December 1985

Professional Negotiations and Perceived Need Deficiencies of Secondary Teachers in Tennessee (workers, Industrial, Organizations, Maslow, Herzberg)

Jimmy D. Ratliff
East Tennessee State University

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PROFESSIONAL NEGOTIATIONS AND PERCEIVED NEED DEFICIENCIES OF SECONDARY TEACHERS IN TENNESSEE

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PROFESSIONAL NEGOTIATIONS AND PERCEIVED NEED DEFICIENCIES OF SECONDARY TEACHERS IN TENNESSEE

A Dissertation
Presented to
the Faculty of the Department of Supervision and Administration
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Jimmy D. Ratliff
December 1985
APPROVAL

This is to certify that the Graduate Committee of

JIMMY D. RATLIFF

met on the

29th day of July, 1985.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Associate Vice-President for Research and Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

Signed on behalf of the Graduate Council

Richard A. Crafts

Associate Vice-President for Research and Graduate Studies
ABSTRACT

PROFESSIONAL NEGOTIATIONS AND PERCEIVED NEED DEFICIENCIES OF SECONDARY TEACHERS IN TENNESSEE

by

Jimmy D. Ratliff

The purpose of this study was to determine if significant differences existed in the perceived need deficiencies of secondary teachers who engaged in professional negotiations as compared to those who did not. In addition, attempts were made to determine if significant differences existed in the perceived need deficiencies of male and female secondary teachers, urban and rural secondary teachers, various age groups of secondary teachers, and various experience groups of secondary teachers. Further analysis of the data was conducted to determine if significant differences existed in the perceived need deficiencies of secondary teachers as compared to industrial, governmental and retail workers.

The sample included 200 secondary teachers who engaged in professional negotiations and 200 who did not. Respondents included seventy-one secondary teachers who negotiated and another seventy-one who did not. The total number of respondents included 142 secondary teachers, which represented 35.5 percent of the entire sample. The instrument used to collect the data was the "Work Motivation Inventory" which was designed to assess the physiological, safety, love and belonging, ego-status, and self-actualization needs of individuals in the work setting.

No significant differences were found in twenty-four of twenty-five null hypotheses. A significant difference was found in the safety needs of secondary teachers who negotiated as compared to those who did not. Additional findings not related to the original twenty-five hypotheses, resulted in significant differences being found in the physiological, safety, belonging, ego-status, and self-actualization needs of secondary teachers when compared to workers from major organizations.

The findings indicated that secondary teachers who negotiated had significantly higher safety needs than secondary teachers who did not. Additional findings indicated that secondary teachers had significantly higher physiological, safety, and belonging needs when compared to workers from major organizations. Also, secondary teachers had significantly lower ego-status and self-actualization needs when compared to workers from major organizations. Recommendations were included for future research.

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ACKNOWLEDGEMENTS

The completion of a dissertation is often dependent upon the cooperation and efforts of many individuals. Completion of this research project would not have been possible without the help and support of the following people:

My sincere thanks and appreciation is extended to all members of the Department of Supervision and Administration of East Tennessee State University who were always willing to provide assistance and direction throughout my doctoral program. This is especially true of the members who served on my doctoral committee: Dr. Robert G. Shepard, Dr. Charles W. Burkett, Dr. Floyd H. Edwards, Dr. J. Howard Bowers, Dr. William T. Acuff, and Dr. Ted C. Cobun. A special thanks is extended to Dr. Robert G. Shepard for his insight and guidance in directing my dissertation.

Also, I would like to extend a special thanks to the 142 respondents who took the time and showed enough interest in this research project to return the completed questionnaires.

My sincere gratitude is extended to Ms. Susan Donnell, Research Associate at Telometrics International of The Woodlands, Texas. She was very cooperative and helpful in supplying the "Work Motivation Inventory" to be used in my study.

An expression of gratitude is necessary to Dr. Susan Twaddle and others at the Computer Services Center, East Tennessee State University. Without their assistance the completion of this research project would have been much more difficult.
Finally, I would like to thank Mr. Herb Ward at the State Department of Education for his assistance in selecting a random sample of secondary teachers for use in this study.
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CHAPTER 1

Introduction

Teaching as a profession has enormous potential for providing individuals with challenging opportunities, enrichment and self-development. Failure of administrators, board members, and citizens to recognize that public school teachers have various needs that must be satisfied helps to explain educational rigidity, faculty dropout, and increased teacher militancy.¹

Perhaps Douglas McGregor summed up the need deficiencies of workers best when he stated:

People, deprived of opportunities to satisfy at work the needs which are now important to them, behave exactly as we might predict—with indolence, passivity, unwillingness to accept responsibility, resistive to change, willingness to follow the demagogue, and unreasonable demands for economic benefits.²

During the last twenty years teachers have turned, in record numbers, to the use of professional negotiations in an attempt to satisfy various need deficiencies. Teachers who engaged in professional negotiations have expressed their dissatisfaction with the formal organization's reward system. In other words, there was an imbalance between organizational demands of teachers in the pursuit of organizational goals and


That which it gave to them in the form of needs satisfaction, under these circumstances teachers were unable to satisfy various need deficiencies from the performance of their designated role in the organization.

The Problem

Statement of the Problem

The problem of this study was to determine if significant differences existed in the perceived need deficiencies of secondary teachers who engaged in professional negotiations as compared to those who did not.

Sub-problems of the Study

Sub-problem 1. To determine if significant differences existed in the perceived need deficiencies of male secondary teachers as compared to female secondary teachers.

Sub-problem 2. To determine if significant differences existed in the perceived need deficiencies of urban secondary teachers as compared to rural secondary teachers.

Sub-problem 3. To determine if significant differences existed in the perceived need deficiencies of secondary teachers in various age groups.

Sub-problem 4. To determine if significant differences existed in the perceived need deficiencies of secondary teachers in various experience groups.
Significance of the Study

In the past, teachers were in short supply, and teacher turnover was relatively high. Teachers were not as hesitant as they are now about changing jobs if working conditions did not meet their needs. If teachers were dissatisfied with salary, benefits, opportunities for promotion or job assignments, they would simply change teaching positions. Now, however, there is a surplus of teachers and jobs are extremely hard to find. Teachers are hesitant about changing jobs under any circumstances.³

Without the safety valve of turnover, teachers who are frustrated because the formal organization does not provide an adequate reward system to satisfy various need deficiencies have turned, in record numbers, to the use of professional negotiations in an attempt to satisfy various need deficiencies.⁴ Sergiovanni and Starratt expressed a similar view.

If one accepts the premise that most teachers seek meaningful satisfaction from work and wish to view themselves as competent, significant, and worthwhile contributors to society, then it is easy to understand why, when confronted with a work environment characterized by distrust, arbitrariness, passivity, conformity, and paternalism, they often look to recreation, hobbies and fraternal or social groups for this satisfaction. Many seek broader alternatives as they attempt to increase their control over the reward-granting structures of schools. Still others choose to play the "organizational game" in hopes that they may be promoted to positions which afford more meaningful satisfaction.⁵

³ Sergiovanni and Starratt, p. 151.
⁵ Sergiovanni and Starratt, p. 152.
Now, more than ever before, the problem of how to satisfy various need deficiencies is becoming increasingly important. Without a motivated teaching staff the quality of education is bound to suffer. Edward E. Lauler, III, pointed out that those individual behaviors that are crucial to determining the effectiveness of organizations are, almost without exception, voluntary motivated behaviors. Therefore, it is important that we understand how organizations influence the motivation of their individual members. If we are ever to have effective organizations, we must understand how to encourage effective individual performance.6

Jeffrey S. Kaiser added that whether teachers are motivated or burned out depends on motivational factors which meet the specific needs of teachers. Those teachers deprived of need satisfactions will seek other job markets which can meet their needs of advancement, achievement, responsibility, recognition and interesting work. Those teachers remaining in the teaching profession who might have been motivated if motivation factors were present are forced to simply survive and race to the parking lot at 3:45 p.m.7

Assumptions

Before initiating the study several assumptions were made. They included:

1. School systems could benefit from the identification of perceived need deficiencies of teachers.


7 Jeffrey S. Kaiser, "Teacher Longevity: Motivation or Burnout," The Clearinghouse, 56 (September 1982), 17-19.
2. The participants in the study would respond honestly to the Work Motivation Inventory.

3. The participants in the study would be representative of secondary teachers in Tennessee.

4. The perceived need deficiencies of secondary teachers could be determined from responses to the Work Motivation Inventory.

**Limitations**

The following limitations were placed on the study:

1. Responses were limited to a personal data sheet and the Work Motivation Inventory.

2. Respondents were randomly selected from secondary teachers in Tennessee who had secondary certification.

3. A return of at least 25 percent of the respondents would be necessary for data analysis.

4. The study was limited to a sample of 400 secondary teachers.

5. The study was further limited to 200 secondary teachers who engaged in professional negotiations and another 200 who had not at the time of this study.

6. The consolidated school systems of Montgomery and Davidson Counties were excluded from this study.

7. The study was limited to resources available through East Tennessee State University.

8. The study was limited to the following age groups: 20-30, 31-40, 41-50, 51 and up.
9. The study was limited to the following experience groups: 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 21 years and up.

10. Due to limitations at the State Department of Education, special education and vocational teachers were excluded from this study.

Definitions of Terms

Collective Negotiation

Collective negotiation was defined as a process whereby employees as a group and their employers make offers and counter-offers in good faith on the condition of their employment relationships for the purpose of reaching mutually acceptable agreement. 8

Job Satisfaction

Job satisfaction was best thought of as a feeling or emotion which accompanied thoughts or actions related to the work load. 9

Motivation

Motivation was defined as the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals. 10

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Needs

For the purpose of this paper, needs was defined as those need categories listed in Maslow's hierarchy. They include physiological, safety, love and belonging, ego-status, and self-actualization.

Perceived Need Deficiency

Perceived need deficiency was defined as the difference between the amount of perceived satisfaction actually obtained for a given need and the amount of satisfaction the individual feels he should have obtained for that need.1

Rural

For the purpose of this study, rural school systems were synonymous with the county school systems listed in the 1982-83 Directory of Public Schools in Tennessee.

Secondary Teachers

Secondary teachers were those teachers who were employed in designated secondary schools as stated in the 1982-83 Directory of Public Schools in Tennessee.

Urban

For the purpose of this study, urban school systems were synonymous with the city school systems listed in the 1982-83 Directory of Public Schools in Tennessee.

Validated Instrument

A validated instrument was one that had been validated by field testing or a pilot study.

Work Motivation Inventory

The Work Motivation Inventory was a validated instrument that was designed to assess the kinds of needs and values which individuals see as important considerations in making decisions about their work.¹²

Hypotheses

H₀₁ There will be no significant difference between the physiological needs of secondary teachers who engage in professional negotiations as compared to those who do not.

H₀₂ There will be no significant difference between the safety needs of secondary teachers who engage in professional negotiations as compared to those who do not.

H₀₃ There will be no significant difference between the love and belonging needs of secondary teachers who engage in professional negotiations as compared to those who do not.

H₀₄ There will be no significant difference between the ego-status needs of secondary teachers who engage in professional negotiations as compared to those who do not.

H₀₅ There will be no significant difference between the self-actualization needs of secondary teachers who engage in professional

¹² Jay Hall and Martha Williams, Work Motivation Inventory (The Woodlands, Texas: Telometrics International, 1980).
negotiations as compared to those who do not.

$H_{0.6}$ There will be no significant difference between the physiological needs of male secondary teachers as compared to female secondary teachers.

$H_{0.7}$ There will be no significant difference between the safety needs of male secondary teachers as compared to female secondary teachers.

$H_{0.8}$ There will be no significant difference between the love and belonging needs of male secondary teachers as compared to female secondary teachers.

$H_{0.9}$ There will be no significant difference between the ego-status needs of male secondary teachers as compared to female secondary teachers.

$H_{0.10}$ There will be no significant difference between the self-actualization needs of male secondary teachers as compared to female secondary teachers.

$H_{0.11}$ There will be no significant difference between the physiological needs of urban secondary teachers as compared to rural secondary teachers.

$H_{0.12}$ There will be no significant difference between the safety needs of urban secondary teachers as compared to rural secondary teachers.

$H_{0.13}$ There will be no significant difference between the love and belonging needs of urban secondary teachers as compared to rural secondary teachers.

$H_{0.14}$ There will be no significant difference between the ego-status needs of urban secondary teachers as compared to rural secondary teachers.

$H_{0.15}$ There will be no significant difference between the self-actualization needs of urban secondary teachers as compared to rural
secondary teachers.

$H_0^{16}$ There will be no significant difference between the physiological needs of secondary teachers in one age group as compared to any of the other age groups.

$H_0^{17}$ There will be no significant difference between the safety needs of secondary teachers in one age group as compared to any of the other age groups.

