in Vansteenkiste et al., 2007) found that basic need satisfaction at work predicted positive outcomes, such as job commitment, job attitude, self-esteem, and general good health. Self-Determination Theory is a theoretical framework that emphasizes the importance of psychological need satisfaction for well-being and optimal performance (Vansteenkiste et al, 2007).

This may explain why person-environment-fit relates to employee attitudes and behaviors. Applying SDT to the desire for a higher salary, there is not a need because it is a learned motive that is neither essential nor universal (Vansteenkiste et al., 2007). The satisfaction of the desire of a higher salary does not necessarily lead to desirable outcomes. In this case, extrinsic rewards may undermine intrinsic enjoyment (Vansteenkiste et al., 2007). The arguments base on SDT are consistent with research indicating that the satisfaction of desire can lead to positive or negative outcomes (Greguras & Diefendorff, 2009).

Arnold et al., as cited in Perrachione, Rosser, & Petersen (2008) found that, “personal satisfaction, along with professional responsibility, is an important indicator of a persons’ psychological well-being, as well as a predictor of work performance and
commitment” (p. 2). These findings are key to understanding the importance of intrinsically motivated people having better overall health and well being and wanting to make a contribution to others.

Ewen et al (1966) conducted a study of 793 male employees from various jobs. The study found that intrinsic factors are more strongly related to overall satisfaction. Overall dissatisfaction was related to pay, an extrinsic factor. The importance of this study is that it implies that the functioning and level of the extrinsic variable may depend on the level of satisfaction with the intrinsic variables (Ewen, et al., 1966). This implies that employees’ level of job satisfaction with intrinsic variables may relate to job satisfaction or dissatisfaction, depending on if there is a high or low level of one’s relation to intrinsic factors compared to extrinsic factors.

Kasser and Ryan’s (as cited in Vansteenkiste et al., 2007) conceptualization of intrinsic and extrinsic work values were considered for their research. Intrinsic work value orientation in the Vansteenkiste (2007) study reflected the employees’ natural desire to actualize, develop and grow at the workplace, and to build successful and meaningful relationships with colleagues, as well as to help people in need.

It has been found that, “people who endorse extrinsic life values are less likely to connect with others in a close, authentic and interpersonally trusting way. An explanation for this is that extrinsically oriented individuals tend to objectify others and tend to use other people as instruments to attain their materialistic values” (Vansteenkiste et al., 2007, p. 255). In contrast, since intrinsically oriented individuals feel concerned about other individuals, they may be able to relate to others in a more truthful way, which in return allows for a deeper experience of connectedness (Vansteenkiste et al., 2007).
The above findings imply that when employees care and are concerned about others, then they are more apt to be connected with other individuals and are concerned about contributing to the community.

Results from a study by Grant showed that pro-social and intrinsic motivation factors were positively related with p=.001 (2008). The Grant (2008) study was valuable as it showed that employees who were motivated by intrinsic characteristics also showed pro-social behavior towards others and wanted to benefit others and the community. Employees as well as organizations should want their employees to benefit others because it shows that the employees are not interested in only themselves, but are socially interested in others as well as society.

Perrachione, Rosser, and Petersen (2008) conducted a study that examined public school teachers’ relationships between job satisfaction and intrinsic variables (personal teaching efficacy, working with students, job satisfaction) and extrinsic variables (low salary and role overload). The findings found that intrinsic and extrinsic variables affected job satisfaction, with the extrinsic variables found to increase teachers’ dissatisfaction (Perrachione, et al., 2008). Teachers are generally people who seek intrinsic motivation, as they want to contribute to society by helping children learn and grow and are not as concerned about the external factors (Perrachione, et al., 2008).

In a study conducted by Kamdron (2005) looked at work motivation and job satisfaction of Estonian higher officials. The Job Diagnostic Survey was used and all the average indicators exceeded the corresponding average results obtained in the USA, Finland, and Estonia (Kamdron, 2005). The study found that the higher the work satisfaction, the less officials are motivated by material factors and good relations with
their superiors (Kamdron, 2005). Stronger motivation came from recognition and a sense of responsibility (Kamdron, 2005).

In summary, both intrinsic and extrinsic motivation may produce varying levels of job satisfaction and dissatisfaction. However, intrinsic motivation may produce higher levels of employee well being long term.

_job choice_

Employees choose jobs for various reasons. According to the cognitive information processing approach to career decision theory (as cited in Peterson, Sampson, Lenz, & Reardon, 2002: Sampson, Lenz, Reardon, & Peterson, 1999), “once individuals have identified a first choice of occupation based on an examination of interests, abilities, and values, the individual then moves on to the execution or action phase of the decision process, which entails conducting a job search for appropriate employment opportunities in organizations” (Perdue et al., 2007, p. 30). When employees and future employees examine the interest, abilities, and values of a position and organization, it will lead to a better awareness of the person, and help them find and choose a job where they are able to perform well and be a good fit with the organization (Perdue et al., 2007).

Stevens and Ash (2001) found hiring the correct person for the job is an increasingly popular concern for human resources and hiring personnel. “Firms are not only interested in hiring individuals with appropriate knowledge, skills, and abilities, but should also be interested in selecting individuals with personalities that fit well with the culture of the organization” (2001, p. 501). One of the numerous advantages of successfully hiring the correct person for the organization is individual performance
When an individual is hired because they are a good fit for the company and rewards and money is not a concern, the outcomes are generally increased individual performance, resulting in higher levels of job satisfaction.

When jobs are chosen because of an employee’s passion, there is a greater chance that performance will increase. When the choice of a job is solely for financial gains, one may be able to perform well, but this performance will be short term, as there is a lack of passion behind the work that is being done daily.

External and internal constraints have an impact on job choice. “When a person perceives their job choice to be based on external constraints such as family or financial pressures, the individual may be less satisfied and committed than when the decision is made free from those constraints” (O’Reilly & Caldwell, 1980, p. 560). Job choice is of growing concern in society today. In a perfect world individuals would be doing what they are passionate about; however, compensation is one of the main factors that future employees tend to look at when choosing a job. This results in many people who are in job positions for external reasons. External motivation may not only cause job dissatisfaction for the individual, but is also an extremely large concern for the organization when looking at meeting and exceeding organizational goals.

“When an individual chooses a job for external versus internal reasons, it may be that job satisfaction as well as organizational commitment are lower than jobs that are chosen for intrinsic benefits” (O’Reilly & Caldwell, 1980, p. 260). This suggests that there may be a number of employees that choose a job for external benefits alone. This may lead to lower job satisfaction, but also is a larger issue when looking at hiring the correct people for a job, and for the organization.
In the Meir study (1972) was concerned with predicting women’s persistence at work on the basis of the needs determining their occupation choice. Women were chosen for Meir’s study as Meir thought that women were less likely to stay on a job or occupation from which they derive little satisfaction compared to men. Meir (1972) believed that the economic incentive was not operating as strongly on women compared to men. Participants of the study were women dentists, nurses, policewomen, social workers, and youth counselors in Israel. The results concluded that there was a positive correlation (p=.03) between intrinsic needs and persistence at work in all five occupations that were represented in the study (Meir, 1972).

When a job is chosen because it is an employee’s passion, there is a greater chance that performance will increase. When the choice of a job is solely for financial situations, one may be able to perform well, but this performance will be short term, as there is not any passion commitment behind the work that is being done daily.

Overall, intrinsic and extrinsic motivations were examined in relation to job choice. Extrinsic motivation may be considered more short-term, whereas intrinsic may be assumed to be long term. When looking at the satisfaction levels and employee well being, previous research implies that intrinsic motivation is better than extrinsic motivation for employee and organization well-being, as it is long term. Both intrinsic and extrinsic motivation platforms suggest that one is not better than the other, and both motivation types can be better for employees. This implies that motivation type may be situational depending on each employee. Although previous research findings were mixed, employees, supervisors, and organizations should look at the outcomes of
employee well being and determine which motivation type would be better for long term company success and job satisfaction for their employees.

*Job Satisfaction Factors*

Intrinsic and extrinsic motivation is a factor that is related to job satisfaction and the role that it plays in the workforce. As discussed in the previous section, the type of motivation affects employees differently in organizations. Beyond job choice and internal and external motivation, there are a number of factors that are critical to look at when determining the satisfaction of one’s job. Specifically, the culture and environment of the organization, the personality type of employees, and task significance will undoubtedly affect the level of job satisfaction in a positive or negative way.

