

Correlation Study on the Relationship of Motivation and Morale of Technical  
College Instructors to Their Sixteen Basic Life Desires

by

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A handwritten signature in black ink, appearing to read "Mark Fenton", written over a horizontal line.

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ABSTRACT

There have been articles and research done showing concern on the motivation of instructors (Lockart, 2001; Czubaj, 1996) and what factors affect the morale and motivation of instructors (Thomas, 2006; Stembridge, 1989). These studies tended to focus on only one factor at a time causing high or low morale and motivation. Steven Reiss (2000) has proposed that there are 16 basic desires of humans that affect motivation. These desires are power, independence, curiosity, acceptance, order, saving, honor, idealism, social contact, family, social status, vengeance, romance, eating, physical activity, and tranquility.

The research question asked is whether the 16 basic desires proposed by Reiss have any correlation to the morale and motivation of instructors at a small Midwestern Technical College. All of the full and part-time instructors at a small Midwestern Technical College were surveyed on this question. There were 83 responses for a return

rate of 24.6%. All of the respondents rated themselves as either high or average on both level of morale and level of motivation.

The statistical analysis of the data showed a positive correlation between a person's desire for power and their level of morale. Analysis also showed a positive correlation between a person's desires for power, curiosity, and idealism with their level of motivation.

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## Chapter I: Introduction

A small technical college located in the Midwest United States had a Personal Assessment of the College Environment (PACE) study done by The National Initiative for Leadership and Institutional Effectiveness (NILIE) in October of 2004. The NILIE is an assessment program based out of North Carolina State University in Raleigh, NC. NILIE's philosophy is based on the theories of collaborative and transformational leadership and that the influence that a leader can exert on his or her followers will affect a college's performance. In order to help colleges in this process of improving their leadership and moving towards a more collaborative and transformational culture, NILIE performs studies at the colleges to determine the current college climate (National Initiative for Leadership and Institutional Effectiveness, 2006).

The purpose of the PACE study as documented by Hanayik (2004) was to determine the campus climate at this college, in particular as to how the employees ranked the school on a five-point Likert scale as to whether the school has a collaborative system (desired), consultative (still good), competitive (not very good), or coercive (undesirable). This four-system model was developed by NILIE and based on previous literature and NILIE's own research projects (Hanayik, 2004). The NILIE Four Systems model is shown in Table 1.

Table 1

*NILIE Four Systems Model*

System 1 Coercive	System 2 Competitive	System 3 Consultative	System 4 Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspect of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence in through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

All 722 employees were sent surveys with a 72.9% completion rate. The survey was developed as a collaborative process between the Research and Development Office of the college and NILIE and tested for six categories. The categories were: Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus. According to the results, the college ranked in the mid to high consultative range in all categories. This would suggest that the employees believed that management involves them in the decision making process, but did not have complete confidence in them. For all the survey questions, management employees ranked the school at a higher level than the faculty, who in turn ranked the school higher than the support staff.

One of the most telling aspects of the survey and which did not show up in the ratings was that there were 79 comments on the positive satisfaction themes and 402 comments on the dissatisfaction themes. These comments by employees would seem to be symptomatic of a lack of motivation, morale, and commitment.

Lockart (2001) stated that it is not just one unmotivated teacher in a school. There is usually a group of them and they tend to build on each other and draw others into their group. He stated that schools do not need teachers counting down to retirement and it is important to re-motivate them.

Thomas (2006) provided insight as a new teacher on what he saw as motivating factors for teachers. He came to the conclusion it was intrinsic motivation that kept them teaching.

Stembridge (1989) came to the conclusion that it was both intrinsic and extrinsic motivators that kept teachers motivated. How much it was one or the other depended on the amount of control teachers had over their environment.

Czubaj (1996) summarized a number of research articles about teacher motivation. Her conclusions were that stress needs to be minimized to maintain motivation. She also found that teachers who were not committed to teaching would leave within 5 years. Some of the reasons for leaving or not wanting to return to teaching were low salary, poor working conditions, non-involvement in decision-making, and a large amount of responsibilities not related to teaching.

Another summation of studies that was compiled by The School Improvement in Maryland organization (MDK12, 2006) found that highly effective teachers continuously examined how they performed. They were always looking for how they could improve their performance. They hold high academic standards, keep students on task, give goals for the students, and build relationships with the low performing students to help them improve. These activities arise from and enhance the teachers' intrinsic values. The summation also found that shared values, professional development opportunities, and collaborative problem solving helped with motivation. Their commitment to teaching was reinforced by recognition of competence, varied work experiences, self-direction at work, participation in decision making, effective evaluation and administrative support, along with equitable pay, further education opportunities, and reasonable work load.

Davis and Wilson (2000) performed a study on how principals' efforts to empower teachers would affect their motivation satisfaction and stress. Their findings showed a definite relationship between teacher empowerment and teacher motivation.

