



Welcome...and thank you for taking a few minutes to complete...

The Teacher Motivation and Job Satisfaction Survey

DIRECTIONS: For each item, please indicate your response by clicking on the appropriate button.
When you have finished, click on the ***SUBMIT*** button at the bottom of the page
to send your responses.

QUESTION NO.	QUESTION	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED
1.	What is your overall level of satisfaction with your job as a teacher?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

QUESTION NO.	QUESTION	YES	NO
2.	If you had the opportunity to start over in a new career, would you choose to become a teacher?	1 <input type="radio"/>	2 <input type="radio"/>

QUESTION NO.	QUESTION	YES	NO
3.	Generally speaking, do you believe that the teachers with whom you work are motivated?	1 <input type="radio"/>	2 <input type="radio"/>

QUESTION NO.	QUESTION	1-2	3-4	5-6	7-8	9-10	More than 10
4.	How many teachers that you know or work with would you classify as unmotivated?	1	2	3	4	5	6

5. On the following 6-point scale, indicate the degree to which each of the following serve as a motivating factor or an unmotivating factor for teachers.

QUESTION NO.	QUESTION	HIGHLY UNMOTIVATING	.....	.....	.....	.....	HIGHLY MOTIVATING
5a.	recognition (e.g., receiving praise from administrators, parents, students, or others)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5b.	potential for professional growth (e.g., possibility of improving one's own professional skills)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5c.	supervision by superiors (e.g., overall competence of superiors)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5d.	interpersonal relationships with colleagues (e.g., interaction with other teachers)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5e.	salary (e.g., financial compensation)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5f.	job security (e.g., tenure)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5g.	status (e.g., professional status of teaching)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5h.	interpersonal relationships with administrators (e.g., interaction with administrators)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5i.	sense of achievement (e.g., experiencing success)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5j.	working conditions (e.g., building conditions, amount of work, facilities available)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5k.	district policies (e.g., overall effects of the district as an organization)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5l.	teacher evaluation (e.g., appraisal of classroom instruction by evaluator)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5m.	responsibility (e.g., autonomy, authority and responsibility for own work)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5n.	potential for advancement (e.g., possibility of assuming different positions in the profession)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5o.	work itself (e.g., aspects associated with the tasks of teaching)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5p.	factors in personal life (e.g., effects of teaching on one's personal life)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5q.	interpersonal relationships with students (e.g., interaction with students)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
5r.	sense of accountability (e.g., being held directly responsible for student learning)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

6. On the following 6-point scale, indicate the degree to which each of the following items serve as a motivating factor or an unmotivating factor for teachers.

QUESTION NO.	QUESTION	HIGHLY UNMOTIVATING	.....	.....	.....	.....	HIGHLY MOTIVATING
6a.	a one-time monetary award (supplemental to the step increase)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
6b.	being selected as "Teacher of the Year" in the district	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
6c.	an instructional workshop offered by the district for a fee	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
6d.	having students thank a teacher for aiding in the understanding of a difficult concept	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
6e.	an instructional workshop offered and paid for by the district	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
6f.	being given the opportunity to participate in teacher projects (e.g., research, curriculum development)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
6g.	early retirement/contract buy-out	1	2	3	4	5	6
6h.	observing vast improvement in the achievement levels of one's students since the beginning of the year	1	2	3	4	5	6
6i.	being awarded a plaque by students	1	2	3	4	5	6
6j.	being permitted to purchase additional equipment and supplies for the classroom	1	2	3	4	5	6

QUESTION NO.	QUESTION	FEMALE	MALE
7.	What is your gender?	1	2

QUESTION NO.	QUESTION	AFRICAN AMERICAN	ASIAN AMERICAN	CAUCASIAN	HISPANIC AMERICAN	OTHER
8.	What is your ethnicity?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

QUESTION NO.	QUESTION	21-25 YEARS	26-30 YEARS	31-35 YEARS	36-40 YEARS	41-45 YEARS	46-50 YEARS	51-55 YEARS	56 YEARS OR OLDER
9.	What is your age?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>

QUESTION NO.	QUESTION	1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-25 YEARS	26-30 YEARS	31-35 YEARS	36 YEARS OR MORE
10.	Including the current school year, how many years of teaching experience do you have?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>

QUESTION NO.	QUESTION	URBAN	SUBURBAN	RURAL
11.	Which best describes your current school setting?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

QUESTION NO.	QUESTION	ELEMENTARY SCHOOL	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL
12.	Which best describes your current school level?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

Submit Survey



Thank you for participating in this research study.

If you have questions or comments about this survey, please feel free to contact me...

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