$H_0^{18}$ There will be no significant difference between the love and belonging needs of secondary teachers in one age group as compared to any of the other age groups.

$H_0^{19}$ There will be no significant difference between the ego-status needs of secondary teachers in one age group as compared to any of the other age groups.

$H_0^{20}$ There will be no significant difference between the self-actualization needs of secondary teachers in one age group as compared to any of the other age groups.

$H_0^{21}$ There will be no significant difference between the physiological needs of secondary teachers in one experience group as compared to any of the other experience groups.

$H_0^{22}$ There will be no significant difference between the safety needs of secondary teachers in one experience group as compared to any of the other experience groups.

$H_0^{23}$ There will be no significant difference between the love and belonging needs of secondary teachers in one experience group as compared to any of the other experience groups.

$H_0^{24}$ There will be no significant difference between the ego-status
needs of secondary teachers in one experience group as compared to any of the other experience groups.

\[ H_0^{25} \text{ There will be no significant difference between the self-actualization needs of secondary teachers in one experience group as compared to any of the other experience groups.}\]

**Procedures of the Study**

The following procedures were followed in conducting the study:

1. A review of related literature was conducted.
2. A validated instrument was selected from a review of the *Mental Measurements Yearbook*.
3. A telephone call was made to a representative of Telometrics International of The Woodlands, Texas, requesting the use of the Work Motivation Inventory.
4. Four hundred fifty copies of the Work Motivation Inventory were purchased.
5. A telephone call was made to the State Department of Education in Nashville requesting the computer center do a random sample of secondary teachers for the study.
6. The State Department Computer Center randomly selected 200 secondary teachers who negotiated and another 200 teachers who did not.
7. A letter was written and mailed along with the instrument explaining the purpose and soliciting teacher's responses.
8. When at least 25 percent of the responses were collected and one month had elapsed, the data were analyzed and recorded in tables.
Organization of the Study

Chapter 1 includes the introduction, the statement of the problem, significance of the study, the hypotheses, the assumptions, the limitations, the definitions of terms, the procedures, and the organization of the study.

Chapter 2 contains a review of related literature.

Chapter 3 contains the design of the study.

Chapter 4 contains an analysis of the data.

Chapter 5 contains the summary, conclusions and recommendations.
CHAPTER 2
Review of Related Literature

Introduction

Thomas J. Sergiovanni pointed out that teachers invest themselves in work in order to receive desired rewards to fulfill various need deficiencies. Some examples of this investment were time, creativity, skill, enthusiasm, mental energy, and effort. Satisfaction of these needs included both tangible and intangible forms such as money, respect, comfort, sense of accomplishment, social acceptance and security. Sergiovanni indicated that investment in work was broken down into the participation investment and the performance investment.¹

The participation investment was required of all teachers in order to remain employed. Some requirements of this investment were meeting class, preparing lesson plans, committee assignments, attending required meetings, and following school rules and regulations. This was regarded as the legal working relationship of a fair day's work for a fair day's pay. In return for this investment, teachers received such benefits as salary, security, fair supervision, retirement, hospitalization and good human relations. Sergiovanni went on to point out that

we can think of no great institution in our society and no great achievements that have resulted from merely the traditional legal work relationship. Greatness has always

been a result of employees' and employers' exceeding the limits of this relationship.\(^2\)

The performance investment was concerned with teachers who exceeded the limits of the legal work relationship. Teachers give a great deal more than would be reasonably expected by the organization. In return, teachers would receive a sense of deep satisfaction with their work and themselves. In speaking of motivation to work, the organization must provide incentives that would encourage the performance investment from teachers. The organization cannot obtain the performance investment merely by providing more money, security, better working conditions, and improved human relations. These types of rewards do motivate but they are limited.\(^3\)

Maslow's hierarchy of needs was used as a conceptual framework in identifying various need deficiencies of teachers. Maslow described these needs as falling into two groups. The lower order needs would include physiological needs, safety needs and belonging needs. The lower order needs are those provided by the organization for the participation investment. The school provided such benefits as salary, position, protection, good working conditions and friendship for the participation investment. The higher order needs included esteem and self-actualization. Fulfillment of these needs were accomplished through the performance investment. Teachers will be able to satisfy these higher order needs only through accomplishing of school goals. Administrators and supervisors should be cognizant that providing rewards

\(^2\) Sergiovanni and Starratt, p. 156.

\(^3\) Sergiovanni and Starratt, pp. 156-57.
related to those higher order needs are the most potent motivators for superior performance.  

Hierarchy of Needs Theory

One of the most popular theories of human motivation was the hierarchy of needs theory developed by Abraham Maslow. The theory is illustrated in Figure 1 (see Appendix A for permission from the publisher). Maslow based his theory on two premises. First, man was a wanting animal, motivated by the desire to satisfy certain types of needs. Maslow identified these needs as physiological, safety, belonging, esteem, and self-actualization. Needs which are left unsatisfied produce tensions within the individual which may cause one to behave in a certain fashion in order to reduce the tension and restore equilibrium. When a need is fairly well satisfied, it is no longer a motivator of behavior. For example, when the physiological need for food has been satisfied it will no longer motivate behavior until the individual becomes hungry again. The second fundamental premise proposed by Maslow was that human needs are arranged in a hierarchy of prepotency. This means that once the lower level needs are satisfied the individual moves up the hierarchy one level at a time and attempts to satisfy higher order needs.

The Physiological Needs

Physiological needs were considered to be the starting point for

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4 Sergiovanni and Starratt, pp. 156-57.


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<table>
<thead>
<tr>
<th>Needs</th>
<th>Physiological and Psychological Indicators</th>
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<tr>
<td><strong>Level 5</strong></td>
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<tr>
<td><strong>Self-Actualization</strong></td>
<td>Achievement of potential</td>
</tr>
<tr>
<td>of Self-Fulfillment</td>
<td>Maximum self-development, creativity, and self-expression</td>
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<td><strong>Higher-Level Needs</strong></td>
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<td><strong>Level 4</strong></td>
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<tr>
<td><strong>Esteem</strong></td>
<td>Self-respect—achievement, competence, and confidence</td>
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<td></td>
<td>Deserved respect of others—status, recognition, dignity, and</td>
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<td></td>
<td>appreciation</td>
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<td><strong>Level 3</strong></td>
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<tr>
<td><strong>Belonging, Love,</strong></td>
<td>Satisfactory associations with others</td>
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<tr>
<td><strong>and Social Activity</strong></td>
<td>Belonging to groups</td>
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<td></td>
<td>Giving and receiving friendship and affection</td>
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<tr>
<td><strong>Level 2</strong></td>
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<tr>
<td><strong>Safety and Security</strong></td>
<td>Protection against danger and threat</td>
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<td></td>
<td>Freedom from fear, anxiety, and chaos</td>
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<td></td>
<td>Need for structure, order, law, limits, and stability</td>
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<tr>
<td><strong>Lower-Level Needs</strong></td>
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<td>Smell</td>
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<tr>
<td><strong>Smell</strong></td>
<td>Touch</td>
</tr>
</tbody>
</table>

Figure 1

Maslow’s Hierarchy of Needs Theory of Human Motivation

the hierarchy of needs theory. Physiological needs included such things as food, water, air, shelter, exercise, rest, sleep, and sex. The list could go on and on depending on how specific one wanted to be. Maslow pointed out that the physiological needs are the most prepotent of all needs. This means that an individual who was lacking food, safety, love, and esteem would probably try to satisfy his need for food first. If all the needs are unsatisfied the individual would concentrate on the physiological needs and ignore all higher level needs.\(^6\)

The Safety Needs

Once the physiological needs have been satisfied another set emerges known as the safety needs. These needs included such things as security, stability, dependency, protection from fear, need for structure, law and order. Everything that has been said about the importance of physiological needs also holds true for the safety needs only to a less degree. Maslow pointed out that safety needs in society are largely satisfied for most everyone. Therefore, safety needs no longer serve as active motivators of behavior. If one wishes to see these needs directly one would have to turn to neurotic individuals, social underdogs, or to social chaos, revolution, or a breakdown of authority.\(^7\)

The Belonging and Love Needs

Once the physiological and safety needs have been fairly well satisfied, there will emerge the belonging and love needs. These are


\(^7\) Maslow, pp. 39-43.
needs such as those for belonging, for association, for acceptance by one's friends, for giving and receiving love and friendship. Maslow also believed that frustration of the belonging and love needs will lead to maladjustment. He stated that:

my strong impression is that some proportion of youth rebellion groups—I don't know how many or how much—is motivated by the profound hunger for groupiness, for contact, for real togetherness in the face of a common enemy, any enemy that can serve to form an amity group simply by posing an external threat.  

The Esteem Needs

Maslow indicated that almost all people in society have a desire or need for a stable, firmly based, high evaluation of themselves, for self-respect or self-esteem and for the esteem of others. These needs may be classified in two subsidiary sets. First, there was the desire for strength, achievement, confidence, adequacy, and independence. Second, there was a desire for reputation, prestige, recognition, importance, or appreciation. Another observation made by Maslow was that the most stable and healthy self-esteem was based on deserved respect from others. He went on to point out that when self-esteem needs have been satisfied there was a feeling of self-confidence, worth, strength, capability, and adequacy of being useful in the world. If these needs are thwarted there was a feeling of inferiority, weakness, and helplessness.  

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8 Maslow, pp. 43-44.

9 Maslow, pp. 45-46.
The Self-Actualization Needs

If the other four levels of needs are relatively well satisfied then there emerges another set of needs. One may classify this set of needs as self-actualization. This need level referred to man's desire for self-fulfillment or to fully develop his potential. In other words, what a man can be he must be. Maslow pointed out that every individual will express these needs in a different way. One person may desire to be a great athlete, another an artist, and in still another an ideal mother. Individual differences at this level are the greatest. In order for self-actualization needs to develop the prior needs of physiological, safety, love, and esteem needs must have been satisfied.\(^{10}\)

The Hierarchy of Needs in the Work Setting

Maslow indicated that in our culture the most healthy individuals are largely satisfied in their physiological and safety needs.\(^{11}\) Douglas McGregor made the following observation:

Under today's conditions management has provided relatively well for satisfaction of physiological and safety needs. The standard of living in our country is high; people do not suffer major deprivation of physiological needs except during periods of severe unemployment. Even then, the social legislation developed since the thirties cushions the shock.\(^{12}\)

Jay Hall and Martha Williams pointed out that concerns for physiological needs will be directed upward on the job in concerns for better working conditions, more time off, increased salary, and avoidance of physical strain or discomfort. In summary, physiological needs revolved

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\(^{10}\) Maslow, pp. 46-47.  
\(^{11}\) Maslow, p. 41.  
around issues that are peripheral to the work itself. Satisfaction of needs at this level allowed the worker to adapt his demands upward in the hierarchy.\(^\text{13}\)

If physiological needs have been fairly well satisfied then the safety needs tended to become important to the worker. On the job, safety needs were reflected by workers in a desire for hospitalization insurance, worker compensation, safe working conditions and consistent standards of performance. In summary, safety needs also revolve around the peripheral of the work itself and will tend to interfere with accomplishment of organizational goals when they are operating.\(^\text{14}\)

Once satisfaction of safety needs was accomplished, an individual will direct his attention toward the love and belonging needs. On-the-job belonging and love needs were reflected in a concern for friendships with colleagues, interaction with others, healthy interpersonal relations and team membership. As with the other need levels the worker expected the organization to provide for these needs when they were operative.\(^\text{15}\)

When the belonging and love needs were satisfied in the work environment then there emerged the esteem needs. Esteem needs were reflected by an individual's desire to excel in his work and reap the social and professional rewards for competence. The worker becomes preoccupied with opportunities for advancement, recognition based on performance, assignments based on ability and involvement in the decision making process.

\(^{13}\) Jail Hall and Martha Williams, Work Motivation Inventory, "The Need Hierarchy in the Work Setting" (The Woodlands, Texas: Telometrics International, 1980).

\(^{14}\) Hall and Williams,

\(^{15}\) Hall and Williams
In summary, esteem needs motivate individuals to contribute their best effort to the organization in return for the many forms of reward that recognition provided.  

Once esteem needs have been fairly well satisfied the individual will be free to move to the highest level of the hierarchy. Self-actualization behaviors in the work environment caused an individual to experience a need for more challenging and meaningful work. He wanted to become more creative in order to acquire personal growth, achievement and satisfaction from the work itself. Self-actualization behaviors required autonomy, risk taking, and freedom to experiment. Organizations that provided employees with the opportunities to satisfy self-actualization needs reaped the greatest benefits. These are the people who will make the most mature and constructive contributions so badly needed in organizations today.  

Educational Research Based on Maslow's Theory  

One of the first studies in education utilizing Maslow's hierarchy of needs theory was conducted by Francis Trusty and Thomas J. Sergiovanni. In that study a thirteen-item questionnaire was developed to measure each of the five need deficiency levels.  