Every organization has a culture and environment that is unique. Therefore, the personality and job fit to the organization is a vital factor. Person-Organization-Fit research examines the phenomenon of hiring people for the organization, not just for jobs (Westerman & Cyr, 2004). Two attitudes that are repeatedly analyzed in the person-organization fit literature are employee satisfaction and organizational fit (Westerman & Cyr, 2004). Prior research supports the relationship between values congruence, and satisfaction and commitment for a variety of individuals ranging from MBA students to executives (Westerman & Cyr, 2004).

Recruiters often rely on P-O fit judgments to distinguish between qualified candidates by determining with the organization’s values or congruence on personality with the organization. However, recruiters perceptions are often inaccurate, and the inaccurate perception of fit have been shown to be more predictive of hiring decisions than the actual fit between an applicant and the organization. (Westerman & Cyr, 2004, p. 252)
Previous research and literature on job fit and organizational choice indicates that employees are attracted to work environments that are compatible with one’s personal characteristics (Judge & Cable, 1997). Future employees and job seekers should prefer organizational cultures that are consistent with their personality (Judge & Cable, 1997). Results from the Judge and Cable study indicate that there is a relationship among the five-factor model of personality and organizational culture preferences. However, when the two outliers were removed, there resulted a correlation between objective fit and job choice decisions of (p<.05) and a correlation between subjective fit and job choice decisions (p<.05) (Judge & Cable, 1997). Thus, the results of the Judge and Cable study cannot be used to confirm or disconfirm the role of person-organization fit in actual job choice decisions (Judge & Cable, 1997). In most organizations, this may be found true as well. There will be employees whose personality does not fit with the organization and environment. The outliers that were found in Judge and Cable’s study may be found in most organizations and therefore create results that are unable to be confirmed or disconfirmed, resulting in individual personality characteristics that are not compatible with the organization.

Erdogan and Bauer (2005) looked at proactive personality and how it plays a role in person and job fit, as well as to the person and the way that proactive personality fits with the organization. Proactive personality is the degree to which individuals have an active role orientation (Erdogan & Bauer, 2005). People with proactive personality do not accept their roles passively, but challenge the status quo and initiate change (Erogan & Bauer, 2005). Erdogan and Bauers’ study examined Person - Organization- Fit and Person – Job- Fit as potential motivators of the relationship between proactive personality
and intrinsic job success. The study found that proactive personality was related to job and career satisfaction when personal organization fit was high (Erdogan & Bauer, 2005). Erdogan and Bauer (2005) explained that employees with high personal organization for fit might engage in efforts that are more consistent with the organization’s values, which leads to greater success in furthering job and career objectives. This is important because it shows that a person with a proactive personality may be more able to want to meet the organizations goals and live up to the organizations values.

“Understanding Personality- Environment fit is important because it influences outcomes at each phase of an employee’s organizational life cycle, including decisions to join an organization, behaviors and attitudes while employed, and intention to quit and exit the organization” (Greguras & Diefendorff, 2009, p. 465). Applying the big five-personality test for employees and the fit between their personality and their organization, Anderson’s study found evidence ( P<.05) that Person - Organization - Fit predicts influence, above and beyond the effects of formal authority, demographic characteristics, and even job performance (Flynn et al., 2008). Specifically, extraversion predicted influence more strongly in a consulting firm than in an engineering firm (Flynn et al., 2008). Consciousness showed the opposite pattern and predicted influence more in the engineering firm than the consulting firm (Flynn et al., 2008). The findings from the Anderson study extend research on the distribution of influence in organizations (Flynn et al, 2008).

Overall, the findings suggest that personality and personal factors do matter when looking at the fit between a person and the organization (Flynn et al. 2008). The Flynn et al. study (2008) explored different organizations and careers, and it showed that when
there is a tight fit between the person and the organization, it may promote better work attitudes, commitment to the organization, and increase job performance.

**Environment/culture**

The environment and culture that one works in at their organization of choice gives some valuable insight to the fit of the job with the person. “Holland’s RIASC (realistic, investigative, artistic, social, enterprising, and conventional) types explain that individuals and work environments can best be categorized in the six types that were listed above. Holland’s theory suggests that when characteristics of the person and the job are more similar, then tenure in the job will be longer, satisfaction will be higher, and achievement will be greater” (Perdue, Reardon, Peterson, 2007, p.30). Holland’s theory may be an excellent explanation as to why one may not fit in the right environment and therefore be dissatisfied with their job.

Although Holland’s theory, (as cited in Perdue et al., 2007) appears to explain environment and culture fit with job satisfaction, environmental identity also plays a role. The construct of environmental identity represents an individual’s perceptions regarding the degree to which the objectives, rules, and benefits of one’s work environment are clear and stable (Perdue et al., 2007). According to Perdue et al., “environmental identity is an important setting specific variable with potential effects on organizations and also on employee job satisfaction” ( p. 31). Environmental identity may also explain environment fit and the person. Environmental identity explains that one may perceive the environment and culture that they are working in differently from another employee, therefore fitting better with the organization (Perdue et al., 2007).

Perdue et al. (2007) study found zero order correlations that revealed that neither of the indicators of person environment was significantly (p<.05) related to any of the six
dimensions of job satisfaction. Self-efficacy was significantly related to four dimensions of job satisfaction, where environmental identity was significantly related to all six (Perdue et al., 2007). The results of this study show that self-efficacy and environmental identity are highly associated with numerous elements of job satisfaction. The findings underscore the importance of environmental identity, self-efficacy, and person environment congruence in relation to career decision-making, and ultimately job satisfaction (Perdue et al., 2007).

The Perdue et al. study (2007) also suggests that when one is looking for a future job or even evaluating the satisfaction of their current job, along with future satisfaction with employment, those employees who address their evaluation of the missions, goals, and culture of the organization in which they are employed and looking to be employed, may have higher job satisfaction. “One should look to see if the mission, values, and vision of the organization are communicated and acted upon in a consistent way that matches their values” (Perdue et al., 2007, p. 37). As one can clearly see, looking at the values and mission of the organization is crucial to do in order to ensure that the environment and culture of the job are a good fit. By doing this, employees should have a better understanding not only of the organization, but of themselves as well. This may increase job satisfaction and avoid misunderstanding of the organization (Perdue et al., 2007).

Task significance

Although personality, job fit, and the environment/culture play a role in job satisfaction, the significance of tasks that an employee does on a daily basis is particularly critical. In today’s economy, many employees are increasingly concerned
with doing work that benefits other people and contributes to society, as well as doing tasks that are related to their job and degree (Grant, 2008). Organizations are also increasingly concerned with providing their employees with these opportunities (Grant, 2008). Although employees would like to perform tasks that are significant to their job all of the time, the reality of this is highly unlikely as there are tasks that need to be done that are sometimes not significant to one’s job or the benefiting of others.

The Job Characteristic Model which was proposed by Hackman and Oldham in 1976 is a commonly know model for job characteristics (De Varo, Li, & Brookshire, 2007). The model predicts that the five core job dimensions of task variety, task significance, task identity, autonomy, and feedback affect job satisfaction and work environment (De Varo et al., 2007). The five core dimensions influence three critical psychological states: experienced meaningfulness, experienced responsibility, and knowledge of results. These in turn influence a number of personal and work outcomes which include internal work motivation, general job satisfaction, growth satisfaction, lower absenteeism, lower turnover, and work effectiveness (De Varo et al., 2007).

Previous research in job design and social information processing has proposed that, “when employees perceive their jobs as high in task significance, in return they will have higher job performance” (Grant, 2008, p.109). Previous research also indicates that when employees view their tasks as significant, that they have a greater chance to find their jobs meaningful (Grant, 2008). Both job design and information processing theories have a common explanation for the sequences of task significance (Grant, 2008). Both theories suggest that when employees perceive their jobs high in task significance, employees experience their work as more meaningful, purposeful, and valuable (Grant,
When an employee perceives their job as high in task significance, the outcomes are that the experience of the tasks are more meaningful, purposeful, and valuable (Grant, 2008). When employees have this perception and experience, positive outcomes will be linked to job satisfaction.

Social identity theory explains intergroup conflicts and hostility between groups with different ethnic backgrounds. It also explains the perception of one’s tasks and the relationship to job satisfaction. The basic assumptions of the theory are that: 1) individuals are striving for positive self esteem, 2) that one part of an individual’s self concept, one’s social identity as opposed to one’s personal identity, is based on membership in social categories, and 3) that individuals strive for positive differentiation between those categories of which they are a member. Recent research using social identity theory in organizational settings has shown that employees’ organizational identification is positively related to work related attitudes and behaviors, such as job satisfaction. (Wegge, Van Dick, Fisher, Weckling, & Moltzen, 2006, p.64)

Employees not only want their tasks to be significant and meaningful, but need their social identity to be high in order to obtain job satisfaction.