The empowering behaviors that focused on a teacher's intrinsic power seemed to have the most effect on motivation. The more teachers felt they were in charge and could make decisions regarding their work, the more motivated they were. Another interesting finding of this study was that the intrinsic empowerment did not seem to affect the teachers' job satisfaction or stress levels, only their motivation.

Two studies on how transformational leadership in schools affects teacher commitment and motivation provided some interesting insights into motivation. One study worked with schools in Canada and the Netherlands (Geijsel et al., 2002) and the other with schools in Australia (Barnett & McCormick, 2002). Both studies found that shared vision building developed by a principal leads to more commitment and effort by the teachers. But the best motivator was when the vision was realistic and practical and not wishful thinking. The vision must also reflect the needs, goals, values, and beliefs of the teachers and school communities to sustain motivation and commitment.

Another study on motivation and satisfaction of teachers used the experience sampling method (ESM), where the selected teachers wore a beeper and at various times throughout the day when the beeper went off, the teachers would record what they were doing and how they felt about it (Bishay, 1996). Along with the ESM, a normal survey was administered to another group of teachers. The results that came from this study showed that teachers loved to teach. Bishay also found that the longer someone had been teaching, the more satisfied they were. Good classroom discussions made the teachers happy and excited. Faculty meetings and paperwork caused them to be bored. Those with more responsibility, such as club leadership or department head, experienced more

satisfaction. The study could not determine if the satisfaction came from the added responsibility or those most satisfied took on more responsibility.

Raju and Srivastava (1994) tested teachers in India to determine the correlation of 18 psychosocial predictors. They were trying to determine if they could predict how committed a teacher would be based on these personal traits.

Ellis and Bernhardt (1992) did a study to find out what kept teachers in the profession. They wanted to find out how to keep turnover low so more experienced teachers would stay in the field.

Steven Reiss (2000) determined 16 personal traits that seem to control how we behave and act. Individuals will rate themselves differently on how important the 16 traits are to their individual lives. These trait patterns are unique for every person and make that person an individual. These traits also control a person's motivation. In order to be motivated and enjoy work and be fulfilled, an individual needs to have a job that satisfies their desires or highly rated personal traits. If your desires are not met by their job or the job interferes with the desires, the person will be unmotivated, feel trapped, and not want to go to work.

### *Statement of Problem*

There have been many studies conducted and articles written about teacher motivation and commitment, most dealing with K-12 teachers. Some these are Czubaj (1996), Davis and Wilson (2000), and Bishay (1996). Although the focus of the current research project is on the morale and motivation of Technical College instructors, K-12 teachers face some of the same challenges such as classroom autonomy, dealing with bureaucracy and involvement in decision making. Previous research on K-12 teachers

may provide insight into the morale and motivation of Technical College instructors. There is limited research on the morale and motivation of instructors at technical colleges. There is limited information on the personal factors affecting the morale or motivation of instructors at the small Technical College where this research project took place. There is a certain level of low morale and motivation among some of the instructors at this small Technical College as evidenced by the negative comments on the PACE study.

The purpose of this study on the interconnectedness of instructors' basic desires with their motivation and morale at their job may suggest ways that the job or work environment could be modified to enhance motivation and morale. If a definite relationship develops between specific basic desires and high levels of motivation and morale, a school could conceivably use that as part of a screening process for potential new employees.

#### *Purpose of the Study*

This study will consist of having the faculty of the small Midwestern Technical College take an on-line survey regarding their morale, motivation, and levels of their basic desires. This will take place in the spring semester of the 2007-2008 school year. The survey will be a web page questionnaire produced by the Research Department of the Technical College.

#### *Research Question*

The research will attempt to answer the following:

- 1) What factors are responsible for the morale and motivation of instructors at a small Midwestern Technical College?

*Rational for Study*

A small Midwestern United States Technical College's (FVTC) Personal Assessment of College Environment (PACE) study had shown there was a certain amount of poor morale and lack of motivation at the college from the comments that were given (Hanayik, 2004). It could be beneficial for the school to have a better feel of the depth of morale and motivation problems at the school. The PACE study was also done four years ago and changes may have been made at the school that may have made a difference.

This small Technical College and other schools could use the information found on the correlation of motivation and morale to basic desires to try and make changes in the workplace to improve the situation. If the schools could enhance or encourage or emphasize certain basic desires that affect morale and motivation, there may be an improvement in morale and motivation.

If definite correlations develop, schools could set up a screening process for potential new hires to see if they have what it takes to be an instructor. This could lessen the turnover of instructors and may keep morale high and preserve experience. Higher morale of new instructors could help keep them from being 'corrupted' by long-term instructors with low morale and motivation.

The data may provide a starting point for research of a wider sample of instructors. This could then show whether or not the correlations hold true for all instructors or only for the small sample at the researched college. Further study could determine if there were regional or socio-economic variations.



### *Limitations of Study*

The validity of the study was limited by the location of the study. The study only included instructors at one small Midwestern United States Technical College. This was a very specific group with set racial, economic, and educational backgrounds, which may not translate to other locations.