Results of the study indicated that in every case except one (the forty-five and over age group) the esteem level accounted for the largest

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16 Hall and Williams.  

17 Hall and Williams.  

need deficiencies. In all cases, for both age and sex categories, esteem, autonomy, and self-actualization items accounted for larger need deficiencies than items that accounted for the social and security levels. Sergiovanni and Starratt made the following observation concerning social needs:

Fulfillment at the social level, for example, though a popular concern of human relations supervisors, seems not to be of concern to educators in this study at all. If one views deficiencies in need as measurements of job satisfaction, then supervisors should work to restructure reward systems in schools so that they focus more adequately at the levels where the largest deficiencies exist.

Additional results of the study indicated that educators in the 20-24 age group have smallest need deficiencies while men in the 25-34 age group have largest need deficiencies. Women educators seemed to be more satisfied with their teaching position than men. They showed smaller need deficiencies except for the security need level.

In another study Fred D. Carver and Thomas J. Sergiovanni investigated the relationship between complexity, adaptability, and job satisfaction in thirty-six large high schools. The Maslow type need deficiency index was also used in that study. Results indicated that high school teachers are generally well satisfied with the two lower order needs. Teachers expressed less satisfaction for the three higher order needs. Esteem accounted for the largest need deficiency.

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19 Trusty and Sergiovanni, pp. 168-80.
20 Sergiovanni and Starratt, p. 160.
21 Trusty and Sergiovanni, pp. 169-89.

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investigators pointed out the following:

Relatively, the opportunity for higher order needs satisfaction is not available to teachers to the same extent as lower order needs satisfaction. While the observation does not speak to the expected or observed relationship it suggests that teachers (as a professional group) are ready to move up the Maslow type needs hierarchy and derive satisfaction from the positions themselves. Further the mean satisfaction scores suggest immediately the most pressing need of teachers is the need for esteem—internal and external to the high school. We would hypothesize that as esteem needs are met as a result of increased salary and benefits derived through flexing of teacher organization muscles, teachers will move to satisfy autonomy and self-actualization needs. The implication for administrators is clear—provide teachers with opportunities to make educational decisions and encourage personal and professional development.23

In a more recent study conducted by Jim Sweeney, high school teachers in Iowa responded to the Maslow Need Deficiency Index and expressed need deficiencies in all five categories. The strongest need deficiencies were reported in the areas of esteem and self-actualization. Security ranked third followed by autonomy and sociability. In addition, comparisons with similar data collected in 1968 showed that the average need deficiency in the area of security had risen more than any of the other areas in the last twelve years. Need deficiencies in esteem and self-actualization have also risen considerably.24

In addition, Grace B. Chisholm and her associates conducted a study in Texas using the need satisfaction questionnaire to determine need deficiency of teachers and administrators. The results showed that administrators have fewer deficiencies than teachers on all need

23 Carver and Sergiovanni, p. 27.

categories. Autonomy was listed as the greatest area of need deficiency for both teachers and administrators.\textsuperscript{25}

Finally, an investigation was conducted by Larry Allen Thomas to determine if perceived need satisfaction of teachers comprised a possible factor with respect to a teacher's willingness to persist within a particular high school. The Teacher Need Satisfaction Inventory was used to gather data. The results indicated that teachers who were willing to persist in their present school were satisfied to a greater extent with safety needs, love and belonging needs, esteem needs, and self-actualization needs than those teachers who were unwilling to persist.\textsuperscript{26}

**Motivation-Hygiene Theory**

Another theory of motivation that was closely related to Maslow's hierarchy of needs theory was the motivation-hygiene theory. The motivation-hygiene theory was developed as a result of research conducted by Frederick Herzberg and associates.\textsuperscript{27} The motivation-hygiene concept was a bold theory that challenged the continuum assumption of job


\textsuperscript{26} Larry Allen Thomas, "Perceived Need Satisfaction and Teacher Performance," Dissertation Abstracts International, 33 (July-August 1972), 0542A.

satisfaction. The continuum assumes that satisfaction and dissatisfaction are polar opposites and that factors which cause dissatisfaction can cause satisfaction when improved or eliminated.28

Whereas Maslow was largely concerned with human motivation in a general sort of way, Herzberg focused his research on motivation of people in the work environment. Herzberg's motivation-hygiene theory can be integrated with Maslow's hierarchy of needs theory to gain a much clearer understanding of how and why people are motivated to work. The two theories have a great deal in common when they are compared. Maslow proposed that man has five sets of needs arranged in a hierarchy. Herzberg also based his theory on needs but he only used two sets. He classified them as the motivator needs and hygienic needs. The motivator needs are the same as the higher order needs in Maslow's theory. Motivators included the esteem and self-actualization levels in Maslow's hierarchy. Herzberg found the belonging and love needs to be somewhat related to motivators, especially in the area of supervisor-subordinate relations and somewhat related to non-work issues of interpersonal satisfactions. There was some overlap in the love and belonging needs as it related to motivation or hygienes. The hygienic needs included the physiological and safety need categories. Herzberg referred to these as potential dissatisfiers rather than as a source of motivation. Herzberg found that even when lower order needs were satisfied, the individual would not perform any more effectively on the job. This was because

lower level dissatisfiers only serve as maintenance factors. This simply means that satisfaction of lower level needs only affords minimal support for the individual to function in the job setting.\textsuperscript{29}

Herzberg believed that lower level factors or potential dissatisfiers provide only hygienic support. Individuals are much more sensitive to a lack of satisfaction of lower order needs than they are to satisfaction of these needs. Traditionally, many organizations have focused much of their attention to satisfying lower order needs in the hope that this would motivate performance. According to Herzberg, this was an invalid assumption because lower order needs can only serve as sources of distraction. Also, individuals who were constantly frustrated in their desire to satisfy higher order needs may regress to lower order need concerns.\textsuperscript{30}

In his original study, Herzberg used a critical incident technique to interview 200 accountants and engineers who represented a cross-section of Pittsburgh industry. They were asked to describe events at work which had led to a marked increase in job satisfaction or a marked decrease in job satisfaction.\textsuperscript{31}

The findings of the study supported Herzberg's hypothesis that factors causing satisfaction are different from those factors causing dissatisfaction. The five factors which stood out as strong determinants of job satisfaction were achievement, recognition, work itself, responsibility, and advancement. Herzberg labeled these factors as the motivators

\textsuperscript{29} Hall and Williams. \hfill \textsuperscript{30} Hall and Williams, p. 4.

\textsuperscript{31} Herzberg, Mouser, and Synderman, p. 71.
because of their potential to increase performance. The motivational factors appeared very infrequently when respondents were describing events that paralleled job dissatisfaction feelings. The determinants of job dissatisfaction were a totally different set of factors all together.  

The dissatisfiers were company policy and administration, supervision, salary, interpersonal relations, and working conditions. All of the dissatisfiers were related to the working conditions and not the work itself. Herzberg labeled the factors associated with dissatisfaction as hygienic in nature because of their potential to cause trouble if neglected.  

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Educational Research Based on the Motivation-Hygiene Theory

Sergiovanni replicated the original Herzberg study with teachers. He found that achievement and recognition were identified as the most potent motivators. Responsibility, although a strong motivator, only appeared in 7 percent of the events associated with satisfaction. Sergiovanni indicated that school systems do not take advantage of the motivational potential of responsibility. Work itself did not appear more often as a significant contributor to satisfaction. Apparently, teachers felt that the job itself was less than satisfying. This was attributed to housekeeping chores, discipline problems, custodial roles and other negative aspects associated with teaching. Factors significantly

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32 Herzberg, Mouser, and Synderman, p. 71.
33 Herzberg, Mouser, and Synderman, p. 71.
associated with dissatisfaction were poor interpersonal relations with subordinates, inadequate and insensitive supervision, poor interpersonal relations with teachers, unfair and inflexible school policy, and incidents in their personal lives. 34

In a related study James A. Medved conducted an investigation in Ohio based on Herzberg's theory using elementary, middle, and high school teachers as subjects. Results of the study indicated that teachers from all levels did not feel their work was being recognized or appreciated enough by those with whom and for whom they worked. In addition men needed more opportunities to advance within the profession and gain status from teaching as a career. Women expressed a desire for positive leadership and better salaries that were on a par with other professions. Finally, teachers responding in this study seemed to be motivated by a sense of accomplishment and responsibility of the work itself. 35

Similarly, Richard Francis Harshberger conducted a study of job satisfaction/dissatisfaction and the motivation to work of full-time teaching faculty at Virginia Polytechnic Institute. The major findings and conclusions were:

1. Herzberg motivators were significantly different from Herzberg hygienes.


2. The eight individual job factors used in the study (policy, supervision, working conditions, relations with peers, recognition, responsibility, achievement and the work itself) were distinctly different factors measuring different job dimensions.

3. Generally, the older, higher ranking, tenured, more experienced professor was more satisfied and less dissatisfied than his younger, lower ranking, untenured, less experienced counterpart.

4. In summary, the findings lent support for Herzberg's motivation-hygiene theory.

In another study Anoush-Irawan Mokry identified major factors which contributed to high and low satisfaction of teachers, and also assessed different perceptions that existed between male and female teachers. Results of the study indicated that females under forty had below average satisfaction with salary, but were satisfied with teaching itself. The highest satisfaction for females over forty was school facilities and services; the area of least satisfaction was their relationship with the principal. Males under forty registered as most dissatisfied teachers in the study. They were very satisfied with school facilities and services, but had complaints about their salary. A great proportion was also dissatisfied with community expectations of teachers' personal standards. Though males over forty were dissatisfied with their salary, they were more satisfied with their income than the other groups. The next most

dissatisfying factor for this group was teacher status. Overall this group was more satisfied than the previous three groups. 37

A study conducted by Jim Sweeney examined the needs of secondary teachers and the events and conditions that related to job satisfaction. The findings indicated that teacher satisfaction did not appear to be related to gender and appeared to increase with age. Also, results showed a greater level of satisfaction for teachers who worked with high ability students versus teachers who worked with low ability students. Finally, the data suggested that teachers want control in curriculum, policy formulation, and other professional areas. 38

James A. Belasco and Joseph A. Alutto conducted a study of two school districts in New York to explore the relationship between decisional participation and teacher satisfaction. Results of the study indicated that decisional climate was a major factor influencing teacher satisfaction levels. Those teachers with lower satisfaction levels possessed the highest level of decisional deprivation. Those teachers with the highest mobility propensity also viewed the influence/authority structure as being more centralized in the superintendent's office. Those decisionally deprived, more mobility oriented teachers tended to be found among the young males teaching in secondary schools. 39


David W. Chapman and Malcolm A. Lowther proposed a conceptual scheme for describing the influences affecting teachers' career satisfaction and reported a study that investigated the relationship between selected skills, values, and professional accomplishments and public school teachers' career satisfaction. The findings showed that women were more satisfied with their teaching career than men. Teachers' skills and abilities were significantly related to satisfaction but accounted for only small amounts of additional variance. Career satisfaction was related to assigning little importance to activities and accomplishments that, given the structure of the school, was difficult to achieve. However, actual accomplishments in these areas have a strong positive relationship to satisfaction. Finally, recognition actually received from administrators and supervisors had a strong positive relationship to career satisfaction.

Robert Leo Clarke conducted a study of high school teachers in Pennsylvania to determine if internal and external job factors lead to satisfaction or dissatisfaction. Internal job factors included recognition, achievement, the work itself, advancement and responsibility. External factors included salary, company policy, technical aspects of supervision, interpersonal relations in supervision and working conditions. Data analyses indicated that (1) internal factors were more satisfying than external factors for very satisfied and very dissatisfied teachers. However, very satisfied teachers were significantly more

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satisfied with internal factors than were very dissatisfied teachers. 

(2) External factors were more dissatisfying than internal factors for both groups. However, the very satisfied teachers were significantly more satisfied with external factors than were very dissatisfied teachers. (3) Internal and external factors appeared to be related to job satisfaction, and external factors appeared to be related to job dissatisfaction. Results of this study lent support to Herzberg's Motivation-Hygiene Theory. 