Beyond employees perceiving their jobs as meaningful, task significance enables employees to make a psychological link between their actions and potential positive outcomes for others (Grant, 2008). Previous research has shown that employees are motivated more to expend effort when they recognize that their actions can benefit others (Grant, 2008). Grant’s (2008) study found that the significance of the task increased job performance. The study consisted of three experiments. The first experiment found that fundraising callers who received a task significance intervention increased their levels of job performance relative to callers in two other conditions and to their own prior performance (Grant, 2008). Experiment two found that task significance increased job dedication and the helping behavior of lifeguards (Grant, 2008). Experiment three found that conscientiousness and pro-social values moderated the effects of task significance on
the performance of new fundraising callers (Grant, 2008). “The findings that task significance increased job performance across different occupation, samples, manipulations, and measures lends credibility to the long held assumptions about the significance of the task in shaping employees’ behaviors” (Grant, 2008, p.118). The results of these three studies conclude that task significance increases job performance, and more importantly that if the task will benefit others, and is perceived to benefit others by the employee, that employees will perform better. Overall, this will increase job satisfaction.

Finally, Grant’s (2008) study found that task significance could enhance job performance by fostering a deeper understanding of the social impact and social value of one’s work (Grant, 2008). Managers and human resource personnel need to understand that employees want to not only feel good about their work, but also benefit others. The outcome of this is that it may enhance job performance. Long term, this may be crucial to people that are hiring new employees.

Job design and organizational identification theories focus on task characteristics, such as task variety and task feedback, as more or less motivating. Job characteristics models imply that job satisfaction is one of the essential outcomes resulting from intrinsically enriching jobs (Judge, Bono, & Locke, 2000). According to the Job Characteristics Model,

Intrinsic work characteristics positively affect job satisfaction through a perceptual process. Job characteristics such as task variety and task significance can lead to positive psychological states, such as meaningful feelings and responsibility, which in turn lead to satisfaction with one’s job. (Judge et al., 2000, p. 239)
The Judge et al. (2000) study conducted two experiments. The first experiment found that job complexity had an indirect relationship to job satisfaction (p<.05). However, the second experiment found a direct relationship between job complexity and job satisfaction (Judge, et al., 2000). Therefore, job complexity may or may not be related to job satisfaction and may be assumed to be situational depending on the employee and their work environment. This implies that each employee needs to assess themselves to determine if having a complex job with complex tasks is an important factor to their job satisfaction.

The Wegge et al. (2006) study used employees that worked at a call center where task variety is repetitive. Results from the study found that there was a correlation between motivating potential and job satisfaction, motivating potential and organizational citizenship behavior, and motivating potential and turnover (Wegge et al., 2006). The experiments from the Wegge et al study also found that motivating potential and organizational identification correlated moderately (r=.36). “For customer service representatives who were highly identified with their organization, a good task design ensured better well being” (Wegge et al., 2006, p. 76). In both of the experiments in the study, there was replicated strong relationships that exist between organizational identification and several identification indicators of work motivation and well being in the call center setting (Wegge et al., 2006). “A high organizational identification corresponded with high work motivation (high job satisfaction, OCB, personal accomplishment, and low turnover), and better employee well being, which consisted of lower health complaints, lower emotional exhaustion, and depersonalization” (p. 78).
Therefore, even if the employee does have a low variety of tasks, if one identifies with the organization, it will relate to high work motivation, and better employee well being.

Summary

In summary, the personality employees have in relation to the organization plays a role in determining job satisfaction. Although employees do not always have a personality that is parallel with the organization, it is a good predictor of job satisfaction. Task significance is also a high predictor of job satisfaction and dissatisfaction. When one perceives the task is to benefit others, it is perceived as more significant to the employee’s work, thus creating higher levels of job satisfaction. Having a good task design was also shown to be key, especially for jobs that are not high in task variety. Lastly, the culture and environment of organizations was examined. One should look at the mission and values of the organization to ensure that they match one’s own personal values. In conclusion, job satisfaction has many complex factors that all play a role in determining satisfaction levels.

Employee Performance Factors

Motivation type and job satisfaction is needed for individual employee performance to take place. In order for one to perform, it is key to look at the leadership style that is used, and if there is employee empowerment from the leader. “Job performance refers to the effectiveness of the individual behaviors that contribute to organizational objectives” (Grant, 2008, p. 109). According to Grant, “job performance is among the most theoretically and practically important problems in organizational research. Scholars have long recognized that job performance relies heavily on how one perceives their jobs” (p. 108).
Leadership type

Many employees are empowered by the leaders from their organization. Managers and leaders are usually some of the key people that help to empower employees’. Having employee empowerment can be related to employees performing at a higher level. The leadership style that managers use plays a role in how the leaders will or will not empower their employees to perform at a high level. There has been an increase in research regarding leadership styles and how leadership affects employees, as well as how different leadership styles affect performance and other outcomes. “Specifically, prior research has shown that one’s level of identification, self efficacy, and means efficacy were positively related to individual job performance” (Walumbwa, Avolio, & Zhu, 2008, p. 1).

In 1985, Bass described that transactional leaders work within their organizational cultures to maintain consistent rules, procedures, and norms (Chen, 2004). In a transaction culture, all job assignments are explicitly spelled out along with conditions of employment, disciplinary rules, and benefit structures (Chen, 2004). According to Chen (2004), “employees will generally be satisfied with their jobs and committed to their organizations if they are content with the nature of the work itself, are satisfied with their supervisors and co-workers, and perceive pay policies and future opportunities for promotion within their firm to be adequate” (p. 434). Since leaders and managers do play a role in one of the many factors that influence job satisfaction, leaders need to know what kind of leadership style they use and if it is empowering.

Traditional management by supervisors entails that the supervisor is responsible for ensuring that the work of his or her subordinates was completed in a timely and level of quality satisfaction by the manager. In today’s generation, organizations are increasingly organized in ways that require employees to plan and think for themselves, with little direction from the supervisor. Currently,
managers in organizations range from the traditional supervisor subordinate relationship to styles where managers are coaches or facilitators for self directed work teams. (Stevens & Ash, 2001, p. 508)

There is a range of management leadership types in organizations, and it is helpful not only for the managers, but also for the employees to know what kind of management style their manager has and how closely the manager will be monitoring tasks.

Vecchio, Justin, & Pearce found that, “both transactional and transformation leadership had a negative interactive relationship for predicting the outcome of job performance. The vision of the leader and intellectual stimulation were more positively correlated with employee performance when the leaders were using low contingent rewards” (2008, p. 71). Transformational leadership is a relatively new leadership style that may positively relate to attitudes, behavior, and performance of employees. Vecchio et al. study implies that the vision of the leader and intellectual stimulation is a more important fact for increasing performance versus using a high amount of external rewards to predict the outcome of job performance.

Bandura (as cited in Walumbwa et al., 2008) suggests that self-efficacy plays an important role in task related performance. He believes that self-efficacy beliefs influence an individual’s choice of goals and goal directed activities, emotional reactions, and persistence in the face of challenge and obstacles (2008). Results of the Walumba et al. study found, “transformational leadership relates to follower identification with work unit and self-efficacy, which interacts with means efficacy to predict individual performance” (p. 12).

Leadership style affects performance in the sense that if the leadership/management style is not parallel with the employees that the manager
supervises, there may be a decrease in performance and the quality of the performance due to lack of empowerment. There are many leadership styles that manager’s use. However, there is not just one that is guaranteed to predict higher employee performance. There are other factors that play a role in high performance beyond leadership styles such, as empowerment.

_Empowerment_

Empowerment from leaders is often related to performance, as highly motivated and empowered employees are a critical factor in the long-term success of many organizations. One of the primary values of empowerment is that it establishes a culture in which the workforce is encouraged and expected to identify and suggest improvements (Lin, 2002). Empowered cultures enable management to sponsor and promote a proactive atmosphere that provides employees with the necessary tools to do their jobs effectively (Lin, 2002). “The benefits that can be derived from empowerment include employee commitment, quality services and products, efficiency, responsiveness, synergy, management leverage, and increased competitiveness in the global marketplace” (Lin, 2002, p.534).