The accuracy of the study was dependent on the honesty of the survey participants. It would be very easy to not be truthful about their morale or motivation.

The consistency of how people rate their levels of basic desires is very subjective. There may have been a tendency of people to consistently rate themselves highly.

The creator of the instrument had not tested it for validity or reliability.

### *Definitions of Terms*

These terms are being defined for the purpose of this study to allow better understanding of the study.

**Coercive System:** People are motivated by fear, threats, and punishment. There is very little communication from subordinate to top level management or from top level managers to the subordinates, and so decisions are made at the top with very little accurate information (Baker, 1992).

**Collaborative System:** A management style where everyone participates, everyone has responsibility, and people are cooperative. There is good up, down, and lateral communication and decisions are made throughout the organization (Baker, 1992).

**Competitive System:** There is competition among peers, decisions are mainly made at the top, teamwork is discouraged, and motivation comes from rewards and

punishment. The goals of upper management are accepted on the surface or in public by the subordinates, but in reality are rejected and not put into practice (Baker, 1992).

**Consultative System:** A management system where rewards, some punishment and some involvement are the reasons for motivation. Some specific decisions are made at lower levels, but general decisions are made at the top levels after discussions with lower levels (Baker, 1992).

**Expectancy Theory:** A motivational theory where a person creates a future scenario that seems attractive and attainable to him or herself, and if he or she can see what it takes to get to this future and believe he or she has what it takes to get there, this person will be motivated to make that scenario come true (Baker, 1992).

**Extrinsic Motivation:** When a person is driven by external factors or tangible rewards such as pay. This causes people to focus on the reward and not on what they are doing. If you remove the reward, there is no incentive for the person to continue the activity (Green, Beatty, & Arkin, 1984).

**Intrinsic Motivation:** When people are driven by internal factors such as doing things for the fun of it or for personal enjoyment or because they believe it is the correct or good thing to do. This is a very strong motivator, more so than Extrinsic Motivation, but can be displaced by an extrinsic motivator (Green, Beatty, & Arkin, 1984).

**Transformational Leadership:** A leadership method where the leader develops a vision for the future that can excite the subordinates. The leader has to be passionate about the vision and continue to sell it to everyone. The leader must be honest, upfront, and have integrity. Their attitudes and actions will show others how to act (Roueche, Baker III, & Rose, 1989).

## Chapter II: Literature Review

### *History of Motivational Theory*

According to William James, a psychologist of the late 1800's (1952), there are a number of human instincts that cause people to act the way they do, in other words, this is what motivates people. These instincts are rivalry, resentment, sympathy, hunting, fear, acquisitiveness, constructiveness, play, curiosity, sociability, secretiveness, cleanliness, shame, love, jealousy, and parental love. James (1952) stated that "every one of these instincts would start a habit toward certain objects and inhibit a habit toward certain others" (p. 737).

Maslow (1987) developed a theory of motivation that was based on a hierarchy of needs. First and foremost a person's physiological needs must be met. This means a person must be fed, housed, and clothed. This is a primary need and if it is not satisfied, physical needs will be the main motivator of the person. Once the physiological needs are met, then the safety needs exert their influence. This would include a desire for security, stability, and protection. People desire structure, order, and law. They want freedom from fear and anxiety. Once the safety needs are met, then the people will be motivated by a need for love, affection, and togetherness. This involves both giving and receiving of affection and love. After love and affection needs are satisfied, the main motivator is the esteem needs. Here people want to develop their self-esteem through achievement, competence, status, and glory. Once all these needs have been met, people move on to the need of self-actualization, the top of the hierarchy. This will involve music, poetry, and the arts. Maslow (1987) put it as "What humans can be, they must be" (p.22). According to Maslow, where a person is on the hierarchy will determine what is motivating to that

person at that time. The levels in the hierarchy are not rigid. They may overlap at times. One level may be rising in dominance as the next lower level is waning in intensity. A person may go back and forth between different levels depending on what is happening in their life (Maslow, 1970).

Frederick Herzberg developed his Motivation-Hygiene theory, sometimes called the two-factor theory in the late 1950's and continued modifying it through the 1970's (Miner, 2005). According to Miner, Herzberg believed that the factors that contributed to job satisfaction (motivation factors) were not just the opposite of the factors that caused job dissatisfaction (hygiene factors), but were in fact distinct and different. This theory generated the idea of job enrichment that was adopted by a large number of industrial managers.

The five factors of job satisfaction were: achievement, verbal recognition, challenging work, responsibility, and promotion or job advancement. If a job contains these five factors, the individual's needs for personal growth and self-actualization as identified by Maslow will be satisfied. When these needs are satisfied, job performance will be improved and positive feelings will result (Hodgetts, 1979, Miner, 2005).