Teacher Needs and Collective Negotiations

Stephen J. Knezevich indicated that professional negotiations was a way for teachers to formalize their access to the school power structure. He pointed out that the reasons behind the growth of negotiation could be attributed to many causes. They indicated a tremendous increase of men in the teaching profession, better preparation of teachers, and the highly impersonal style of school administrators. Marshall O. Donley, Jr., supported this assessment in a study of the reasons that brought on such a huge rash of teacher bargaining in the 1970's. Donley identified six major factors: long-standing economic injustice to teachers, the growth in size and bureaucratization of the schools, changes in and among teacher organizations, the growing


availability of the mechanisms for militancy, and the changing social climate of the 1960s and 1970s.\textsuperscript{43}

The need for greater economic security and advancement appeared to be very important to educators, especially at present. Many educators felt that salaries were still unjustly low and represented the failure of society to recognize the contributions made by professional personnel in education. There seemed to be little doubt that educators desired to be recognized as a significant part of the educational enterprise. They wanted to achieve self-respect and self-determination as well as satisfying the need for economic security.\textsuperscript{44}

During the last twenty years, teachers in record numbers have turned to the use of professional negotiations as a tool to remove obstacles which prevented them from satisfying higher and lower order need deficiencies. John Retsinas pointed out that when professionals work within a bureaucracy, their sphere of autonomy shrinks. Bureaucratic administrators determine wages, hours, working conditions, and educational policies. Frustrated in the satisfaction of higher benefits and a voice in school policy many teachers have joined unions. Through powerful unions, teachers may succeed in gaining some voice in determining school policy, a role befitting their status as professionals.\textsuperscript{45}

Similarly, Donald D. Osborne stated that teachers are becoming more involved in decision making because of a rapid professionalization.


\textsuperscript{44} Knezevich, pp. 464-65,

Taking place in education. Teachers are dissatisfied with the traditional forms of control practiced by bureaucratic school systems and are demanding a voice in the decision-making process. Teachers insist they have not only the right but the responsibility to express their views related to policy questions. Perhaps Sergiovanni and Starratt summed it up best when they made the following remarks:

Teachers with a strong need for achievement demand a great deal from the school. Often if achievement needs cannot be expressed in the school, an individual seeks expression (1) organizationally in a "negative" fashion, (2) extra-organizationally in teacher associations and unions, or (3) in noneducational organizations and institutions. Teachers with a strong need for achievement can often be troublesome for many administrators and supervisors, but they have the potential to give fully and in a spirit of excellence to the school and its efforts.

Lawrence Louis Giandomenico conducted a study to determine the relationship between perceived need-deficiency and militancy among public school teachers. Findings of the study supported the hypothesis that there was a strong relationship between perceived need-deficiency and militancy. In addition, the findings did not clearly support the hypothesis that higher order needs were more highly related to militancy than those of the lower order. Finally, the results indicated that two items were consistently better predictors of militancy. The two items were self-fulfillment in the self-actualization category and the

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47 Sergiovanni and Starratt, p. 159.
opportunity for participation in the determination of methods and procedures from the autonomy category.

Robert Edwin Buresh conducted a study to analyze collective bargaining contract language using an instrument designed from Maslow's needs hierarchy. Results of the investigation indicated that significantly more opportunities were available in collective bargaining contracts for satisfaction of lower order human needs than higher order needs. Higher and lower operating cost level school districts were associated with significantly more opportunities available for the satisfaction of higher order human needs than medium cost level school districts in their collective bargaining contracts. Collective bargaining contracts during 1974-1975 were associated with significantly more opportunities available for satisfaction of higher order human needs than 1972-1974 contracts. Findings of the study indicated that most teacher contracts were security need centered. The trend indicated that over time teacher contracts were providing more opportunities for the satisfaction of higher order needs. Also, a high operating cost level was not necessary for providing such opportunities, though it seemed to be more often associated with such opportunities.

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Summary

The hierarchy of needs theory developed by Maslow was chosen as the conceptual framework for this study. Maslow based his theory on two premises. First, man was a wanting animal, motivated by the desire to satisfy various needs. These needs were identified as physiological, safety, love and belonging, ego-status (esteem) and self-actualization. The second premise was that human needs are arranged in a hierarchy of prepotency. Once the lower order needs were satisfied the individual moved up the hierarchy one step at a time and attempted to satisfy higher order needs.

A second theory of motivation was also discussed because of its similarity to the hierarchy of needs theory. This theory was the motivation-hygiene theory developed by Frederick Herzberg and associates. The two theories were combined to gain a much clearer understanding of why teachers behave as they do in the work environment. Herzberg's theory was also based on need but he only used two sets. They were classified as the motivator needs and hygiene needs. The motivator needs were the same as Maslow's higher order needs and the hygienic needs were synonymous with Maslow's lower order needs.

In addition, studies related to Maslow's hierarchy of needs theory and Herzberg's motivation-hygiene theory were included in the review. These studies explored the relationship of factors such as age, sex, work experience, job satisfaction, collective negotiation and militancy with teacher needs. Finally, the review tended to lend support to the validity of both theories of motivation.
CHAPTER 3
Research Methodology and Instruments

Introduction

Chapter three contains the research design, selection of the sample, data collection, description of the instrument, and a summary of the statistical analysis of data.

Research Design

The techniques of descriptive research were used in this study. Descriptive research was used to describe, systematically, facts and characteristics of a given population or area of interest, factually and accurately. In a literal sense, descriptive research was used to describe situations or events.¹

The questionnaire method of collecting data was used in this study. The questionnaire was a technique used to obtain standardized information from all subjects in the sample. It was assumed that information collected by survey instruments was quantifiable.²

Selection of the Sample

The purpose of the study was to determine if significant differences existed in the perceived need deficiencies of selected secondary teachers who engaged in professional negotiations as compared to those who did

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not. In order to adequately represent the two sub-groups in the study a stratified sampling technique was employed. The stratified sampling technique assures that sub-groups in the population will be adequately represented.

Two lists of school systems were obtained from the Tennessee Education Association in Nashville, Tennessee. The first list contained the names of those school systems that were involved in professional negotiations (see Appendix B). The second list contained the names of those school systems that did not engage in professional negotiations (see Appendix C). Contact was made with the State Department of Education requesting assistance in selecting a sample of secondary teachers (see Appendix D). The two lists of school systems were mailed to the State Department of Education and the computer center randomly selected 200 secondary teachers who engaged in professional negotiations and another 200 who did not.

**The Instrument**

A review of The Mental Measurements Yearbook was conducted in order to locate a suitable instrument for the study. The Work Motivation Inventory developed by Jay Hall and Martha Williams was selected as the most appropriate instrument to be used in the study (see Appendix E). Contact was made with a representative of Telometrics International of The Woodlands, Texas, concerning the purchase of the instrument (see Appendix F). Approval was granted by Telometrics International to use the Work Motivation Inventory and arrangements were made to purchase 450 copies of the instrument (see Appendix G).
In addition to the Work Motivation Inventory, a personal data sheet was constructed to obtain additional information about the respondents (see Appendix H). The personal data sheet was used to determine teachers' age, sex, years of experience, and location.

The Work Motivation Inventory was designed to assess the physiological, safety, love and belonging, ego-status and self-actualization need systems identified by Maslow and refined by Herzberg. There were twenty-four items for each need system in the inventory. The Work Motivation Inventory used a paired comparison technique. Each need was paired with every other need a number of times. Each of the participants was asked to distribute five points between paired needs according to the degree of concern of each. There were twenty-four items for each need in the inventory, and participants were able to score a possible 120 points (24 x 5) on any need system.³

Validation information for the Work Motivation Inventory was included. The current sample size for the normative profile was 20,452. Its median test/retest correlation was established as .70 and construct validity was high as revealed by canonical analysis of the instrument which yielded a correlation of .79 (p < .008)⁴

⁴ Hall and Williams.
Data Collection

Once approval was granted by the advanced graduate committee to pursue the study, all participants who had been randomly selected were mailed a questionnaire and personal data sheet along with a cover letter explaining the purpose of the study, soliciting their responses, and assuring personal anonymity (see Appendix I). A stamped, self-addressed envelope was also included for respondents to return the completed questionnaire.

The doctoral committee had previously agreed that a 25 percent return would be adequate for data analysis. When 25 percent of the questionnaires were returned the data were recorded on coding forms, keypunched, and submitted to the East Tennessee State University Computer Center for statistical analysis.

Data Analysis

For the purpose of statistical analysis, the null format for each hypothesis was tested. The null stated that no difference existed between the variables studied. The \( t \)-test and analysis of variance were used to test for significant differences at the .05 level of significance in this study. The \( t \)-test was used to test for significant differences of hypotheses 1 through 15.

The analysis of variance was also used in analyzing data for this study. The analysis of variance is an inferential technique used to determine if three or more means are significantly different. However, this test does not disclose where specific differences may lie among
several means. Special post hoc t-tests are required for this purpose. Where there were significant differences among the means, the Neuman-Kuels procedure was used to determine where those differences lay between the various age and experience groups. The analysis of variance was used to test for significant differences at the .05 level for hypotheses 16 through 25.

Summary

The research methodology and procedures were presented in this chapter. The instrument chosen for the study was the Work Motivation Inventory developed and validated by Jay Hall and Martha Williams. A stratified sampling technique was employed to select the sample. Two hundred secondary teachers were randomly selected who engaged in professional negotiations and another 200 secondary teachers were randomly selected who did not engage in professional negotiations. When a 25 percent return of the questionnaires was received, the data were analyzed using the t-test and analysis of variance.

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The problem of the study was to determine if significant differences existed in the perceived need deficiencies of secondary teachers who engaged in professional negotiations as compared to those who did not. In addition, the following sub-problems were included in the study:

Sub-problem 1. To determine if significant differences existed in the perceived need deficiencies of male secondary teachers as compared to female secondary teachers.

Sub-problem 2. To determine if significant differences existed in the perceived need deficiencies of urban secondary teachers as compared to rural secondary teachers.

Sub-problem 3. To determine if significant differences existed in the perceived need deficiencies of secondary teachers in various age groups.

Sub-problem 4. To determine if significant differences existed in the perceived need deficiencies of secondary teachers in various experience groups.

Data and analysis of the findings are presented in this chapter. Descriptive data showing secondary teachers' perceived need deficiencies are presented in section one. Statistics showing differences in the perceived need deficiencies of secondary teachers who engaged in professional negotiations as compared to those who did not are presented in section two. Data showing differences in the perceived need
deficiencies of male secondary teachers as compared to female secondary teachers are presented in section three. In section four, data showing differences in the perceived need deficiencies of urban secondary teachers as compared to rural secondary teachers are presented. Data concerning differences in the perceived need deficiencies of secondary teachers in various age groups are presented in section five. Section six contains data showing differences in the perceived need deficiencies of secondary teachers in various experience groups.

Section seven was included in the study after additional data were made available from Telometrics International showing scores on the Work Motivation Inventory for 20,452 industrial, governmental, and retail workers. It also contains analyses of comparisons in the perceived need deficiencies of secondary teachers as compared to industrial, governmental, and retail workers.

**Analysis of the Sample**

The sample included 200 secondary teachers who engaged in professional negotiations and 200 who did not. Respondents included seventy-one secondary teachers who engaged in professional negotiations for a 35.5 percent response rate. In addition, seventy-one secondary teachers who did not engage in professional negotiations responded, which represented a 35.5 percent participation rate. The total number of respondents from the sample was 142 secondary teachers for a response rate of 35.5 percent of the 400 secondary teachers in the entire sample. Data describing the sample are presented in Table 1.
Table 1
Secondary Teachers Randomly Selected for the Sample

<table>
<thead>
<tr>
<th>Professional Negotiations</th>
<th>Total Number of Teachers Selected for Sample</th>
<th>Number of Respondents</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>200</td>
<td>71</td>
<td>35.5</td>
</tr>
<tr>
<td>No</td>
<td>200</td>
<td>71</td>
<td>35.5</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>142</td>
<td>35.5</td>
</tr>
</tbody>
</table>

Section One: Perceived Need Deficiencies of Secondary Teachers

Descriptive statistics were used in section one to describe the relative importance of five need systems to secondary teachers. The five need categories are physiological, safety, love and belonging, ego-status, and self-actualization. The instrument used to assess these need systems was the "Work Motivation Inventory," which consisted of twenty-four items for each need system. It was possible for secondary teachers to score 120 points (24 x 5) on any given need system. This inventory was designed to assess the strengths of five different need systems as they operated in and affected one's performance in the work situation.

The first need system assessed the physiological needs of secondary teachers, reflecting an individual's concern with salary, comfort, and pleasant working conditions. The second need system assessed the safety needs of secondary teachers, which reflected an individual's concern for security of one's job, health insurance, worker compensation and retirement benefits. The third need system assessed was the love and belonging...
needs of secondary teachers. This need system reflected an individual's concern with social relationships—and being an accepted member of the organizational family. The fourth need system assessed was the ego-status or esteem needs of secondary teachers. The ego-status needs reflected an individual's concern with gaining a special status within the organization. This included a desire for recognition and the enhancement of one's ego. The fifth need system assessed was the self-actualization needs of secondary teachers. This need system reflected an individual's concern for reaching one's own potential through creativity and challenging opportunities in the work itself. Descriptive data describing the perceived need deficiencies of secondary teachers are presented in Table 2.