Academic literature on empowerment can be classified into three broad categories; the structural approach, the motivational approach, and the leadership approach (Menon, 2001). In the structural approach, empowerment is understood as the granting of power and decision making authority (Menon, 2001). The motivational approach looks at empowerment as being psychologically enabling. The leadership approach focuses on leaders to empower followers in the workforce (Menon, 2001). Employee empowerment becomes an essential component of organizational success in
service industries (Menon, 2001). The key component to empowerment in health care organizations is to use effective empowerment implementations that create a culture that supports psychological safety for employees (Valadares, 2004). As one can clearly see, there are a number of positive components that an organization may experience when empowered.

“Indeed, some theorists view empowerment as increased intrinsic task motivation manifested in a set of four cognitions about workers’ orientation to work role: meaning, competence, self-determination, and impact” (Hechanova, Alampay, & Franco, 2006, p. 73). Hechanova et al study surveyed 954 employees and their supervisors from the hotel, food service, banking, call centers, and airline service sectors. Results of the study found that psychological empowerment was positively correlated (p<0.05) with both job satisfaction and performance (Hechanova et al, 2006). Men reported greater empowerment than women even when job level and performance were controlled for (Hechanova et al., 2006).

Management and human resource personnel have advocated employee empowerment as a way to increase employee motivation. Spreitzer (as cited in Drake, Wong, & Salter, 2007) suggests that there are two major components of control systems that will positively affect employee feelings of empowerment, performance feedback and performance based reward systems. Performance feedback and performance based rewards predicts that providing employees with higher levels of individual performance feedback and performance based rewards will increase feelings of psychological empowerment (Drake et al., 2007). When leadership is concerned with performance
feedback it appears to empower employees to want to do well individually for their company (Drake et al., 2007).

In order for individuals to perform at a high level there needs to be some way to measure the performance, and a way to give feedback that is empowering. “There is a strong case that situational empowerment by itself is unlikely to promote performance unless supported by appropriate feedback” (Leach, Jackson, & Wall, 2001, p. 873). When individual performance does not have the appropriate feedback and rewards, employees will not feel empowered to perform at a high level and meet the other objectives and goals of the organization.

Results of Drake et al (2007) study agree with Spreitzers’ model that the two key aspects of a firm’s control system are performance feedback and reward systems. These two aspects have a significant aspect on perceived employee empowerment, task motivation and performance. The Drake, Wong, and Salter study found that, “financial feedback has a significant and positive effect on perceived impact, while performance based rewards have significant and negative effects on self-determination and perceived competence” (p. 85). Organizations should carefully consider the techniques that they use to increase feelings of empowerment among employees.

The Drake et al. (2007) study found that performance feedback and performance rewards affect different dimensions of empowerment. Financial feedback was shown to have a significant and positive effect on perceived social impact, while performance based rewards have significant and negative effects on self-determination and perceived competence (Drake et al., 2007). Finally, the implications Drake et al study were that, “firms should carefully consider the techniques that they employ to try to increase
feelings of empowerment among non-management employees” (p. 85). Leaders need to know their employees and give them the proper feedback to empower and produce high performance.

The Zenger (1992) study examined pay for performance and turnover rates. High ability individuals migrate to performance-contingent pay, while low ability individuals migrate to nonperformance contingent pay (Zenger, 1992). Many employers use a typical merit pay plan that leaves out the majority of employees that are undifferentiated (Zenger, 1992). Zenger believes that this may be why there is high turnover for the undifferentiated employees that are not high ability individuals. “Choosing to reward the extremes should trigger a predictable pattern of departure among employees” (1992, p. 205).

Although most people respond positively to performance feedback, intrinsically motivated employees are more self-driven and more autonomy oriented than extrinsically motivated employees, who are typically less intrinsically motivated (Kuvaas, 2006). Kuvaas study found, “intrinsically motivated employees may actually have less need for external regulation than those with low intrinsic motivation” (2006, p. 514).

In theory, a pay for performance system is supposed to increase unit performance by encouraging everyone in the unit to perform better (Peters, 1987). It is supposed to move the entire distribution of performers towards greater effectiveness and therefore raise the average performance of the unit (Peters, 1987). Good pay for performance systems have a disproportionately greater impact on better performers than on poorer performers (Peters, 1987). People who can anticipate increased rewards due to their current level of effectiveness are more likely to be motivated by reward systems which
make money available in return for the attainment of high levels of performance (Peters, 1987).

Pay for performance and performance feedback are used as a couple of common ways to empower employees. Although these two ways are used to increase empowerment, employees need to know that,

For each task to be done, an employee needs to know what output is expected, how this output will be measured, and what standards are applied in assessing output. Managing employee performance requires ongoing contact with each employee, regular feedback, and whatever coaching, counseling, and training are necessary to bring an employee back on track when a problem appears. Sustaining efficient and effective employee performance requires the manager’s ongoing attention and involvement. (McConnell, 2004, p. 279)

If an employee does not know the output of each task and what is expected of them, there will be lower performance (McConnell, 2004).

Previous research has found a positive relationship between intrinsic motivation and effective commitment (Kuvass, 2006). The previous finding may suggest that some of the benefits that are associated with a challenging and interesting job are attributed to the organization itself (Kuvass, 2006).

Laschinger, Finegan, and Shamian (2001) conducted a study to test empowerment. They used a random sample of 412 staff nurses. The study was based off of Kanter’s theory of organizational empowerment that argues that work environments that provide access to information, support, resources, and opportunity to learn and develop, empowers, and influences employee work attitudes, productivity, and organizational effectiveness. Kanter suggests that as a result, employees are more satisfied with their work and sense that management can trust that they can do whatever is necessary to ensure high quality outcomes (Laschiner et al., 2001). Results from
Laschinger et al. (2001) study agree with Kanter’s study and suggest that fostering work environments that enhance perceptions of empowerment will enable positive affect on organizational members.

Empowerment is related to performance. When employees are empowered, they are more likely to want to succeed and perform highly. In most cases, employees need to feel at some level empowered in order to perform to a higher degree. Managers and human resource personnel should look at the ways that employees are being empowered. Although performance feedback and performance based rewards may look as if they will increase the psychological feeling of employee’s empowerment, this may not always be true. Financial feedback may just be a short-term affect to performance.

Eisenberger, Roades, & Caneron (1999) conducted three studies that examined the relationships for high performance with perceived self-determination and intrinsic motivation. Study 1 found that pay for meeting a performance criterion had positive effects in students’ perceived self-determination and competence, expressed task enjoyment, and free time spent performing the task (Eisenberger et al., 1999). Study 2 established that perceived self-determination mediated positive relationships between employees’ performance reward expectancies and perceived organizational support, mood at work, and job performance (Eisenberger et al., 1999). Study 3 demonstrated that performance reward expectancy was positively related to employees’ expressions of interest in their ongoing work activities (Eisenberger et al., 1999). The above studies conclude that people understand the use of reward in everyday life, which involves the reward giver’s control over the recipient, the person, group, or institution providing the reward (Eisenberger et al., 1999).
In summary, the leadership style that the manager uses and how one is empowered, affects individual employee performance. Employees who investigate a future job may have higher performance than employees who do not investigate future jobs. There is not one leadership style that can guarantee higher performance from employees. Leaders need to know their employees and the organization when deciding on a leadership style. Empowerment is generally needed for performance. Empowerment in itself is unlikely to be sufficient to guarantee performance benefits, there are other factors that are important in addition to empowerment. Performance feedback and performance rewards are commonly used for empowerment, but neither are predictors to make certain that employees will be empowered.

Summary of Literature Review

The literature review explored intrinsic and extrinsic motivation, as well as other factors that play a role in job satisfaction. The findings conclude that intrinsic motivation may be more beneficial long term for employees, as it promotes psychological well being, contribution to others, and personal growth. Extrinsic motivation has short-term satisfaction effects as it is solely concerned with rewards. It is also recommended that employees choose a career because of their passion for the job and not for extrinsic rewards. Employee and environment/culture fit cannot predict job satisfaction all of the time. Hiring personnel should try to match individuals with the culture of the organization. Task significance is also not able to guarantee job satisfaction, but task variety may impact job satisfaction levels. The above factors also depend on how one perceives their job. Career choice, leadership style, and employee empowerment affect personal performance levels in an organization.
Overall, this literature review suggests that there are several factors that play a role in job satisfaction and that it is not just one factor that will determine job satisfaction. However, the factor that has the most impact on long term job satisfaction and personal growth is intrinsic motivation.
CHAPTER 3. METHODOLOGY

Overview

This phenomenological research study used multiple techniques of data collection to answer the following research questions a) Will employees’ level of job satisfaction be higher when motivated extrinsically by rewards and pay? b) What role does job choice play with intrinsic and extrinsic motivation? c) Does task significance relate to the level of job satisfaction that one has with their job? The purpose of this study is to determine if intrinsic motivation plays a significant role in determining job satisfaction. This research study investigated intrinsic and extrinsic motivational factors and the relationship that they have with job satisfaction or dissatisfaction. The study also investigated what role job choice and task significance may play in determining job satisfaction or dissatisfaction.