The hygiene factors that can cause job dissatisfaction consist of: company administrative practices and policies, quality of supervision, interpersonal relationships with supervision, physical working conditions, security of the job, benefits provided, and the salary received. These factors match up well with the lower levels of the Maslow hierarchy. If these hygiene factors are appropriately taken care of, job dissatisfaction can be removed. They can also improve performance up to a certain point. To get to high

levels of performance and positive feelings about the job, management must correct not only the hygiene factors but also improve the motivation factors.

The results of Herzberg's theory is that during the 1960's and 70's a large number of companies instituted job enrichment programs. These were based on improving the motivation factors of the jobs, increasing the opportunities for advancement, personal growth, responsibility and recognition. In companies where actual studies were done, the results were generally positive although a certain percentage of employees did not want the extra responsibility.

Another early major theory of motivation is Expectancy Theory which was developed in the 1960's through the work of Victor Vroom, Lyman Porter and Edward Lawler, along with others (Miner, 2005). Vroom's variant on expectancy theory is that people prefer certain outcomes over others and get satisfaction when those outcomes occur. If the outcome is preferred, it is said to have a positive valence. If the outcome is not preferred, it is said to have a negative valence. Some outcomes will have a valence of their own and some will have a valence because these outcomes are expected to lead to other outcomes with an even greater satisfaction or dissatisfaction level. Earning more money may be a satisfying goal in and of itself for one person, but for another it is satisfying because it leads to the goal of being able to buy some specific object. The more outcomes that are linked to a particular outcome will increase its valence. According to Vroom, job satisfaction, job performance, and ultimately occupational choice are all determined by the size of the valence for the particular person.

According to Miner (2005) another variable in the Vroom variant is expectancy. People have preconceived notions that certain alternative actions will result in a desired

outcome. This is referred to as expectancy. A person's motivation to follow a particular course of action is determined by a combination of total valence and expectancies.

Vroom refers to this as force.

The Porter-Lawler variant on expectancy theory consists of nine variables: value of reward, effort-reward probability, effort, abilities and traits, role perception, performance, rewards, perceived equitable rewards, and satisfaction. There is a multiplicative effect between some of these variables in order to produce the other variables (Minor, 2005). This simplifies down to effort-to-performance expectancy, if enough effort is expended there will be successful performance, and performance-to-outcome expectancy, where if enough effort is put forth a desired outcome will result.

#### *Reasons for Teacher and Instructor Motivation*

Thomas (2006) shared his views and observations as a relatively new teacher in the K-12 system. Thomas made his observations with regards to the motivational theory called "The Expectancy Theory" by Nadler and Lawler. What Thomas found was that there were few extrinsic rewards for teachers who performed above and beyond requirements. Improved teaching may give some intrinsic rewards, but often the cost or effort is greater than the reward. Thomas believed that there needs to be a better system to reward exceptional performers at a higher level than poor performers, what he called an equity system, not an equality system. Thomas said that an equality system, where everyone is paid/rewarded the same regardless of performance, will produce low motivation. This system of equality also will not attract the talented and gifted teachers who can make a difference (Thomas, 2006).

A study by Allen Stembridge on motivation of teachers at Seventh Day Adventist colleges (Stembridge, 1989) provided some good insight on the driving forces behind teachers at a private religious school. Stembridge stated that intrinsic motivation comes about if people believe they have control over their behavior and environment and it is extrinsic if they do not have this level of control. The results of the study showed that achievement was the greatest satisfier of the teachers and recognition was the second most important satisfier. System/College policy and administration was the greatest dissatisfier and interpersonal relations (peers and staff) was the second highest dis-satisfier.

Raju and Srivastava (1994) performed a study on the factors contributing to commitment to the teaching profession on 454 teachers in Delhi, India. Their goal was to test for the intercorrelations between 18 psychosocial predictors. These predictors were external expectations, desire to utilize skills, religiosity, intrinsic motivation, inner direction, self-accountability, perceived status, perceived advancement, perceived challenge, interest in the profession, social support, group attitudes, choice satisfaction, other job opportunities, overall job satisfaction, teaching role salience, intention to stay with the profession, and desire for skill improvement.

The results showed that committed teachers exhibited the following tendencies:

1. Perceived that the teaching profession enjoys a high social status and felt proud of being teachers;
2. Generally showed more interest in teaching and professional activities;
3. Considered there was scope for vertical mobility within the profession;
4. Found more conducive and positive attitudes to teaching among their colleagues and other teachers;

5. Received both direct and indirect support in their teaching endeavors from significant others.

Results have shown that more committed teachers also:

- 1) Perceived that others have expectations of them as teachers;
- 2) Were intrinsically motivated to do their job well;
- 3) Felt accountability to others/authorities. (Raju & Srivastava, 1994, p. 11)

The results showed that these indicators can be used as a predictor of how committed a teacher will be to the profession.