Table 2
Perceived Need Deficiencies of Secondary Teachers

<table>
<thead>
<tr>
<th>Needs</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>142</td>
<td>53.275</td>
<td>10.626</td>
</tr>
<tr>
<td>Safety</td>
<td>142</td>
<td>54.634</td>
<td>9.931</td>
</tr>
<tr>
<td>Love and Belonging</td>
<td>142</td>
<td>55.775</td>
<td>11.328</td>
</tr>
<tr>
<td>Ego-Status</td>
<td>142</td>
<td>67.852</td>
<td>9.567</td>
</tr>
<tr>
<td>Self-Actualization</td>
<td>142</td>
<td>68.352</td>
<td>12.509</td>
</tr>
</tbody>
</table>

Analysis of the data indicated that 142 secondary teachers responded to the "Work Motivation Inventory." Assessment of the
physiological need system revealed that secondary teachers had a mean of 53.275 and a standard deviation of 10.626. In the safety need category secondary teachers had a mean of 54.634 with a standard deviation of 9.931. The love and belonging need system revealed that secondary teachers produced a mean of 55.775 and a standard deviation of 11.328. Assessment of the ego-status need system showed that secondary teachers had a mean of 67.852 with a standard deviation of 9.567. Analysis of the self-actualization need system revealed a mean of 68.352 with a standard deviation of 12.509 for secondary teachers.

Further analysis of the data was conducted to show the relative strength of one need system in relation to all the other need systems. (See Graph 1) Since the scores for secondary teachers were considerably less than the maximum, this indicated that all the needs operated to some extent and competed with one another at the same time. The graph illustrated the need profile of secondary teachers and showed those need systems in which they were least satisfied and exhibited the greatest concern. Descriptive data revealed that secondary teachers had considerably higher need deficiencies in the self-actualization and ego-status categories when compared to the love, safety, and physiological need categories. Data analysis indicated that secondary teachers did not consider physiological, safety or love needs to be as important as the ego-status and self-actualization need systems.

Section Two: Perceived Need Deficiencies and Professional Negotiations

Null Hypothesis 1 stated there will be no significant difference between the physiological needs of secondary teachers who engaged in
Graph 1
Profile Summary of Needs

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professional negotiations as compared to those who did not. Analysis of the data revealed no significant difference between the physiological needs of secondary teachers who engaged in professional negotiations as compared to those who did not. Data for $H_1$ are presented in Table 3.

**Table 3**

Means, Standard Deviations and $t$-value of Mean Differences in the Physiological Needs of Secondary Teachers Who Engaged in Professional Negotiations as Compared to Those Who Did Not

<table>
<thead>
<tr>
<th>Professional Negotiations</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>S</th>
<th>$t$-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71</td>
<td>52.32</td>
<td>10.70</td>
<td>1.07</td>
<td>0.288</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
<td>54.22</td>
<td>10.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$df = 140 \quad p > .05$

The mean for teachers who negotiated was 52.32 with a standard deviation of 10.70, while the mean for teachers who did not negotiate was 54.22 with a standard deviation of 10.54. Statistical analysis revealed a $t$-value of 1.07 with a probability of 0.288. A $t$-value of 1.960 was needed to reject the null hypothesis. Based on the statistical treatment of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 2 stated there will be no significant difference between the safety needs of secondary teachers who engaged in professional negotiations as compared to those who did not.
Analysis of the data revealed a significant difference in the safety needs of secondary teachers who engaged in professional negotiations as compared to those who did not.

Table 4

Means, Standard Deviations and t-value of Mean Differences in the Safety Needs of Secondary Teachers Who Engaged in Professional Negotiations as Compared to Those Who Did Not

<table>
<thead>
<tr>
<th>Professional Negotiations</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71</td>
<td>56.34</td>
<td>10.24</td>
<td>1.95</td>
<td>0.054</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
<td>53.02</td>
<td>9.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  p < .05

The mean for secondary teachers who negotiated was 56.34 with a standard deviation of 10.24. In contrast, secondary teachers who did not negotiate had a mean of 53.02 with a standard deviation of 9.40. Statistical analysis of the data indicated a t-value of 1.95 with a probability of 0.054. Based on the statistical treatment of the data the null hypothesis was rejected at the .05 level of significance, leading to the conclusion that secondary teachers who engaged in professional negotiations had significantly higher safety needs than secondary teachers who did not engage in professional negotiations.

Null Hypothesis 3 stated there will be no significant difference between the love and belonging needs of secondary teachers who engaged in professional negotiations as compared to those who did not. Analysis of the data resulted in no significant difference in the love and
belonging needs of secondary teachers who negotiated as compared to those who did not. Date for $H_0^3$ are presented in Table 5.

Table 5

Means, Standard Deviations and t-value of Mean Differences in the Love and Belonging Needs of Secondary Teachers Who Engaged in Professional Negotiations as Compared to Those Who Did Not

<table>
<thead>
<tr>
<th>Professional Negotiations</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71</td>
<td>55.32</td>
<td>11.19</td>
<td>0.47</td>
<td>0.637</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
<td>56.22</td>
<td>11.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140   P > .05

The mean for those who negotiated was 55.32 with a standard deviation of 11.19. In contrast, the mean for those who did not negotiate was 56.22 with a standard deviation of 11.51. Data analysis indicated a t-value of 0.47 and a probability of 0.637. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical treatment of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 4 stated there will be no significant difference between the ego-status needs of secondary teachers who engaged in professional negotiations as compared to those who did not. Analysis of the data revealed no significant difference between the ego-status needs of secondary teachers who negotiated as compared to those who did not. Date for $H_4$ are presented in Table 6.
Table 6
Means, Standard Deviations, and t-value of Mean Differences in the Ego-status Needs of Secondary Teachers Who Engaged in Professional Negotiations as Compared to Those Who Did Not

<table>
<thead>
<tr>
<th>Professional Negotiations</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71</td>
<td>67.56</td>
<td>9.23</td>
<td>0.36</td>
<td>0.720</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
<td>68.14</td>
<td>9.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

The mean for teachers who negotiated was 67.56 with a standard deviation of 9.23. For teachers who did not negotiate the mean was 68.14 and the standard deviation was 9.95. Statistical treatment of the data produced a t-value of 0.36 and a probability of 0.720. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical analysis of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 5 stated there will be no significant difference between the self-actualization needs of secondary teachers who engaged in professional negotiations as compared to those who did not. Analysis of the data revealed no significant difference between the self-actualization needs of teachers who negotiated as compared to those who did not. Data for H05 are presented in Table 7.

The mean for secondary teachers who negotiated was 68.32 with a standard deviation of 14.02. For teachers who did not negotiate, the
mean was 68.38 with a standard deviation of 10.89. Statistical treatment of the data revealed a t-value of 0.03 and a probability of 0.979. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical treatment of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Table 7
Means, Standard Deviations and t-value of Mean Differences in the Self-actualization Needs of Secondary Teachers Who Engaged in Professional Negotiations as Compared to Those Who Did Not

<table>
<thead>
<tr>
<th>Professional Negotiations</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71</td>
<td>68.32</td>
<td>14.02</td>
<td>0.03</td>
<td>0.979</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
<td>68.38</td>
<td>10.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$df = 140$  $P > .05$

Section Three: Perceived Need Deficiencies of Secondary Teachers Reported by Sex

Null Hypothesis 6 stated there will be no significant difference between the physiological needs of male secondary teachers as compared to female secondary teachers. Data for $H_0^6$ are presented in Table 8.

Analysis of the data resulted in no significant difference between the physiological needs of male and female secondary teachers, as evidenced by a mean of 54.39 and a standard deviation of 11.34 for male secondary teachers and a mean of 52.60 with a standard deviation of 10.17 for female secondary teachers. Statistical treatment of the data produced a
t-value of 0.97 and a probability of 0.334 at the .05 level of significance. A t-value 1.960 was needed to reject the null hypothesis. Based on the statistical treatment of the data, the null hypothesis failed to be rejected.

Table 8
Means, Standard Deviations, and t-value of Mean Differences in the Physiological Needs of Secondary Teachers Reported by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>54.39</td>
<td>11.34</td>
<td>0.97</td>
<td>0.334</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>52.60</td>
<td>10.17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

Null Hypothesis 7 stated there will be no significant difference between the safety needs of male secondary teachers as compared to female secondary teachers. Data for $H_0^7$ are presented in Table 9.

Table 9
Means, Standard Deviations, and t-value of Mean Differences in the Safety Needs of Secondary Teachers Reported by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>54.41</td>
<td>9.38</td>
<td>0.20</td>
<td>0.940</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>54.76</td>
<td>10.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

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Analysis of the data resulted in no significant difference between the safety needs of male and female secondary teachers as evidenced by a mean of 54.41 and a standard deviation of 9.38 for male teachers and a mean of 54.76 with a standard deviation of 10.29 for female teachers. Statistical treatment of the data produced a t-value of .20 and a probability of 0.940 at the .05 level of significance. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical treatment of the data, the null hypothesis failed to be rejected.

Null Hypothesis 8 stated there will be no significant difference between the love and belonging needs of male secondary teachers as compared to female secondary teachers. Data for H₀ are presented in Table 10.

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>56.94</td>
<td>10.91</td>
<td>0.95</td>
<td>0.345</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>55.07</td>
<td>11.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ df = 140 \quad P > .05 \]

Analysis of the data revealed no significant difference between the love and belonging needs of male and female secondary teachers, as evidenced by a mean of 56.94 and a standard deviation of 10.91 for male teachers and a mean of 55.07 with a standard deviation of 11.57 for female teachers. Statistical treatment of the data resulted in a t-value...
of 0.95 and a probability of 0.345 at the .05 level of significance. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical treatment of the data, the null hypothesis failed to be rejected.

Null Hypothesis 9 stated there will be no significant difference between the ego-status needs of male secondary teachers as compared to female secondary teachers. Data for \(H_0\) are presented in Table 11.

### Table 11

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>(\bar{X})</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>67.32</td>
<td>10.00</td>
<td>0.51</td>
<td>0.611</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>68.16</td>
<td>9.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(df = 140\) \(P > .05\)

Analysis of the data revealed no significant difference between the ego-status needs of male and female teachers as evidenced by a mean of 67.32 with a standard deviation of 10.00 for male teachers and a mean of 68.16 with a standard deviation of 9.34 for female teachers. Statistical treatment of the data resulted in a t-value of 0.51 and a probability of 0.611. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical treatment of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 10 stated there will be no significant difference between the self-actualization needs of male secondary teachers as
compared to female secondary teachers. Data for $H_{10}$ are presented in Table 12.

Table 12

Means, Standard Deviations, and t-value of Mean Differences in the Self-actualization Needs of Secondary Teachers Reported by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>66.81</td>
<td>11.98</td>
<td>1.13</td>
<td>0.259</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>69.26</td>
<td>12.79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

Analysis of the data resulted in no significant difference between the self-actualization needs of male and female secondary teachers, as evidenced by a mean of 66.81 with a standard deviation of 11.98 for male teachers and a mean of 69.26 with a standard deviation of 12.79 for female teachers. Statistical treatment of the data resulted in a t-value of 1.13 and a probability of 0.259. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical analysis of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Section Four: Perceived Need Deficiencies of Secondary Teachers Reported by Location

Null Hypothesis $H_{11}$ stated there will be no significant difference between the physiological needs of urban secondary teachers as compared to rural secondary teachers. Data for $H_{11}$ are presented in Table 13.
Table 13
Means, Standard Deviations and t-value of Mean Differences in the Physiological Needs of Secondary Teachers Reported by Location

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>52</td>
<td>54.33</td>
<td>10.99</td>
<td>0.90</td>
<td>0.372</td>
</tr>
<tr>
<td>Rural</td>
<td>90</td>
<td>52.67</td>
<td>10.42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

Analysis of the data revealed no significant difference between the physiological needs of urban secondary teachers as compared to rural secondary teachers, as evidenced by a mean of 54.33 and a standard deviation of 10.99 for urban teachers and a mean of 52.67 with a standard deviation of 10.42 for rural teachers. Statistical treatment of the data revealed a t-value of 0.90 with a probability of 0.372. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical analysis of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 12 stated there will be no significant difference between the safety needs of urban secondary teachers as compared to rural secondary teachers. Data for $H_{012}$ are presented in Table 14.

Analysis of the data revealed no significant difference in the safety needs of urban secondary teachers when compared to rural secondary teachers, as evidenced by a mean of 52.96 with a standard deviation of 9.94 for urban teachers and a mean of 55.60 with a standard deviation of 9.85 for rural teachers. Further analysis of the data resulted in a
t-value of 1.53 and a probability of 0.128. A t-value of 1.960 was needed to reject the null hypothesis. Based on statistical analysis of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Table 14
Means, Standard Deviations and t-value of Mean Differences in the Safety Needs of Secondary Teachers Reported by Location

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>52</td>
<td>52.96</td>
<td>9.94</td>
<td>1.53</td>
<td>0.128</td>
</tr>
<tr>
<td>Rural</td>
<td>90</td>
<td>55.60</td>
<td>9.85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

Null Hypothesis 13 stated there will be no significant difference between the love and belonging needs of urban secondary teachers as compared to rural secondary teachers. Data for H013 are presented in Table 15.