The research was obtained at a specialized charter public high school for performing artists. Two questionnaires and personal interviews were used to gather data from the leadership staff and teachers. Data gathered from this research was computed for interpretation.

Design of the study

The research strategy chosen for this study was a collection of data through two objective questionnaires. The questionnaires that were used were The Minnesota Satisfaction Questionnaire (Appendix C) short form to measure motivation type, and the Job Diagnostic Survey (Appendix B), which was used to measure task significance and work environment. This researcher had to obtain permission from the University of
Minnesota Vocational Psychology Research department to use the MSQ. Subjective face-to-face interviews were also used as a form of data collection.

Population and sample

Out of 143 charter schools in Minnesota (www.mncharterschools.org), the sample chosen for data collection was a public charter school for performing artists servicing students’ grades 9-12 (Minnesota Charter School Organization). The sample consisted of the executive director, assistant directors, secretaries, and teachers. Academic teachers consisted of Language Arts, Math, Science, Social Studies, Spanish, and Special Education teachers. The artistic teachers that were represented in this study consisted of teachers that specialize in dance, theater and music, and instrumental and vocal music. Participants were both male and female, ranging in age from 24 years old to 61 years old. All participants had an education level of at least a Bachelor’s degree. Marital status, ethnicity, and socioeconomic status varied. Participants’ length with the school ranged from one year to four years, when the school was established.

Instrumentation

Job Satisfaction

To measure job satisfaction, this researcher used the Minnesota Satisfaction Questionnaire short-form (MSQ) version. The questionnaire is 20 questions long and used a 5-point Likert-type scale, with 1 being very dissatisfied, and 5 being very satisfied. The questionnaire measured present job satisfaction. The MSQ was chosen in this research because of its use of individual measurement since individuals may express the same amount of general job satisfaction, but for different reasons (Weiss, Dawis, England, & Lofquist, 1967).
Task Significance

Task significance was measured by using the JDS developed by Hackman and Oldham. The JDS is a self-report instrument used to diagnose work environments. The questionnaire consisted of 23 questions that used a 5-point Likert-type scale, 1 being very non-descriptive, and 5 being very descriptive.

Validity and Reliability

In order to test the reliability of the face-to-face interviews, the interview questions were pretested and given to two part-time administrators at the charter school. The pre-tested subjects gave feedback on the questions and were not included in the actual subjects of this study.

Job Diagnostic Survey

The Job Diagnostic Survey (JDS) is an instrument designed to measure the key elements of the Job Characteristics Theory (Casey & Robbins, 2009). JDS measures skill variety (SV), task identity (TI), task significance (TS), autonomy (AU), and feedback, (FB). SV is the degree to which a job requires a variety of different activities that utilize different skills and talents (Casey & Robbins, 2009). TI is the degree to which the job requires completion of a whole and identifiable piece of work that is doing a job from beginning to end with a visible outcome (Casey & Robbins, 2009). TS is the degree to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment (Casey & Robbins, 2009). AU is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying out that work (Casey & Robbins, 2009). FB from the job is the degree to which
carrying out the work activities required by the job results in the individual’s obtaining direct and clear information about the effectiveness of performance (Casey & Robbins, 2009).

Interview Questionnaire

The face-to-face interview questionnaire was tape recorded to ensure that all statements were accurate. The interview subjects were management staff. Subjects that participated in the interview were the Executive Director of the school, Assistant Executive, two Associate Directors, the Human Resource individual for the school, and the Artistic Director. All questions in the survey were open-ended questions that allowed for the opinion of the interviewee. There were seven questions that were used in each interview session. All questions were asked in the same order and this researcher did not add her personal opinion to answers, even when asked by interviewees.

Minnesota Satisfaction Questionnaire

Validity

The MSQ is an instrument that measures satisfaction with several aspects of the work environment (Weiss et al., 1967). The short form MSQ is based on a subset of the long-form items. Evidence for the validity of the MSQ as a measure of general job satisfaction comes from other construct validation studies based on the Theory of Work Adjustment (Weiss et al., 1967). According to the Theory of Work Adjustment, satisfaction and satisfactoriness are independent, although interacting sets of variables (Weiss et al., 1967). Thus data reflecting this postulated lack of relationship would support the construct validity of the MSQ scales (Weiss et al., 1967). The results of the
studies indicated that the MSQ measured satisfaction in accordance with expectations from the Theory of Work Adjustment (Weiss et al., 1967).

Reliability

Internal consistency was used by Hoyt reliability coefficients for each norm group, and each short-form scale was used along with normative data for each of the occupation groups to ensure that the test was reliable (Weiss et al., 1967).

Data Collection

The data was collected in the beginning of May 2009. Both surveys were delivered to the academic and artistic teachers, which consisted of 20 teachers in total: 12 academic teachers and 8 artistic teachers. Each teacher was given the survey in their mailbox with instructions on how to complete the questionnaires. A consent form (Appendix A) was also included for each participant to sign. Consent forms and surveys were asked to be completed and turned into the school office by putting surveys and consent forms into sealed envelopes to ensure confidentiality. Participants were asked to return questionnaires within two weeks from the delivery.

Face-to-face interviews with management were collected on two separate days, with each interview lasting approximately 15 minutes. Each subject was asked to answer questions as honestly as possible and the interviews were recorded for later transcription to ensure that the researcher was accurately able to record answers correctly.

The following open-ended questions guided the interview process.

1) What changes (if any) do you feel need to be made to improve job satisfaction for the employees at SPCPA?
2) How are employees rewarded? If you could change one thing about the reward system what would it be?

3) How do you create a culture that is empowering and motivating for teachers and staff?

4) How satisfied are you with your job? Why?

5) Are teachers allowed to use their creativity and have a variety of tasks on a daily basis?

6) Do you find that individual employee performance relates to job choice?

7) Does the work that you do give you a feeling of personal accomplishment and well being for the community and society as a whole?

Data Analysis

Data analysis was done simultaneously for the interviews, and after for the questionnaires in the data collection process. Each interview was transcribed immediately. This researcher did not wait until all interviews were conducted to transcribe the interviews. This researcher was looking for common themes that were found among the responses to each question.

For the questionnaires, the data was organized, analyzed, synthesized, and categorized in the search for common themes and interpretation.
CHAPTER 4. ANALYSIS OF DATA

Overview

This research study analyzed the Job Diagnostic Survey (JDS) and Minnesota Satisfaction Questionnaire (MSQ) as qualitative data, and face-to-face interviews as quantitative data. From the 12 surveys that were distributed to the academic staff, 6 were returned from the JDS and 5 surveys for the MSQ. From the 8 surveys that were distributed to the artistic teachers, all 8 were returned for both the JDS and MSQ. Data analysis from each survey was analyzed and interpreted. Surveys were divided into two groups for data analysis purposes: artistic teachers and academic teachers. Results and conclusions were generalized and connections were made.

Analysis of Findings

Job Diagnostic survey. This researcher scored all Job Diagnostic Surveys according to the scoring key for the JDS. Each survey was scored the following way:

Skill Variety (SV) items #2, 8*, 11*, 14, 18* = ___/5 = _____

Task Identity (TI) items #3, 7*, 16*, 22 = ____/4 = ____

Task Significance (TS) items #4, 13*, 20*, 23 = ____/4 = ____

Autonomy (AU) items #1, 9*, 17*, 21 = ____/4 = ____

Feedback (FB) items #5, 6, 10, 12*, 15, 19* = ____/6 = ____

* Note: For items with asterisks, subtract your score from 6)

For each of the five core job characteristics for each survey, scores were computed. After the five core job characteristics were computed, Motivating Potential Score (MPS) was calculated using the following formula:
Motivating Potential Score (MPS) = \( SV + TI + TS/3 \times AU \times FB \)

**Minnesota Satisfaction Questionnaire**

The MSQ was scored according to the MSQ manual from the Minnesota Psychology Vocation. The scale used 20 items (one from each of the twenty scores from the MSG long form), yielding possible scores from 20-100 for general satisfaction. The MSQ scales that were used for the short form MSQ were intrinsic motivation, extrinsic motivation, and general job satisfaction. Each scale was added to get a raw score.