A study by Ellis and Bernhardt (1992) described a need to increase the internal motivation of experienced teachers in order to keep them in the profession when there are so many other appealing careers out there. This study attempted to find out how the teachers' motivational needs were met by the various job functions. The results showed that teaching was intrinsically motivating and fulfilling. The teachers felt it was a career they could make into a long-term commitment. The teachers liked the autonomy that they had: setting their own goals, picking their own curriculum and materials, and developing their own methods of teaching. The study also showed that teachers felt their job held greater significance or importance than did people in other occupations and that teachers were more internally motivated than those in other professions. It also indicated that those with a need for achievement and growth were less satisfied than those without that need or with a low need for growth.

#### *Student Motivation Relative to Teacher Motivation*

There have been several recent studies (including Morgan & Bergeron, 2007; Gump, 2004; Wilson, 2006) concerning student motivation as related to teacher or



instructor motivation and attitudes. Morgan and Bergeron (2007) conducted a study of 30 undergraduate students to determine whether teacher likability had any effect on student compliance. Compliance was determined by the number of words used in a response to a request for input for the professor's personal research. Questions were also asked on the students' opinions about taking future classes from this professor or recommending the professor's classes to others. The questionnaires given to the students described the professor as either likable or unlikable. The results did not show a significant difference in the amount of words used for the likable professor as compared to the unlikable professor and so did not indicate more compliance. The results did show that the students would be more likely to take a future class from the likable professor and to recommend the likable professor than the unlikable one.

Gump (2004) found in his study of 144 students that the greatest motivator for student attendance was if the instructor and material was interesting (85% of respondents). Required attendance was picked as a reason to attend class by 67% of respondents. Students were told to pick as many reasons for attendance as they felt pertained to them. Gump's conclusion was that teachers need to present material in an exciting and interesting manner in an effort to inspire students in order to improve attendance. The students want to be entertained and they want to be kept interested. Gump (2004) concludes that the instructor must present the material in the most compelling manner possible and attempt to inspire the students to have a higher interest in the subject being taught.

Wilson (2006) did a study to determine if instructor's attitudes towards students could be a predictor of the students' attitudes and grades. This study involved 44

instructors and 1,572 students in undergraduate courses at a southeastern United States liberal arts college. The instrument used in this study consisted of a series of statements about the professor's actions such as using humor in class, calling students by name, conversing with students before and after class, along with statements asking for rating the professor on the instructor's concern for students, attitude for students, concern for students' success, and the student's motivation, attitude toward course and instructor, and the student's projected grade. What Wilson found was that the instructor's attitude for the students had a positive correlation to the student's success. Genuine concern for the student was a good predictor of the student's success, the student's motivation, his or her attitude both towards the instructor and to the course, and his or her grades.

The results of all three studies indicate that the attitude, motivation and actions of an instructor have a positive relationship with how well a student does in college. If an instructor is motivated and has good morale, he or she will be more likely to make the classes more interesting, have a better attitude during class, and have more concern for the students.

### *Motivating College Instructors*

Henry Shannon (2004), chancellor of Saint Louis Community College and chairman of the American Association of Community Colleges' board, believes that the success of community colleges in the future will depend on having motivated employees who are also creative and flexible. He writes that they must be lifelong learners, have an entrepreneurial spirit for developing new curriculum, and be willing to break out of the old methods of doing things. They need to take up the challenge of new technologies and

not only know their discipline, but also their communities. These motivated instructors will allow the colleges to be able to face the future budget and labor shortages.

J. Lewis (1999) wrote an article in *Fire Engineering* magazine about the problems of loss of motivation among instructors at fire fighter academies. Some of the instructors just lose their motivation to teach. They go through the motions but have lost the spark that made their classes interesting and exciting for the students. Lewis has developed a set of five principles that when taken together can prevent this downward spiral. Principle one is believing that the instructor is the most important influencing factor in a firefighter's performance. You are not 'just an instructor'.

Principle two is a four-step program Lewis called U-REV: update, read, experiment, validate. This consists of updating your skills by becoming a student in another instructor's class. The second step is reading. This includes journals, articles, and internet information; anything you can get your hands on about your discipline. The third step is to experiment with new ideas in the classroom. Try new technologies and different ways of presenting the information. Step four is to verify and practice. Determine if the new teaching strategies are a benefit to the students.

Principle three is to inject humor into the classroom. A little humor can help the student absorb the information presented. This will help motivate the instructor as well as the students.

Principle four would be to tell war stories. Give the students anecdotes from your real-world experiences. This shows that the instructor really does know what goes on in the field and also provides a connection between theory and practice.

Principle five is to have a personal feedback system. This involves others evaluating your teaching style and method of presentation. These evaluators could be students, other instructors, family, or friends. Then you must listen to their honest critiquing. Lewis (1999) believes that following these five principles will re-motivate most all instructors and that motivated instructors will motivate learners.

Lee and Busch (2005) conducted a study on what motivates instructors to participate in distance education (DE). They found a strong correlation between willingness to teach DE and the amount of training received, a strong correlation between willingness to teach DE and students' evaluation of the course, and also a strong correlation between willingness to teach DE and students' evaluation of instructor. There was not a significant correlation between willingness to teach DE and the instructors opinions that creating a DE course involved more effort than a face to face course. This would tend to show that these instructors were motivated by good training and preparation and by the acknowledgement of a job well done given by the students. The added work involved was not a de-motivator for the instructors.