Table 15
Means, Standard Deviations and t-value of Mean Differences in the Love and Belonging Needs of Secondary Teachers Reported by Location

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>52</td>
<td>56.85</td>
<td>11.74</td>
<td>0.86</td>
<td>0.393</td>
</tr>
<tr>
<td>Rural</td>
<td>90</td>
<td>55.16</td>
<td>11.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

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Analysis of the data revealed no significant difference in the love and belonging needs of urban teachers as compared to rural teachers, as evidenced by a mean of 56.85 and a standard deviation of 11.74 for urban teachers and a mean of 55.16 with a standard deviation of 11.10 for rural teachers. Further analysis of the data revealed a t-value of 0.86 with a probability of 0.393. A t-value of 1.960 was needed to reject the null hypothesis. Based on statistical analysis of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 14 stated there will be no significant difference between the ego-status needs of urban secondary teachers as compared to rural secondary teachers. Data for H0,14 are presented in Table 16.

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>52</td>
<td>67.69</td>
<td>9.67</td>
<td>0.15</td>
<td>0.880</td>
</tr>
<tr>
<td>Rural</td>
<td>90</td>
<td>67.94</td>
<td>9.56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140  P > .05

Analysis of the data revealed no significant difference in the ego-status needs of urban teachers as compared to rural teachers, as evidenced by a mean of 67.69 and a standard deviation of 9.67 for urban teachers and a mean of 67.94 with a standard deviation of 9.56 for rural teachers. Statistical treatment of the data resulted in a t-value of...
0.15 with a probability of 0.880. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical analysis of the data, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 15 stated there will be no significant difference between the self-actualization needs of urban secondary teachers as compared to rural secondary teachers. Data for $H_0^{15}$ are presented in Table 17.

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Teachers</td>
<td>52</td>
<td>67.98</td>
<td>12.06</td>
<td>0.27</td>
<td>0.789</td>
</tr>
<tr>
<td>Rural Teachers</td>
<td>90</td>
<td>68.57</td>
<td>12.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 140      $P > .05$

Analysis of the data revealed no significant difference between the self-actualization needs of urban teachers as compared to rural teachers, as evidenced by a mean of 67.98 and a standard deviation of 12.06 for urban teachers and a mean of 68.57 with a standard deviation of 12.82 for rural teachers. Statistical treatment of the data resulted in a t-value of 0.27 with a probability of 0.789. A t-value of 1.960 was needed to reject the null hypothesis. Based on the statistical analysis of the data, the null hypothesis failed to be rejected at the .05 level of significance.
Section Five: Perceived Need Deficiencies of Secondary Teachers in Various Age Groups

Null Hypothesis 16 stated there will be no significant difference between the physiological needs of secondary teachers in one age group as compared to any of the other age groups. Data for $H_0$ are presented in Table 18.

Table 18
Analysis of Variance for Physiological Needs of Secondary Teachers Reported by Age Categories

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>279.03</td>
<td>111.36</td>
<td>0.835</td>
<td>0.477</td>
</tr>
<tr>
<td>Within groups</td>
<td>130</td>
<td>14447.02</td>
<td>110.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

Of the 142 respondents, eight did not include their age, which resulted in only 134 responses being analyzed for the remaining hypotheses. For the physiological needs, a total of 134 responses were analyzed within four age categories which resulted in a grand mean of 53.40. In the 20-30 age category 23 responses were analyzed which revealed a mean of 53.35. In the 31-40 age category 55 responses were analyzed which resulted in a mean of 52.53. The 41-50 age category resulted in 28 responses which yielded a mean of 56.14, and the 51 and up age category resulted in 28 responses being analyzed which revealed a mean of 52.43.

Statistical treatment of the data revealed no significant difference in the physiological needs of secondary teachers in the various age groups, as evidenced by an F-ratio of 0.835 with a probability of 0.477.
Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 17 stated there will be no significant difference between the safety needs of secondary teachers in one age group as compared to any of the other age groups. Data for $H_{0,17}$ are presented in Table 19.

Table 19
Analysis of Variance for Safety Needs of Secondary Teachers as Reported by Age Categories

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>214.90</td>
<td>71.63</td>
<td>0.692</td>
<td>0.559</td>
</tr>
<tr>
<td>Within groups</td>
<td>130</td>
<td>13460.41</td>
<td>103.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$P > .05$

A total of 134 responses were analyzed for the safety needs within four age categories resulting in a grand mean of 54.50. In the 20-30 age category 23 responses were analyzed which revealed a mean of 53.26. The 31-40 age category resulted in 55 responses being analyzed which revealed a mean of 53.78. In the 41-50 age category 28 responses were analyzed which yielded a mean of 56.82, and the 51 and up age category resulted in 28 responses being analyzed which revealed a mean of 54.61.

Statistical treatment of the data revealed no significant difference in the safety needs of secondary teachers in the various age groups, as evidenced by an F-ratio of 0.692 with a probability of 0.559. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.
Null Hypothesis 18 stated there will be no significant difference between the love and belonging needs of secondary teachers in one age group as compared to any of the other age groups. Data for H₀₁₈ are presented in Table 20.

Table 20
Analysis of Variance for Love and Belonging Needs of Secondary Teachers Reported by Age Categories

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>610.57</td>
<td>203.53</td>
<td>1.638</td>
<td>0.184</td>
</tr>
<tr>
<td>Within groups</td>
<td>130</td>
<td>16147.95</td>
<td>124.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

A total of 134 responses were analyzed for the love and belonging needs within four age categories resulting in a grand mean of 56.22. In the 20-30 age category 23 responses were analyzed which revealed a mean of 59.39. The 31-40 age category resulted in 55 responses being analyzed which revealed a mean of 55.93. In the 41-50 age category 28 responses were analyzed which yielded a mean of 52.82, and the 51 and up age category resulted in 28 responses being analyzed with a mean of 57.57.

Statistical treatment of the data revealed no significant difference in the love and belonging needs of secondary teachers in the various age categories, as evidenced by an F-ratio of 1.638 with a probability of 0.184. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 19 stated there will be no significant difference
between the ego-status needs of secondary teachers in one age group as compared to any of the other age groups. Data for \( H_{19} \) are presented in Table 21.

Table 21
Analysis of Variance for Ego-status Needs of Secondary Teachers Reported by Age Categories

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>345.770</td>
<td>115.257</td>
<td>1.247</td>
<td>0.296</td>
</tr>
<tr>
<td>Within groups</td>
<td>130</td>
<td>12018.414</td>
<td>92.449</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

A total of 134 responses were analyzed for the ego-status needs within four age groups resulting in a grand mean of 67.76. In the 20-30 age category 23 responses were analyzed which revealed a mean of 66.48. For the 31-40 age category a total of 55 responses were analyzed which yielded a mean of 69.49. The 41-50 age category resulted in 28 responses being analyzed with a mean of 67.68 and the 51 and up age category resulted in 28 responses being analyzed which yielded a mean of 65.50.

Statistical treatment of the data revealed no significant difference in the ego-status needs of secondary teachers in the various age groups, as evidenced by an F-ratio of 1.247 with a probability of 0.296. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 20 stated there will be no significant differences between the self-actualization needs of secondary teachers in one age
group as compared to any of the other age groups. Data for $H_{0.20}$ are presented in Table 22.

Table 22
Analysis of Variance for Self-Actualization Needs of Secondary Teachers Reported by Age Categories

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>225.711</td>
<td>75.237</td>
<td>0.482</td>
<td>0.696</td>
</tr>
<tr>
<td>Within groups</td>
<td>130</td>
<td>20304.059</td>
<td>156.185</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$P > .05$

A total of 134 responses were analyzed for self-actualization needs within four age categories resulting in a grand mean of 68.00. In the 20-30 age category 23 responses were analyzed which revealed a mean of 67.52. In the 31-40 age category 55 responses were analyzed which resulted in a mean of 68.27. The 41-50 age category resulted in 28 responses which yielded a mean of 65.96, and the 51 and up age category resulted in 28 responses being analyzed which revealed a mean of 69.89.

Statistical treatment of the data revealed no significant difference in the self-actualization needs of secondary teachers in the various age categories, as evidenced by an F-ratio of 0.482 with an F probability of 0.696. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.
Section Six: Perceived Need Deficiencies of Secondary Teachers in Various Experience Groups

Null Hypothesis 21 stated there will be no significant difference between the physiological needs of secondary teachers in one experience group as compared to any of the other experience groups. Data for $H_0.21$ are presented in Table 23.

Table 23

Analysis of Variance for Physiological Needs of Secondary Teachers Reported by Experience Categories

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4</td>
<td>154.941</td>
<td>38.735</td>
<td>0.342</td>
<td>0.849</td>
</tr>
<tr>
<td>Within groups</td>
<td>129</td>
<td>14601.105</td>
<td>113.187</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

A total of 134 responses were analyzed for the physiological needs within five experience groups. The grand mean for the total group was 53.40. In the 1-5 years experience category 21 responses were analyzed and the mean was 51.38. In the 6-10 years experience group 34 responses were analyzed with a mean of 53.09. The 11-15 years experience category resulted in 31 responses being analyzed with a mean of 53.39. In the 16-20 years experience category 19 responses were analyzed which yielded a mean of 54.95, and in the 20-years-and-up category 29 responses were analyzed which revealed a mean of 54.29.

Statistical treatment of the data revealed no significant difference in the physiological needs of secondary teachers in the various experience...
groups, as evidenced by an F-ratio of 0.342 with a probability of 0.849. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 22 stated there will be no significant difference between the safety needs of secondary teachers in one experience group as compared to any of the other experience groups. Data for \( H_0^{22} \) are presented in Table 24.

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4</td>
<td>279.004</td>
<td>69.751</td>
<td>0.672</td>
<td>0.613</td>
</tr>
<tr>
<td>Within groups</td>
<td>129</td>
<td>13306.309</td>
<td>103.847</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( P > .05 \)

A total of 134 responses were analyzed for the safety needs within five experience groups. The grand mean of safety needs for the total group was 54.50. In the 1-5 years experience category 21 responses were analyzed which yielded a mean of 52.71. The 6-10 years experience group resulted in 34 responses being analyzed with a mean of 54.47. There were 31 responses analyzed in the 11-15 years experience category which yielded a mean of 53.68. In the 16-20 years experience category 19 responses were analyzed which resulted in a mean of 54.00, and there were 29 responses analyzed in the 21-and-up experience category which yielded a mean of 57.03.
Statistical treatment of the data revealed no significant difference in the safety needs of secondary teachers within the experience categories, as evidenced by an F-ratio of 0.672 with a probability of 0.613. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 23 stated there will be no significant difference between the love and belonging needs of secondary teachers in one experience group as compared to any of the other experience groups. Data for $H_0.23$ are presented in Table 25.

Table 25

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4</td>
<td>63.742</td>
<td>15.936</td>
<td>0.123</td>
<td>0.974</td>
</tr>
<tr>
<td>Within groups</td>
<td>129</td>
<td>16694.781</td>
<td>129.417</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

A total of 134 responses were analyzed for the love and belonging needs within five experience groups. The grand mean for love and belonging needs of secondary teachers was 56.22. In the 1-5 years experience category 21 responses were analyzed which yielded a mean of 57.19. The 6-10 years experience group resulted in 34 responses being analyzed revealing a mean of 56.21. There were 31 responses analyzed in the 11-15 years experience category which yielded a mean of 56.48. In the 16-20 years experience category 19 responses were analyzed which...
resulted in a mean of 54.74, and there were 29 responses analyzed in the 21-and-up experience category which yielded a mean of 56.21.

Statistical treatment of the data revealed no significant difference in the love and belonging needs of secondary teachers within the experience categories, as evidenced by an F-ratio of 0.123 with a probability of 0.974. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 24 stated there will be no significant difference between the ego-status needs of secondary teachers in one experience group as compared to any of the other experience groups. Data for $H_{24}$ are presented in Table 26.

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4</td>
<td>485.754</td>
<td>121.438</td>
<td>1.319</td>
<td>0.266</td>
</tr>
<tr>
<td>Within groups</td>
<td>129</td>
<td>11878.430</td>
<td>92.081</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$P > .05$

A total of 134 responses were analyzed for the ego-status needs of secondary teachers within five experience groups. The grand mean for the ego-status needs of secondary teachers was 67.76. For the 1-5 years experience category 21 responses were analyzed which yielded a mean of 69.90. In the 6-10 years experience category 34 responses were analyzed revealing a mean of 67.24. The 11-15 years experience category resulted
in 31 responses being analyzed which revealed a mean of 70.10. There were 19 responses analyzed for the 16-20 years experience category yielding a mean of 65.32, and 29 responses were analyzed for the 21-and-up experience category revealing a mean of 65.93.