Intrinsic Motivation items 1,2,3,4,7,8,9,10,11,15,16,20

Extrinsic Motivation items 5,6,12,13,14,19

General Job Satisfaction items: all items (1-20)

The MSQ used intrinsic, extrinsic, and overall job satisfaction as the three components that were measured for each survey. The following is data for both the academic and artistic staff.

<table>
<thead>
<tr>
<th></th>
<th>Academic Teachers</th>
<th>Artistic Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Motivation</td>
<td>49.2</td>
<td>52.3</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>19.8</td>
<td>21.6</td>
</tr>
<tr>
<td>General Satisfaction</td>
<td>76.6</td>
<td>82.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Intrinsic</th>
<th>Extrinsic</th>
<th>General Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Teacher 1</td>
<td>40</td>
<td>14</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>53</td>
<td>25</td>
</tr>
</tbody>
</table>
### Table 1 and 2

Artistic Teacher | 1 | 59 | 29 | 98
| 2 | 55 | 28 | 93
| 3 | 44 | 17 | 69
| 4 | 51 | 14 | 74
| 5 | 53 | 21 | 82
| 6 | 52 | 14 | 73
| 7 | 52 | 24 | 84
| 8 | 53 | 26 | 88

Table 1 and 2 represents the above data.

### Intrinsic Motivation
Motivation and Job Satisfaction

Table 2

Extrinsic Motivation

Out of a maximum of 60 for intrinsic motivation, the artistic teachers have higher scores than the academic teachers. Table 3 shows that the artistic teachers also have a higher level of general satisfaction with their current job. Two of the artistic teachers scored a 98 and 93, which is close to the maximum 100, which would mean that one is completely satisfied with their job.

Table 3

General Satisfaction
The data below represents the mean scores for intrinsic motivation, extrinsic motivation, and general satisfaction.

<table>
<thead>
<tr>
<th></th>
<th>Academic Teachers</th>
<th>Artistic Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Motivation</td>
<td>49.2</td>
<td>52.3</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>19.8</td>
<td>21.6</td>
</tr>
<tr>
<td>General Satisfaction</td>
<td>76.6</td>
<td>82.6</td>
</tr>
</tbody>
</table>

Table 4

Mean Intrinsic Motivation

Table 5

Mean Extrinsic Motivation
Overall, table 4 5 and 6 show that both the academic and artistic staff had a fairly high score for general job satisfaction. The artistic teachers did however score higher on intrinsic motivation. This may be due to the fact that the artistic staff is more passionate about their job and want to be there and that there is an outlier (40) for intrinsic motivation from an academic teacher that may have brought down the mean academic intrinsic score. Also, the outliers for academic teachers’ scores for extrinsic motivation of 14 and 16 affected the mean. This shows that some subjects are concerned about rewards and recognition to motivate them. The possible maximum score for general satisfaction is 100. Academic teachers had a mean score of 76.6, and artistic teachers had a mean score of 82.6. Both of the means are quite high, which suggests that the teachers that were surveyed generally had a high level of job satisfaction with their current job.

Table 7 (Appendix D) shows both the artistic and academic teacher’s data for the Job Diagnostic Survey. Table 8 represents the academic teachers’ scores for the Job Diagnostic Survey. The following abbreviations are used throughout the remainder of the
paper; skill variety (SV), task identity (TI), task significance (TS), autonomy (AU), and feedback (FB).

Table 8

<table>
<thead>
<tr>
<th>SV</th>
<th>TI</th>
<th>TS</th>
<th>AU</th>
<th>FB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Five Core Job Characteristics for Academic Teachers**

Table 7 and 8 shows that overall the academic teachers scores SV, TI, TS, and AU are closer to the maximum score of 5. FB scores for each of the five teachers that were surveyed were lower than the other four job characteristics. The following are the modes for each of the five jobs characteristics: SV (3.6), TI (4.25), TS (4.25), AU (4.75), and FB (2.1). Since these were the most common scores that were found for each job characteristic, they affected the final results for the academic teachers in the following way; the mode for FB affected the final scores since the mode was lower by 1.5 than the second lowest mode (SV). Since the other job characteristic modes were higher than FB, this helped to raise the final scores for TI, TS, and AU. The highest mode was AU at 4.75. Since the maximum was 5, AU helped to raise the overall mean scores since it was a high scoring component.
Table 9 shows the data from the artistic teachers for each of the five job characteristics.

Table 9 shows that all five of the core job characteristics are close to the maximum score of 5. Each score for FB is lower compared to the other four job characteristics. Modes for each of the core characteristics were as follows; SV (4.8), TI (4.5), TS (5), AU (3.75), and FB (3.5). The mode for TS was 5, which is the maximum amount. The mode for TS definitely helped to raise the final scores. The artistic teachers also had their lowest mode on the FB component. This implies that both the academic teacher and artistic teachers need to work on a more effective way for the teachers to get appropriate feedback for their performance.

Means were computed to compare the academic and artistic staff’s average scores for each job characteristic (Appendix E). Table 10 displays the mean scores.
Table 10 was used to compare the average of each of the scores to see if there is a difference between the academic and artistic teachers. The artistic teachers mean score SV, TS, AU, and FB is higher than the academic staff. Although the mean scores for the artistic staff is higher, it is not by more than 1 for SV, TS, and AU. However, the mean score is 1.1 higher for the artistic staff for the FB characteristic. This implies that the academic teachers need to work on raising the feedback scores and will need to work with leadership to help the academic teachers get the proper feedback that they need. The mean scores for TI was the same for the academic and artistic staff. Overall, the mean scores SV, TI, TS, and AU were around the same score for both the academic and artistic teachers, suggesting that there is an equal distribution of scores.

The following data shows each teacher’s Motivating Potential Score for both the academic and artistic teachers.

Table 11 shows MPS for both the academic and artistic staff.
Table 12 represents mean MPS for the academic and artistic staff.

Motivating Potential Scores

Table 12

Out of a possible 125 for the MPS total score, both the academic and artistic staff is near the middle in terms of scores for the MPS. The reason for this is that there were outliers in both the academic and artistic teachers, which brought down the average score for both groups. MPS scores are also lower due to the fact that both groups of teachers
scored low on the FB job characteristic. The information on the JDS shows that the five characteristics impact the overall MPS mean. They also impact three critical psychological states, experienced meaningfulness, felt responsibility for outcomes, and knowledge of actual results (Casey & Robbins, 2009). Experienced meaningfulness is the extent to which one is making a difference to others (Casey & Robbins, 2009). Felt responsibility is the extent to which the worker assumes responsibility for his/her work (Casey & Robbins, 2009). Knowledge of the results is the extent to which the worker is aware of the quality of his/her work (Casey & Robbins, 2009). The three psychological states are impacted by the five job characteristics. As indicated above, both the academic and artistic staff needs to work on getting clear and meaningful feedback about the quality of their work. From using the JDS, it is clear to see that intrinsic motivation does play a role in high job satisfaction. The JDS also showed the importance of task identity and significance and how it can increase or decrease job satisfaction levels. In this research, high task identity and task significance scores increased the overall MPS, meaning that both the academic and artistic teachers are motivated by their job and highly satisfied overall.

The survey results from both the Minnesota Satisfaction Questionnaire and the Job Diagnostic Survey give crucial insight into the schools reward system as not being a crucial factor to impact job satisfaction. Intrinsic motivation was more important to the academic and artistic teachers. This research also found that the teachers and employees are happy and staying at the school. This is primarily due to the teachers being allowed and encouraged to be creative on a daily basis, and to having an empowering leadership staff that creates a different culture than traditional school systems.
From interviewing the leadership staff, there were common themes found in each response to each question from all interviewees. It was stated by all interviewees that teachers and staff are happy to be working at the school. The executive assistant pointed out that many teachers and staff have worked in traditional school systems, which appear much different than the charter school system. From previous work experience in traditional school systems, the staff realized that they did not want to be in traditional school environments, which is a common reason why many teachers choose to teach at a specialized school. The executive assistant also commented on the fact that they work together and that they do not use top down management administration. Instead, they allow teachers to be involved and use their expertise to build the school, which in return allows them to feel satisfied with their job. All other interviewees from the leadership staff had similar responses to the executive assistant and feel that most employees are satisfied with their job at the school and happy to have the opportunity to be there.