A study was conducted in Russia by Dubitskii (2005) on the motives of college and university instructors. His findings showed that as the workload intensified there was a corresponding increase in the monotony of classroom activities, a decrease in creative breakthroughs, and a decrease in internal motivation. This also caused an increase in negative meanings of external negative motivation, for example, having to search out extra sources of income. Seventy-six percent of the surveyed instructors responded that they were dissatisfied with the salary they were receiving. There were 65% responding that public recognition of their work was a major motivator on the quality and

intensiveness of their work. Fifty-five percent chose teaching for the creative character of the job. (Dubitskii, 2005) These results would indicate that money, recognition and creativity are major motivators for instructors. Dubitskii concludes that the first level of motivation for instructors is the professions prestige and the ability of self-realization. The second level of motivation is if the work is intellectually challenging and they have a desire to transfer their knowledge to the students. And the third level of motivation is from working in a creative group or institution, and working with the students which gives them a personal satisfaction.

#### *Reiss's 16 Basic Human Desires*

Steven Reiss, Ph.D., a professor of psychology and psychiatry at Ohio State University and director of the Nisonger Center at Ohio State University, (2000) wrote a book titled *Who Am I* where he explored what he determined were the 16 fundamental values or desires that control a person's motivations and actions and determine a person's personality. Table 3 shows a list of the 16 desires and Dr. Reiss' definition of each.

Reiss referenced William McDougall's work from the early part of the twentieth century that said our needs are genetically determined and we do not consciously choose what we want from life, but our basic desires arise automatically. McDougall (1967) refers to these as the principle instincts of man. McDougall's principle instincts of man are listed in Table 2.

Table 2

*McDougall's Principle Instincts of Man*

Flight and the emotion of Fear.	Repulsion and the emotion of Disgust.	Curiosity and the emotion of Wonder.
Pugnacity and the emotion of Anger.	Self-Abasement and the emotion of Subjection.	Self-assertion and the emotion of Elation.
Parenting and the emotion of Tenderness.	Reproduction.	Gregariousness.
Acquisition.	Construction.	

(McDougall, 1967, p. 43-75)

According to Reiss (2000), each of his 16 desires agrees with McDougall and is common to everyone in the human species with very few exceptions. Most of these desires also work for animals. Reiss said that everyone has these 16 desires, but in varying degrees from one person to another. That is what makes every person unique, and what makes people behave the way that they do. If a person creates a desire profile for himself or herself, this person can see how he or she prioritized each of the 16 traits and how these traits compare to the average person. Variations in these desires among people affect how they react to different situations, different people, and how they are motivated. (Reiss, 2000)

Table 3

*Reiss' 16 Desires of Man*

Desire	Description
Power	The desire to influence others.
Independence	The desire for self-reliance.
Curiosity	The desire for knowledge.
Acceptance	The desire for inclusion.
Order	The desire for organization.
Saving	The desire to collect things.
Honor	The desire to be loyal to one's parents and heritage.
Idealism	The desire for social justice.
Social contact	The desire for companionship.
Family	The desire to raise one's own children.
Status	The desire for social standing.
Vengeance	The desire to get even.
Romance	The desire for sex and beauty.
Eating	The desire to consume food.
Physical activity	The desire for exercise of muscles.
Tranquility	The desire for emotional calm.

(Reiss, 2000, p. 17-18)

The 16 desires were developed by Reiss and Havercamp (1996) as part of their research on sensitivity theory. The 16 desires are fundamental motivators. These motivators are affected by both biological drives and psychological drives resulting from culture, past experiences, morality and attitudes. Each motivator has a specific set point for each individual. These set points tell how much reward a person desires or how much tolerance they have for negative stimulus. If a person has an extremely high or low set point for a particular motivator, that motivator causes reinforcement sensitivity for that individual. Accordingly, if a person has a high set point for social contact, this person would seek out companionship. If a person had a low set point for social contact, this person would prefer to spend more time alone. If the amount of social contact in a person's life is lower than their set point, it becomes a positive reinforcer and the person is temporarily motivated to seek out more companionship. If the amount of social contact in their life is higher than their set point, it now becomes a negative reinforcer and the person is motivated to temporarily avoid companionship. As can be seen here, a fundamental motivator can be pleasant or annoying, motivating or unmotivating, determined by the location of the set point for the individual.

According to Reiss and Havercamp (1996) previous motivational research suffers from three limitations. The first is that all people are equally motivated to seek pleasure and happiness and also are equally motivated for anxiety avoidance. Reiss and Havercamp's research has shown that people vary widely in these motivations. The second limitation is that the study of animals in deprived states has been used to develop theories of motivation. This kind of a study covers up the differences in motivational levels due to the overwhelming force of the deprived state. The third limitation is that



previous studies have emphasized only one motivating factor at a time. This will cover up the different satiation rates for different individuals and the fact that individuals will switch from one motivator to another depending on the type of reinforcement being pursued.