Statistical treatment of the data resulted in no significant difference in the ego-status needs of secondary teachers in the various experience categories, as evidenced by an F-ratio of 1.319 with a probability of 0.266. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 25 stated there will be no significant difference between the self-actualization needs of secondary teachers in one experience group as compared to any of the other experience groups. Data for $H_0^{25}$ are presented in Table 27.

Table 27

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
<th>F-prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4</td>
<td>361.781</td>
<td>90.445</td>
<td>0.579</td>
<td>0.679</td>
</tr>
<tr>
<td>Within groups</td>
<td>129</td>
<td>20167.998</td>
<td>156.341</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

A total of 134 responses were analyzed for the self-actualization needs of secondary teachers within five experience groups. The grand mean for self-actualization needs of secondary teachers was 68.00. For the 1-5 years experience category 21 responses were analyzed which yielded
a mean of 68.81. In the 6-10 years experience category 34 responses were analyzed revealing a mean of 68.71. The 11-15 years experience category resulted in 31 responses being analyzed which revealed a mean of 66.35. There were 19 responses analyzed in the 16-20 years experience category yielding a mean of 71.00, and 29 responses were analyzed for the 21-and-up experience category revealing a mean of 66.38.

Statistical treatment of the data resulted in no significant difference in the self-actualization needs of secondary teachers in the various experience groups, as evidenced by an F-ratio of 0.579 with a probability of 0.679. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Section Seven: Perceived Need Deficiencies of Secondary Teachers as Compared to Industrial, Governmental and Retail Workers

The "Work Motivation Inventory" was an instrument designed to assess the kinds of needs and values which individuals see as important considerations in making decisions about their work. The instrument had previously been used on a sample of 20,452 workers from major industrial, governmental, and retail organizations. Statistical data for the organizational sample were made available from Telometrics International for use in this study. Section seven was devoted to presenting statistical data to determine if significant differences existed in the perceived need deficiencies of secondary teachers as compared to industrial, governmental and retail workers. Data describing the means, standard deviations, and t-value of mean differences in the physiological needs of secondary teachers as compared to industrial, governmental and retail workers are presented in Table 28.
Table 28
Means, Standard Deviations, and t-value of Mean Difference in the Physiological Needs of Secondary Teachers as Compared to Industrial, Governmental and Retail Workers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
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<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary teachers</td>
<td>142</td>
<td>53.275</td>
<td>10.626</td>
<td>7.414</td>
<td>0.001</td>
</tr>
<tr>
<td>Industrial, governmental</td>
<td>20,452</td>
<td>46.647</td>
<td>10.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and retail workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

df = 20,592 P < .001

Analysis of the data revealed that 142 secondary teachers responded to the physiological need system of the "Work Motivation Inventory." The mean for secondary teachers was 53.275 with a standard deviation of 10.626. The total number reported for workers from major organizations was 20,452, revealing a mean of 46.647 and a standard deviation of 10.47. Statistical treatment of the data produced a t-value of 7.414 which was significant beyond the .001 level. Based on statistical analysis of the data, secondary teachers scored significantly higher in the physiological need category than industrial, governmental and retail workers.

Data describing the means, standard deviations, and t-value of mean differences in the safety needs of secondary teachers as compared to industrial, governmental and retail workers are presented in Table 29.

Data analysis revealed that 142 secondary teachers responded to the safety need system of the "Work Motivation Inventory," revealing a mean
of 54.634 with a standard deviation of 9.931. Workers from industrial, governmental and retail organizations had a total of 20,452 individuals responding with a mean of 43.239 and a standard deviation of 10.596. Statistical treatment of the data revealed a t-value of 10.03 which was significant beyond the .001 level. Based on statistical analysis of the data secondary teachers had significantly higher need deficiencies in the safety need category than industrial, governmental and retail workers.

Table 29

Means, Standard Deviations, and t-value of Mean Differences in the Safety Needs of Secondary Teachers as Compared to Industrial, Governmental and Retail Workers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
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</thead>
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<tr>
<td>Secondary teachers</td>
<td>142</td>
<td>54.634</td>
<td>9.931</td>
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<td></td>
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<tr>
<td>Industrial, governmental and retail</td>
<td>20,452</td>
<td>43.239</td>
<td>10.596</td>
<td>10.03</td>
<td>0.001</td>
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</table>

Data describing the means, standard deviations, and t-value of mean differences in the love and belonging needs of secondary teachers as compared to industrial, governmental and retail workers are presented in Table 30.

For the love and belonging need system a total of 142 secondary teachers responded, revealing a mean of 55.775 with a standard deviation of 11.328. There were 20,452 individuals included from major organizations, yielding a mean of 53.578 and a standard deviation of 12.377.
Statistical treatment of the data revealed a t-value of 3.057 which was significant beyond the .01 level. Based on statistical analysis of the data secondary teachers had significantly higher need deficiencies in the love and belonging need category than industrial, governmental and retail workers.

Table 30

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
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<tbody>
<tr>
<td>Secondary teachers</td>
<td>142</td>
<td>55.775</td>
<td>11.328</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial, governmental and retail</td>
<td>20,452</td>
<td>53.578</td>
<td>12.377</td>
<td>3.057</td>
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</table>

$df = 20,592$ $P < .01$

Data describing the means, standard deviations, and t-value of mean differences in the ego-status needs of secondary teachers as compared to industrial, governmental and retail workers are presented in Table 31.

Analysis of the data revealed that 142 secondary teachers responded to the ego-status need system of the "Work Motivation Inventory." The mean for secondary teachers was 67.852 with a standard deviation of 9.567. The total number reported for industrial, governmental and retail workers was 20,452, revealing a mean of 73.93 with a standard deviation of 14.027. Statistical treatment of the data revealed a t-value of 7.532, which was significant beyond the .001 level. Based on statistical...
analysis of the data, secondary teachers had significantly lower need deficiencies in the ego-status need category when compared to industrial, governmental and retail workers.

Table 31
Means, Standard Deviations, and t-value of Mean Differences in the Ego-status Needs of Secondary Teachers as Compared to Industrial, Governmental and Retail Workers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
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<tr>
<td>Secondary teachers</td>
<td>142</td>
<td>67.852</td>
<td>9.567</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial, governmental and retail workers</td>
<td>20,452</td>
<td>73.93</td>
<td>14.027</td>
<td>7.532</td>
<td>0.001</td>
</tr>
</tbody>
</table>

df = 20,592  P < .001

Data describing the means, standard deviations, and t-value of mean differences in the self-actualization needs of secondary teachers as compared to industrial, governmental and retail workers are presented in Table 32.

Data analysis revealed that 142 secondary teachers responded to the self-actualization need system on the "Work Motivation Inventory" revealing a mean of 68.352 with a standard deviation of 12.509. The total number reported for industrial, governmental and retail workers was 20,452 with a mean of 79.661 and a standard deviation of 14.027. Statistical treatment of the data produced a t-value of 10.728 which was significant beyond the .001 level. Based on statistical analysis of the data, secondary teachers had significantly lower need deficiencies in
the self-actualization need category when compared to industrial, governmental and retail workers.

Table 32
Means, Standard Deviations, and t-value of Mean Differences in the Self-Actualization Needs of Secondary Teachers as Compared to Industrial, Governmental and Retail Workers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary teachers</td>
<td>142</td>
<td>68.352</td>
<td>12.509</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial, governmental and retail workers</td>
<td>20,452</td>
<td>79.661</td>
<td>14.027</td>
<td>10.726</td>
<td>0.001</td>
</tr>
</tbody>
</table>

df = 20,592  P < .001

Further analysis of the data to explain differences in the perceived need deficiencies of secondary teachers as compared to 20,452 industrial, governmental and retail workers are presented in Graph 2.

Data interpretation indicated that secondary teachers were concerned about the lower level needs or hygienic factors to a significantly greater extent than industrial, governmental and retail workers. In addition, the data indicated that in the motivation areas of ego-status and self-actualization that secondary teachers had significantly lower needs than industrial, governmental and retail workers. This indicated that teachers were focusing more attention on satisfying the hygiene factors than the motivator factors. More accurately, teachers appeared to be caught in a motivator-hygiene conflict. The behaviors required for satisfaction of lower level needs are incompatible with those required...
Graph 2
Profile Summary of Needs

Secondary Teachers
--- Industrial, Governmental and Retail Workers
for satisfaction of higher level needs, and as long as teachers value the goals associated with lower level needs they are likely to be torn between these and the goals associated with higher level needs.

Summary

Presentation of the data and analyses of the findings were presented in this chapter. Descriptive data were used to describe the relative importance of five need systems to secondary teachers. The data indicated that secondary teachers had considerably higher need deficiencies in the ego-status and self-actualization need categories when compared to the physiological, safety and belonging need categories.

Hypotheses 1 through 5 were concerned with differences in the perceived need deficiencies of secondary teachers who negotiated as compared to those who did not. Analysis of the data revealed no significant difference in hypotheses 1, 3, 4, and 5. A significant difference did occur in hypothesis 2, which was concerned with differences in the safety needs of secondary teachers. Data analysis revealed that secondary teachers who were involved in professional negotiations had significantly higher safety needs than secondary teachers who did not negotiate.

Hypotheses 6 through 10 were concerned with differences in the perceived need deficiencies of male secondary teachers as compared to female secondary teachers. Analysis of the data resulted in a failure to reject hypotheses 6, 7, 8, 9, and 10.

Hypotheses 11 through 15 were concerned with differences in the perceived need deficiencies of urban secondary teachers as compared to rural secondary teachers. Data analysis resulted in no significant
difference in hypotheses 11, 12, 13, 14 and 15. Therefore, hypotheses 11 through 15 failed to be rejected.

Hypotheses 16 through 20 were concerned with differences in the perceived need deficiencies of secondary teachers in various age groups. Analysis of the data resulted in no significant difference in hypotheses 16, 17, 18, 19 and 20. As a result, hypotheses 16 through 20 failed to be rejected.

Hypotheses 21 through 25 were concerned with differences in the perceived need deficiencies of secondary teachers in various experience groups. Data analyses resulted in no significant difference for hypotheses 21, 22, 23, 24 and 25. Again, hypotheses 21 through 25 failed to be rejected.

Further analyses of the data were conducted to determine if significant differences existed in the perceived need deficiencies of secondary teachers as compared to industrial, governmental and retail workers. Data analyses revealed that significant differences existed in the physiological, safety, love and belonging, ego-status and self-actualization need categories.
CHAPTER FIVE
Summary, Conclusions, and Recommendations

Chapter five contains a summary of the study, conclusions based on the analysis of the data, and recommendations based on the findings of the study.

Summary

This study attempted to determine if significant differences existed in the perceived need deficiencies of secondary teachers who engaged in professional negotiations as compared to those who did not. In addition, attempts were made to determine if significant differences existed in the perceived need deficiencies of male and female secondary teachers, urban and rural secondary teachers, various age groups of secondary teachers, and various experience groups of secondary teachers. Further analysis of the data was conducted to determine if significant differences existed in the perceived need deficiencies of secondary teachers as compared to industrial, governmental and retail workers.

The sample included 200 secondary teachers who engaged in professional negotiations and 200 who did not. Respondents included seventy-one secondary teachers who negotiated and another seventy-one who did not. The total number of respondents included 142 secondary teachers, which represented 35.5 percent of the entire sample.

The instrument used to collect the data was the "Work Motivation Inventory" developed and validated by Jay Hall and Martha Williams of
Telometrics International in The Woodlands, Texas. The "Work Motivation Inventory" was designed to assess the physiological, safety, love and belonging, ego-status, and self-actualization needs of individuals in the work setting.

The hypotheses for the study were stated in the null format and tested at the .05 level of significance, using a two-tailed test. The t-test for independent samples was used to test for significant differences in hypotheses 1 through 15. In addition, the analysis of variance was used to test for significant differences in hypotheses 16 through 25.

The findings of the study included failure to reject null hypotheses 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25. The findings rejected null hypothesis 2. Additional data analyses in section seven resulted in significant differences being found in the perceived need deficiencies of secondary teachers as compared to industrial, governmental and retail workers.

Conclusions Based on the Hypotheses

Based on the findings of the study, the following conclusions were warranted.

1. There were no significant differences in four of the five need deficiency categories for secondary teachers who negotiated as compared to those who did not. The one exception was for the safety need system. Secondary teachers who were involved in professional negotiations had significantly higher safety needs than secondary teachers who did not negotiate. This indicated that secondary teachers who were involved in professional negotiations showed a significantly greater concern for
fringe benefits such as hospitalization insurance, retirement and pension plans, worker compensation, safe working conditions, seniority protections, and clear and consistent standards of performance.

2. There were no significant differences in the perceived need deficiencies of male secondary teachers as compared to female secondary teachers.