There were some changes that were identified that would improve job satisfaction. The suggestions were to have more support from administration regarding concerns that teachers have in their classrooms. Another suggestion to improve job satisfaction was to alter and look at the operational procedures, with specific attention given to the student attendance procedure. The executive director recommended that there are a number of things that administrators need to do for the future school year. For example, improvement of class tardiness policies, dealing with discipline of the students in a more direct manner, getting teachers better class spaces, and getting faculty together more often to talk about work they do and hear their concerns. The last common theme regarding improvements that needs to be made to increase job satisfaction centered
around the idea that the school, which is only four years is constantly changing. Many teachers and staff are looking to improve their job satisfaction and the school as a whole.

Three out of the five leadership staff that were interviewed did not even mention pay as a reward. Instead they found the rewards of working at a charter performing artist’s school to be one of the common rewards for teachers and staff. The artistic teachers appear to find their own rewards in what they do and what their students do. It was also mentioned by all interviewees that the teachers and staff are there to give to the students. Many felt that they were at the school to fulfill a high purpose, and give something to the students, and there in itself is an inherent reward. Teachers who are not here for this purpose will most likely work their way out of their job. Management will not even have to fire them, as these teachers will realize that they are not happy and leave.

Responses regarding the rewards system were that there are no official bonuses. One of the executive assistants believes that for arts people, working with other artists to promote a generation of the next performing artists is a reward. Academic teachers’ rewards are being able to teach classes creatively. In terms of a reward structure, the executive director feels that management could do a better job of giving people positive feedback. Everybody is always busy, and they do not always have the time to give feedback and sometimes they focus on the negative and not positives.

From the interviewee responses, a common theme is that monetary rewards would not make much of a difference to improve job satisfaction. This researcher was informed that salaries were frozen for the next school year and not one employee complained. Additional interviewees who did mention extrinsic rewards, commented on their belief
that the teachers and staff are compensated very well for work that they do. Additionally they commented that a reward was being allowed the flexibility to make the position their own, and have input in how the school is run. It was also stated that the Executive Director is willing to offer stipends for teachers that do work outside of traditional responsibilities. One of the executive assistant directors stated that, “They don’t really have a reward system. Until this year they were given 3 to 3 1/2 % increase in salary so that was kind of their reward. For our academic staff during J-term they get 13 days off. They teach a little bit longer days but in January, they will get 13 days off with pay. For our artistic teachers, it is being able to do what they love (performing) plus allowing them to have a job that helps them live as actors, actresses, dancers. If you are good, you have a job forever. In normal economic times they are rewarded financially”.

A common response to how leadership empowers and motivates teachers and staff was the open door policy at the school. Teachers do not need to make appointments to see management if they do not want to, and are encouraged to stop by to express concerns. Another way that management empowers teachers and staff is to have the teachers work in certain pods or groups. For instance, the English and Social Studies teachers are teamed up and Science and Math teachers. This, along with having certain workrooms in which to collaborate and work together is empowering for the teachers. One subject found that this helps to create a feeling of community.

One of the Executive Assistants believes that another way that they empower was that management creates a strong administrative support, but not in the micromanagement sense. They do this by being clear with expectations and give the staff the opportunity to meet expectations (create courses, policies), but they must also abide
by these expectations. Management creates a structure where there is a buy in and ownership to the school.

The artistic director’s response to creating an empowering and motivating culture was that it is hard to articulate. The artistic director believes that teachers are authentically excited about the mission and what the school is about and how they are serving others, and finds that when he is inspired by what other teachers are doing, others are inspired and vise versa, thus creating a circle of inspiration. The beginnings of an organization were found to be exciting for all interviewees. One interviewee stated that, “organizations need to find ways to continually recreate and create who you are and what your mission is. Energy about newness of the whole school is what is empowering and inspiring presently. However, the school will need to continuously recreate their mission in the future to keep the energy and inspiration”.

Four out of the five subjects that were interviewed rated their current job satisfaction to be a 6 out of 7. The last subject rated satisfaction level at 7. As one can clearly see, the common theme is that from the employees that were interviewed, many were satisfied with their job at the present time. The subject that rated himself as a 7 did so because he feels that he is completely satisfied because they are working on the mission and are called to do this kind of work. All art staff has been given the opportunity to create, which leads to why many of the teachers are satisfied with their job. Management finds that the majority of the teachers come to work and feel that they are working for a purpose. This was also true for teachers that will not be returning the next year.
The reasons why the rest of the staff did not rate themselves to be 100%, completely satisfied with their current job is because they believe that there is no such thing as a perfect job. It was mentioned that one always wonders if there is something better “out there”, but when they “go out there” they realize that where they were was pretty good and that it is human nature to notice irritancies and problems. From previous experiences that management has either viewed or attended, the staff is given the ability to do what needs to be done. Staff and management do not always have to ask for permission. They are trusted to be professional and do what is right. Three out of the six management people that were interviewed also mentioned the flexibility of the job helps to increase their satisfaction. They are able to take days off when needed, go to appointments, and have never been made to feel guilty. Finally, one subject found that a to do list was never ending and could never get done each day, which was rather bothersome. The executive director does not want to work on the front end of things anymore and does not want to have to deal with parents and wants to be more in the back operations of the school.

All six interviewees responded in identical fashion with regards to teachers’ having the ability to use their creativity on a daily basis. The school has a curriculum, but they are allowed to do what they see fit as ways that they see of working with students to better educate them. Every day they need to develop plans that are attractive to students because the students are really into the arts. All management agreed that if the students at the school were put into a traditional classroom they would not respond very well. Therefore, teachers always have to think of creative ways for the students to use their artistic background to work and be successful. Teachers have total freedom for the most
part. For example, if teachers are teaching the same subject as another teacher, they need to have similar information, but how it is presented is a personal choice. The artistic director stated that, “teachers using their creativity on a daily basis is all that it is and what the school is about. The teachers may come into the classroom with a lesson or an idea, but that can change instantly depending on the day and the class”.

There was a connection found regarding the relationship of teacher performance affecting one’s choice to teach at the school. Many teachers that come to the school fall in love with the place. These teachers feel that this is their calling. The teachers that find the structure too open are miserable and do not perform as well as the other staff who feel the environment fits them well. The right teachers eventually find the school and the result is very high performance.

All subjects found that the work that they do on a daily basis absolutely gives them a sense of personal accomplishment, both for themselves and the community. They also found that their work gives them a sense of great personal accomplishment, because they literally see the relationship between what is done and the results. These kinds of results are uncommon in big districts. The executive assistant stated that, “Every time I step into a classroom and see the performance, it is really moving. At times you think that you are getting nothing accomplished and then you sit in the back row of a performance and it is emotionally overwhelming”.

Other responses were that a school is a good place where one can help students every day, and that there is enjoyment in talking to people in the community and how the school has livened up downtown St Paul. One of the Executive Administrator Assistants stated that, “Oh I think so from the standpoint that these students that we have today are
our future. So if we are giving them the opportunity to be the best that they can be, or want to be, it is only going to make society better. So it gives students an art outlet to perform and still excel in school. If they went to the traditional high school it would maybe be a theater class here, a vocal class there but they wouldn’t get the authentic training that they get here. As an administrator your goal is to give them all the resources that you can so that they can be as successful as they can so that later on they can be productive citizens.”

As one can clearly see, there are common themes, responses, and connections from each interviewee for each question that was asked at the interview sessions. This information is helpful as it backs up the survey results and shows validity and consistency across all leadership staff. The responses to the open ended questions explain the reasoning behind why there is a high level of job satisfaction at the school.
CHAPTER 5. SUMMARY AND FUTURE RECOMMENDATIONS

Summary

From this literature review and research, the following research questions were answered; a) Will employees’ level of job satisfaction be higher when motivated extrinsically by rewards and pay? b) What role does job choice play with intrinsic and extrinsic motivation? c) Does task significance relate to the level of job satisfaction that one has with their job? There are a couple of conclusions that one can make. As assumed in the introduction, the teachers that were surveyed at the charter school had high levels of job satisfaction that can be primarily attributed to intrinsic motivation. The Minnesota Satisfaction Questionnaire clearly showed high levels of intrinsic motivation of 49.2 for the academic teachers, and 52.3 for the artistic teachers out of a possible 60. Motivating Potential Scores on the Job Diagnostic Survey were 43.36 for the academic teachers and 61.64 for the artistic teachers. From the personal interviews with management at the school, connections were made that the staff was happy to be at the school due to a passion for teaching performing arts, the use of creativity on a daily basis, and the unique culture/environment of the school. Similar to the findings from the literature review, this research at the school showed that there are several factors that relate to job satisfaction at the school. Believing in the school’s mission and choosing to be at the school for intrinsic versus extrinsic reasons has the most impact for the teachers and staff at the school.