*Personal Assessment of the College Environment at a Small Midwestern Technical College*

The Personal Assessment of the College Environment (PACE) study conducted at a small Midwestern Technical College in 2004 by The National Initiative for Leadership and Institutional Effectiveness found the school to have a consultative environment (Hanayik, 2004). The results showed the school to be in the upper range of a System 3 (consultative) management style. System 1 is coercive, System 2 is competitive, and System 4 is collaborative. The questions in the instrument used had a 5 point Likert scale. The overall point rating was 3.67. The instrument was analyzing six different categories: formal influence, communication, collaboration, organizational structure, work design/technology, and student focus. The average scores for the different categories ranged from 3.48 to 3.88. Since the range and data distribution for each category was not given in the report, it is hard to determine what the level of dissatisfaction is. One way is to look at the comments and see what the tone is. Of the 481 comments, 79 (16%) were satisfaction themes while 402 (84%) were dissatisfaction themes. The dissatisfaction themes followed the lines of feelings of fear, lack of communication, lack of appreciation or recognition, and a general feeling that the workers were not empowered to make decisions (Hanayik, 2004). These comments fit very well with a number of the 16 basic

desires as described by Reiss (2000) such as the desires for power, independence, acceptance and status.

The comments from the survey appear to show that there is an underlying problem of low morale and motivation amongst some of the faculty at this small Midwestern Technical College. These comments also fit very well with the 16 basic desires/motivators that Reiss talks about (2000). The Reiss profile has been used to help understand what the basic motivators are for various groups of people. Reiss and Wiltz (2004) used the Reiss profile to study the particular motivational traits of people who watched reality TV. Reiss (2000b, 2004) used the Reiss Profile to analyze the motivations of religious behavior. Reiss, Wiltz and Sherman (2001) used the Reiss Profile to study the motivating factors of athleticism. It may be beneficial to use the Reiss Profile to analyze the motivation factors of faculty at this small Midwestern Technical College to see if there is a correlation between how the faculty rates themselves on the 16 basic desires/motivators and how they rate themselves as being motivated at the college and their morale level at the college.

The literature has shown how the theories of motivation and morale have developed over the years from James up to the current theories of Reiss. Studies have shown intrinsic motivation to be a prime motivator of instructors but have not shown the specific personality desires as identified by Reiss that motivate college instructors. And a study at a small Midwestern Technical College has shown that even with consistently high ratings for the interactions in the college

between faculty and administration, there is still an undercurrent of low motivation and morale amongst some of the instructors.

### Chapter III: Methodology

#### *Subject Selection and Description*

All full and part-time instructors at a small Midwestern Technical College were e-mailed details about the study and its purpose, and asked to participate. The research director at FVTC and the president of the teachers' union were contacted initially to get permission to do the study before the instructors were contacted. Copies of these letters are in Appendix A. There are currently 337 full and part-time instructors at the college. The study included both male and female instructors but did not include adjunct faculty.

Full and part-time instructors were chosen for the study as they are the most representative of the instructors at the school. Adjunct faculty, due to the nature of the work, are not as directly influenced by what is happening at the school. Adjunct instructors are defined as working less than eight hours per week. Adjunct instructors do not receive benefits other than their hourly pay and are not part of the faculty union. The morale and motivation of the adjunct instructors could be more influenced by their full time jobs than by what happens at the Technical College.

After approval had been obtained and the instructors had been notified of the study, all of the instructors were asked to participate in the study. The study was trying to gather as much data as possible about this group of instructors so that the results were as representative as possible.

### *Instrumentation*

The instrument was designed to be given as a link on the Internet. The internet location is:  
<https://qmark.fvtc.edu/q4/perception.ddl?name=survey&password=survey&sessiion=3127561425751829>. It was designed to be filled out on-line and the results submitted back to a central data analysis file. The instrument was designed for the subjects to rate themselves on the 16 basic life desires and was based on the instrument developed by Reiss (2000). The 16 basic life desires were rated as: very important, average importance, or less important. The subjects were then asked to rate their current level of motivation for teaching and their current level of morale. Both of these ratings involve 3 levels: high, average, and low. Because this study wanted to collect more data than was in Reiss's instrument, an original survey was designed. E-mail communication with Dr. Reiss determined that he has not performed validation or reliability analysis on the 16 question desire profile survey in his book. He has performed validation and reliability analysis on an expanded 128 question survey to determine a person's 16 basic desires (S. Reiss, personal communication, May 7, 2008). A copy of the instrument along with the cover letter are located in Appendix B.