3. There were no significant differences in the perceived need deficiencies of urban secondary teachers as compared to rural secondary teachers.

4. There were no significant differences in the perceived need deficiencies of secondary teachers in the various age groups.

5. There were no significant differences in the perceived need deficiencies of secondary teachers in the various experience groups.

6. The fact that secondary teachers who negotiated did not differ significantly in four of the five need deficiency categories from those who did was not consistent with similar studies in the review of literature.

7. The fact that no significant differences were found in the perceived need deficiencies of male and female, urban and rural, age categories, and experience categories of secondary teachers was not consistent with similar studies in the review of literature.

Additional findings resulting from a comparison of the perceived need deficiencies of secondary teachers to industrial, governmental and retail workers led to the following conclusions.

1. Secondary teachers had significantly higher physiological needs than industrial, governmental and retail workers. The findings were
confirmed beyond the .001 level of significance. The findings indicated that teachers were concerned about comfort, pleasant working conditions, and environmental supports. In addition, teachers want higher monetary rewards in order to achieve comfort and material possessions in their private or family affairs.

2. Secondary teachers had significantly higher safety needs than industrial, governmental and retail workers. The findings were confirmed beyond the .001 level of significance. The findings indicated that teachers were concerned about job security and predictability. In addition, teachers were preoccupied with fringe benefits of a protective nature, such as health insurance, worker compensation and retirement benefits.

3. Secondary teachers had significantly higher love and belonging needs than industrial, governmental and retail workers. The findings were confirmed beyond the .01 level of significance. The findings indicated that teachers were concerned with social relationships and being an accepted member of the work group.

4. Secondary teachers had significantly lower ego-status needs than industrial, governmental, and retail workers. The findings were confirmed beyond the .001 level of significance. The findings indicated that teachers were not concerned as much as industrial workers in the desire for recognition and for opportunities to demonstrate one's special competence. This need system was related to the nature of one's work and was dependent upon aspects of the job itself for satisfaction.

5. Secondary teachers had significantly lower self-actualization needs than did industrial, governmental and retail workers. The findings
were confirmed beyond the .001 level of significance. The findings indicated that teachers were not as concerned as industrial workers in developing their potential, having challenging opportunities and chances to be creative. The nature of the work was very important to the self-actualization need system because in order for this source of motivation to operate the job must provide freedom of expression and opportunities for experimentation.

**Recommendations Based on the Findings**

As a result of the findings of the study the investigator proposed the following recommendations:

1. This study should be repeated at a later date in Tennessee after the professional negotiations law has had more time to possibly make a difference in the needs satisfaction of teachers.

2. A study of this nature should be conducted in Tennessee that would include elementary, middle, and secondary teachers.

3. Perhaps other states could replicate this study to determine if significant differences existed in the perceived need deficiencies of teachers who negotiated as compared to those who did not.

As a result of additional findings in the perceived need deficiencies of secondary teachers as compared to industrial, governmental and retail workers, the investigator proposed the following recommendations:

1. School systems should provide teachers with increased salaries in order to better satisfy basic creature comforts. In addition, more emphasis should be placed on providing better working conditions, more leisure time, and minimize the physical strain and discomfort of teaching.
Adequate satisfaction of these needs will free the individual to move up the hierarchy and concentrate on higher level needs.

2. School systems should provide teachers with better fringe benefits such as hospitalization insurance, retirement plans, worker compensation, safe working conditions, and clear and consistent performance standards. Failure of the organization to adequately meet these needs will hinder the accomplishment of organizational goals because the individual's attention will be focused on the safety needs when they are operating.

3. School systems should provide teachers with better opportunities to satisfy their love and belonging needs. This could be accomplished by providing opportunities for interaction with colleagues, harmonious interpersonal relations, acceptance, and the feeling that one belongs to the organizational family.

4. School systems should provide teachers with the opportunities to satisfy their ego-status needs because these needs motivate individuals to contribute their best to the organization in return for the many rewards that recognition can provide. Teachers must be provided with opportunities for advancement, recognition based on merit, challenging job assignments, and input into the decision making process.

5. School systems should provide teachers with the opportunities to satisfy their self-actualization needs. This may be accomplished by providing teachers with more challenging and meaningful work. Also, teachers should be given the necessary freedom to be creative and acquire a sense of personal growth, achievement, and satisfaction through the work itself. Self-actualization requires autonomy, risk taking and the
freedom to try new ideas. Satisfaction of the self-actualization needs will motivate teachers to contribute the most innovative and creative ideas that are so badly needed in school systems today.
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Other


APPENDIX A

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Jimmy D. Ratliff

College of Education
April 25, 1983

Jimmy D. Ratliff
Route 2, Island Road
Bristol, Tennessee 37620

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Sincerely yours,

Ann Sandhorst
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AS/ef

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APPENDIX B

SCHOOL SYSTEMS THAT ENGAGED IN PROFESSIONAL NEGOTIATIONS
The following school systems engage in Professional Negotiations:

<table>
<thead>
<tr>
<th>City</th>
<th>County</th>
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<tbody>
<tr>
<td>Chattanooga</td>
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<td>Bledsoe County</td>
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APPENDIX C

SCHOOL SYSTEMS THAT DID NOT ENGAGE IN
PROFESSIONAL NEGOTIATIONS
The following school systems do not engage in Professional Negotiations:

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APPENDIX D

LETTER TO STATE DEPARTMENT OF EDUCATION
March 31, 1983

Judith Anderson
Office of the Commissioner
Department of Education
Suite 100
Cordell Hull Building
Nashville, TN 37219

Dear Ms. Anderson:

I am a doctoral student in the Department of Supervision and Administration at East Tennessee State University, and am in the process of writing my doctoral dissertation. In order for my study to proceed, I need the assistance of the computer center in selecting a sample of secondary teachers. If possible, I need the computer to randomly select 200 secondary teachers who engage in professional negotiations and another 200 who do not.

Enclosed is a copy of my prospectus and a listing of those school systems that engage in professional negotiations. If you need additional information concerning the study please feel free to contact me in the Department of Supervision and Administration, East Tennessee State University (764-4430) or at my home in Bristol (764-8764).

Please be assured that I appreciate your cooperation and assistance with this study. I will personally see that your office receives a copy of my completed dissertation.

Thanking you in advance, I remain

Sincerely yours,

Jimmy D. Ratliff
Route 2, Island Road
Bristol, TN 37620
(764-8764)

Department of Supervision/
Administration
East Tennessee State University
Johnson City, TN 37614

College of Education
July 28, 1983

Mr. Jimmy D. Ratliff  
Department of Supervision  
and Administration  
College of Education  
East Tennessee State University  
Box 19000A  
Johnson City, Tennessee 37614-0002

Dear Mr. Ratliff,

It seems congratulations are in order — you must be on the final lap of your dissertation marathon. In response to your telephone request to include the Work Motivation Inventory in the appendix because it is copyrighted, it cannot be included and we ask, instead, that you include only the cover (which shows our copyright and address) and two or three sample questions.

Once again, congratulations — and best wishes for future success. We are looking forward to reading your work.

Sincerely,

Susan M. Donnell  
Research Associate

SMD

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WORK MOTIVATION INVENTORY

An assessment of the needs and values which individuals consider to be important in making decisions about their work.

by

Jay Hall, Ph.D.

Martha Williams, Ph.D.

NOTICE

The language in this learning instrument is male-oriented. Although we do not wish to offend anyone, to add female pronouns now would make the instrument literally different from the one which was validated. Both female and male managers are included in the normative sample.

ANOTHER LEARNING INSTRUMENT from

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Sample Questions

1. In general, the most important thing to me in evaluating a job is whether or not:
   E. It allows me freedom and an opportunity to grow as much as I can.
OR
   D. It allows for fairly rapid advancement based on my achievements.

2. If I should ever decide to quit a job outright, the most likely cause would be that:
   B. It was a "high risk" job such as working with inadequate equipment and personnel or without adequate compensation protection.
OR
   C. It was a one-man job in which I had no co-workers with whom to discuss and plan or share the work.

3. Personally, I believe the real rewards in working are those which:
   E. Are inherent in the work itself; that is, stimulating and meaningful activities which challenge me.
OR
   A. Directly reflect the basic reasons one works: namely, good pay, good working conditions, a good house and car, and the like.
APPENDIX F

LETTER TO TELEMETRICS INTERNATIONAL
Ms. Susan M. Donnell  
Research Associate  
Telometrics International  
1755 Woodstead Court  
The Woodlands, Texas 77380  

Dear Ms. Donnell:

Recently, I discussed with you the possibility of purchasing the "Work Motivation Inventory" to be used in my doctoral dissertation. I have been delayed in getting back in contact with you awaiting approval of my prospectus by the Advanced Graduate Committee. Now that my prospectus has been approved, I am ready to proceed with the study.

I have enclosed a copy of my prospectus for your consideration. If you find the proposal satisfactory, I would like to purchase 450 copies of the instrument to be used in my study. If Telometrics International will allow me to purchase the instruments at cost, I will personally see that you receive a copy of my completed dissertation.

If you need additional information concerning my study, please feel free to contact me at home or the University. If approved, please send the instruments to the following address:

Jimmy D. Ratliff  
Department of Supervision and Administration  
College of Education  
East Tennessee State University  
Johnson City, Tennessee 37614

Your assistance and cooperation will be greatly appreciated.  
Thanking you in advance, I remain

Sincerely,

Jimmy D. Ratliff

Enclosure
APPENDIX G

LETTER OF APPROVAL FROM TELOMETRICS INTERNATIONAL
April 11, 1983

Mr. Jimmy Ratliff
Department of Supervision
and Administration
College of Education
East Tennessee State University
Box 19004A
Johnson City, Tennessee 37614-0002

Dear Mr. Ratliff,

Thank you for sending us your prospectus. This will confirm our telephone conversation this morning; your work certainly shows merit and for this reason, we have decided to grant you a research discount. We are sending today under separate cover 450 Work Motivation Inventories, the charge for which will be $5.00 per copy plus postage. They are being sent to your office via United Parcel Service and should be in your hands by the middle of next week.

We wish you success in your endeavor and hope you will let us know how we might help. We are looking forward to seeing your completed dissertation.

Sincerely,

Susan H. Donnell
Research Associate

S&D
APPENDIX H

PERSONAL DATA SHEET
PERSONAL DATA SHEET

1. Indicate if the school system in which you teach engages in professional negotiations.
   (Check one)
   Yes ______
   No ______

2. (Check one)
   Male ______
   Female ______

3. Indicate if you teach in a city or county school system.
   (Check one)
   City ______
   County ______

4. Age in years ______

5. Teaching experience at the secondary level (in years) ______
APPENDIX I

COVER LETTER
Dear Colleague:

The enclosed personal data sheet and "Work Motivation Inventory" are designed to take only a few minutes of your time. Please complete both items and return them in the self-addressed envelope at your earliest convenience.

As a doctoral student in Educational Administration at East Tennessee State University, I am engaged in a study entitled "Professional Negotiations and Perceived Need Deficiencies of Secondary Teachers." More specifically, the problem of the study was to determine if significant differences exist in perceived need deficiencies of secondary teachers who engage in professional negotiations as compared to those who do not.

Your name was randomly selected from secondary teachers in Tennessee by the State Department of Education as a possible participant for this study. Therefore, your cooperation is vital to the completion of this research project. Please be assured that your responses will be treated confidential in every respect.

Your cooperation and assistance in this research project will be appreciated.

Sincerely,

Jimmie D. Ratliff

 College of Education
VITA

JIMMY DALE RATLIFF

Personal Data:  Date of Birth:  May 20, 1948
Place of Birth:  Lackey, Kentucky
Marital Status:  Single

Education:  Public Schools, Clintwood, Virginia
East Tennessee State University, Johnson City,
  Tennessee; health/physical education, biology,
  B.S., 1970.
East Tennessee State University, Johnson City,
East Tennessee State University, Johnson City,
  Tennessee; educational supervision, Ed.S., 1981.
East Tennessee State University, Johnson City,
  Tennessee; additional study for certification in
  earth sciences, general science and geography, 1983.
East Tennessee State University, Johnson City,

Graduate Assistant, East Tennessee State University,
  Johnson City, Tennessee, 1972-73.
Instructional Media Specialist, Morristown City Schools,
  Morristown, Tennessee, 1974-75.
Instructional Design Specialist, School of Nursing,
Internship, Supervision, Bristol Tennessee City
  Schools, 1981.
Doctoral Fellowship, East Tennessee State University,
  Johnson City, Tennessee, 1981-83.
Science teacher, Bristol Tennessee City Schools,
  Bristol, Tennessee, 1984-86.

Honors and Awards:  Phi Delta Kappa
Elected Officer, Advanced Graduate Seminar, 1981-82.
Maintained 3.9 GPA throughout Masters, Specialist, and
  Doctoral programs.