Conclusions

One critical finding that management and hiring personnel from the school and from any organization should know is that the research from this study found that
employees’ level of job satisfaction was not higher when motivated by rewards and pay. Teachers do not have the highest paying jobs. However, this did not appear to be an important factor to most of the staff that was used in this research. The staff that was surveyed at the charter school was there due to a passion for the arts and wanting to make an impact on young performing artists’ lives. Employees that have passion for their job will want to be there and want to live the school’s mission because of passion and social interest and wanting to contribute to society by teaching and having an impact in future artist’s lives. Thus, creating a culture that is high performing and empowering for students, teachers, and staff is imperative. As one can clearly see, in this research study, the staff and teachers at the school are passionate about their job and feel that it is their calling and a way to contribute to the community by being an employee of the school.

Another conclusion that can be made from this research study is that when employees’ jobs are chosen for intrinsic reasons, it may predict higher levels of job satisfaction compared to jobs that are chosen solely due to extrinsic factors. The Minnesota Satisfaction Questionnaire showed that for extrinsic motivation, the academic teachers scored 19.8, and the artistic teachers scored 21.6. This finding is especially important when predicting one’s long term job satisfaction and personal growth.

Lastly, it may be concluded from this school that task significance does relate to the level of job satisfaction. The charter school that was researched had a high level of task significance due to both the academic and artistic teachers being able to identify with their job and having a parallel fit with the school’s environment/culture. The Job Diagnostic showed that the teachers at the school relate to and identify with tasks and the environment of the school. The academic teachers had scores of 4.0 for SV, 4.0 for TI,
and 4.1 for TS. The artistic teachers had mean JDS scores of 4.4 for SV, 4.0 for TI, and 4.3 for TS. This implies that the teachers identify with their tasks and find the tasks that they do on a daily basis are significant to their job. This is mainly due to the fact that the teachers at the school are given the freedom to be creative with their lessons and teaching. Management at the school believes and trusts the teachers will be creative in whatever way that they decide to teach their daily lessons. This specialized charter school is unique compared to other traditional high schools, thus creating a different culture due to its curriculum, creativity, environment, and specialized teachers.

**Future Recommendations**

Although the teachers in this research had high levels of job satisfaction and high scores relating to the work environment and overall motivation, there are some future recommendations that the charter school may want to consider. The first recommendation being that the school develops a better way to give teachers and staff feedback. Not only did the Executive Director mention that there is usually only negative feedback that is given to teachers, but also the results from the Job Diagnostic Survey indicated that both the Academic and Artistic teachers’ scores were low. The low FB scores (2.5 for the academic teachers and 3.6 for the artistic teachers) shows that the school needs to work on getting and giving both positive and negative feedback to teachers in a timely and effective way. It would be highly recommended that the school develop a feedback system that gives teachers and staff two yearly feedback reviews for the next school year to ensure that teachers and staff still have a high level of job satisfaction.
Another recommendation for the school is to investigate why the academic teachers have lower levels of job satisfaction compared to the artistic teachers. This researcher believes that the lower levels of job satisfaction may be due to space and environment issues, not getting timely and effective feedback, and from the lack of support from some parents and administration regarding policies, rules, and procedures not being followed. Management should consider looking into this further to identify additional underlying reasons so that the academic teachers are as satisfied as the artistic teachers. This, in turn would prevent turnover and low personal performance.

The last recommendation that the school may want to look at is a way to support the administrative staff. From the personal interviews, it was noted that lack of administrative support might be of concern for the school. Since the administrative and management employees deal with more of the daily operational concerns and issues, it would be in the school’s best interest to make certain that the administration and leadership staff feel support from the teachers, parents, and from their co-workers.

Leadership needs to have support from other co-workers and teachers so that all staff is on the same page and abiding by the rules and policies of the school. If some teachers are not following policies and procedures that are based around student’s behavior and attendance, a conflict could result between the teachers and administration. The administrative staff also needs to have reinforcement from the students’ parents. If parents are disregarding the school rules and policies, it gives the message to their child that they may do this as well. Lastly, administration needs support from the community that what they are teaching and doing is energizing and impacting the community. The school is involved with community art centers and organizations, if there is not support
and encouragement from those whom the school is working and partnering with, it does not support the purpose and mission of the school.
References


APPENDIX A:

Copy of Consent Form
Background Information:

You are invited to participate in a Master’s Research Project. This study is being conducted by Katie Bazan, a Masters candidate in Management Consulting and Organizational Leadership at Adler Graduate School of Psychology. The purpose of the research is to investigate motivation, job choice, and task variety to see what role they play in determining job satisfaction.

Confidentiality:

The records of this study will be kept private. In any sort of report that might be published, I will not include any information that will make it possible to identify a subject. Research records will be kept in a locked file. Only the researcher will have access to the records.

Voluntary Nature of the Study:

Your participation is voluntary. Your decision whether or not to participate will not affect your current or future relations with Adler Graduate School or Saint Paul Conservatory for Performing Arts. If you decide to participate, you are free to withdraw at any time.

Statement of Consent:
I have read the above information. I consent to participate in the study.

Name (print)_______________________________

Signature:______________________________ Date:____________

APPENDIX B:

Copy of Job Diagnostic Survey
Skills Application 4: Job Diagnostic Survey

Hackman and Oldham developed a self-report instrument for managers to use in diagnosing their work environment. The first step in calculating the “Motivating Potential Score” (MPS) of your job is to complete the following questionnaire.

1. Use the scales below to indicate whether each statement is an accurate or inaccurate description of your present or most recent job. After completing the instrument, use the scoring key to compute a total score for each of the core job characteristics.

5 = Very descriptive
4 = Mostly descriptive
3 = Somewhat descriptive
2 = Mostly nondescriptive
1 = Very nondescriptive

1. I have almost complete responsibility for deciding how and when the work is to be done.
2. I have a chance to do a number of different tasks, using a wide variety of different skills and talents.
3. I do a complete task from start to finish. The results of my efforts are clearly visible and identifiable.
4. What I do affects the well-being of other people in very important ways.
5. My manager provides me with constant feedback about how I am doing.
6. The work itself provides me with information about how well I am doing.
7. I make significant contributions to the final product or service.
8. I get to use a number of complex skills on this job.
9. I have very little freedom in deciding how the work is to be done.
10. Just doing the work provides me with opportunities to figure out how well I am doing.
11. The job is quite simple and repetitive.
12. My supervisors or coworkers rarely give me feedback on how well I am doing the job.
13. What I do is of little consequence to anyone else.
14. My job involves doing a number of different tasks.
15. Supervisors let us know how well they think we are doing.
16. My job is arranged so that I do not have a chance to do an entire piece of work from beginning to end.
17. My job does not allow me an opportunity to use discretion or participate in decision making.
18. The demands of my job are highly routine and predictable.
19. My job provides few clues about whether I’m performing adequately.
20. My job is not very important to the company’s survival.
21. My job gives me considerable freedom in doing the work.
22. My job provides me with the chance to finish completely any work I start.
23. Many people are affected by the job I do.
APPENDIX C:

Copy of Minnesota Satisfaction Questionnaire
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.
- **N** means I can't decide whether I am satisfied or not 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 . . .**

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

Table 7

Job Diagnostic Score Data for

5 Core Job Characteristics
### Academic Teachers:

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Mean 4.0  Mean 4.0  Mean 4.1  Mean 3.8  Mean 2.5

### Artistic Teachers:

| 4  | 3   | 3.25 | 3.75 | 3.5 |
| 4.8| 4.5  | 4   | 4.5  | 4.3 |
| 4.8| 4.75 | 4.75 | 3.5  | 4   |
| 3.8| 5   | 5   | 5 4.3  |
| 5  | 3.5  | 4.75 | 4   | 3.5 |
| 4.4| 4.5  | 5   | 3.75 | 4.5 |
| 4.2| 3.25 | 5   | 3.5  | 3.5 |
| 4.2| 4.25 | 3.25 | 3.75 | 2.5 |

Mean 4.4  Mean 4.0  Mean 4.3  Mean 3.9  Mean 3.6
APPENDIX E:

Mean Motivating Potential Scores
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| Academic  | 43.36 |
| Artistic  | 61.64 |