### *Data Collection Procedures*

The director of research and the teachers' union president were contacted to get permission to perform this study. Once permission was granted, a letter of intent and request for participation was e-mailed to all of the full and part-time instructors at the small Midwestern Technical College. This occurred in April of 2008. In May of 2008 all the full and part-time instructors were e-mailed a 'Consent to Participate in Research'

letter and a link to an Internet web site for an on-line survey and asked to help support the research by filling out and submitting the research. When submitted the data was returned to the network server and stored in a file for analysis

### *Data Analysis*

The data was analyzed using Microsoft Excel and a computerized statistics program called SPSS, version 17, for the PC. The data was ordinal in nature. Ordinal data involves data that was ranked or ordered linearly but the differences between the rankings or values was subjective due to the nature of the questions and that multiple people answered the questions and the answers are based on their personal values (Triola, 1995). All appropriate descriptive statistics were run on the data, along with Pearson Chi-square analysis using a significance level of 0.05 to determine statistical significance and Spearman-rho to determine the correlation between motivation and morale and the 16 basic human desires as determined by Reiss (2000).

### *Summary*

The methodology provides for a reasonable study of the relationship between morale and motivation and the 16 basic human desires. The study uses a census population which may lead to generalized results for the tested population. There are some limitations to the study that any users of the study's results need to take into account before they apply the results to their situation.

## Chapter IV: Results

The survey link was sent to the full and part-time staff in May of 2008 and remained open for one week. The survey was sent to 337 people and 83 results were sent back for a completion rate of 24.6%. Of all the responses, 66 of the respondents (79.5%) listed themselves as having high morale as instructors and 17 responded as having average morale (20.5%). There were no responses listing low morale. The question on motivation had 57 respondents (68.7%) listing themselves as highly motivated and 26, or 31.3%, identifying themselves as having average motivation as instructors. Here again there were no responses listing low motivation.

The average values for all respondents to all questions were plotted on a graph to create a Reiss Desire profile. This is shown in figure 1. As can be seen the highest ranking categories for the total group are curiosity, honor, idealism, family, morale, and motivation, while the least important are acceptance, social status, vengeance, and tranquility.

In figure 2 a graph has been created showing an overlay of the Reiss desire Profiles for those with high morale and those with average morale. Here we can see a difference in the importance values of power, acceptance, social contact, tranquility, and motivation.

Figure 3 is a graph showing an overlay of the Reiss Desire Profiles of those listing high motivation and those listing average motivation. In this figure we can see that the major points of difference come from power, curiosity, acceptance, idealism, social contact, and morale.

Figure 1

*Average Reiss Desire Profile of Total Data Set*

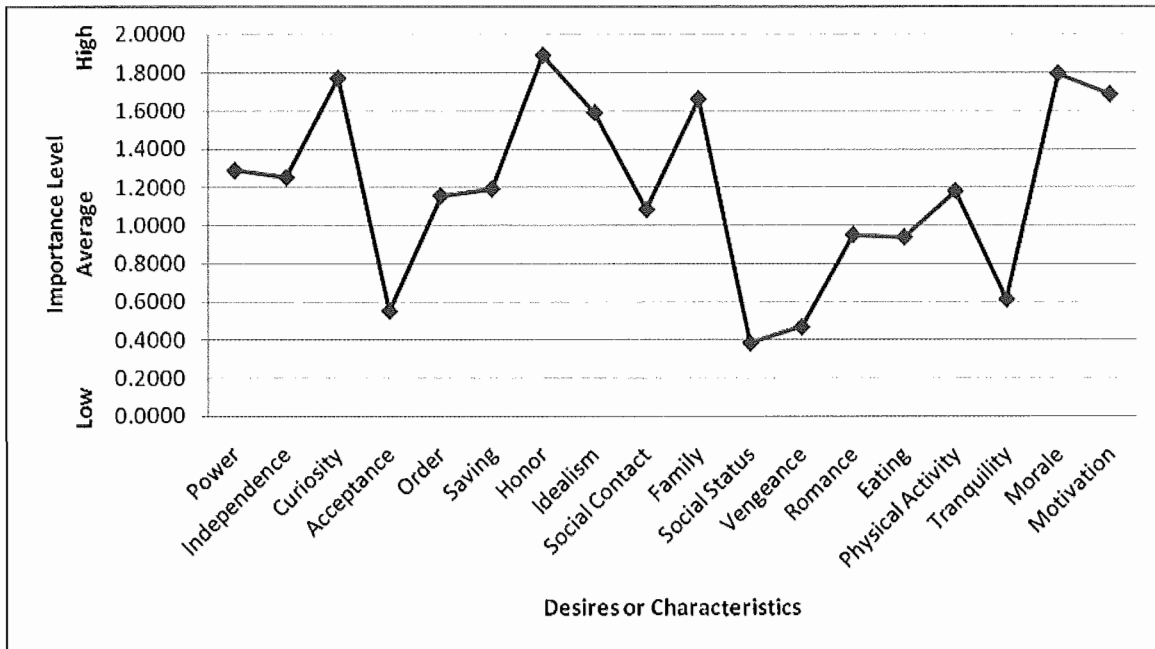




Figure2

*Average Reiss Desire Profile Ratings Sorted By Morale Level*

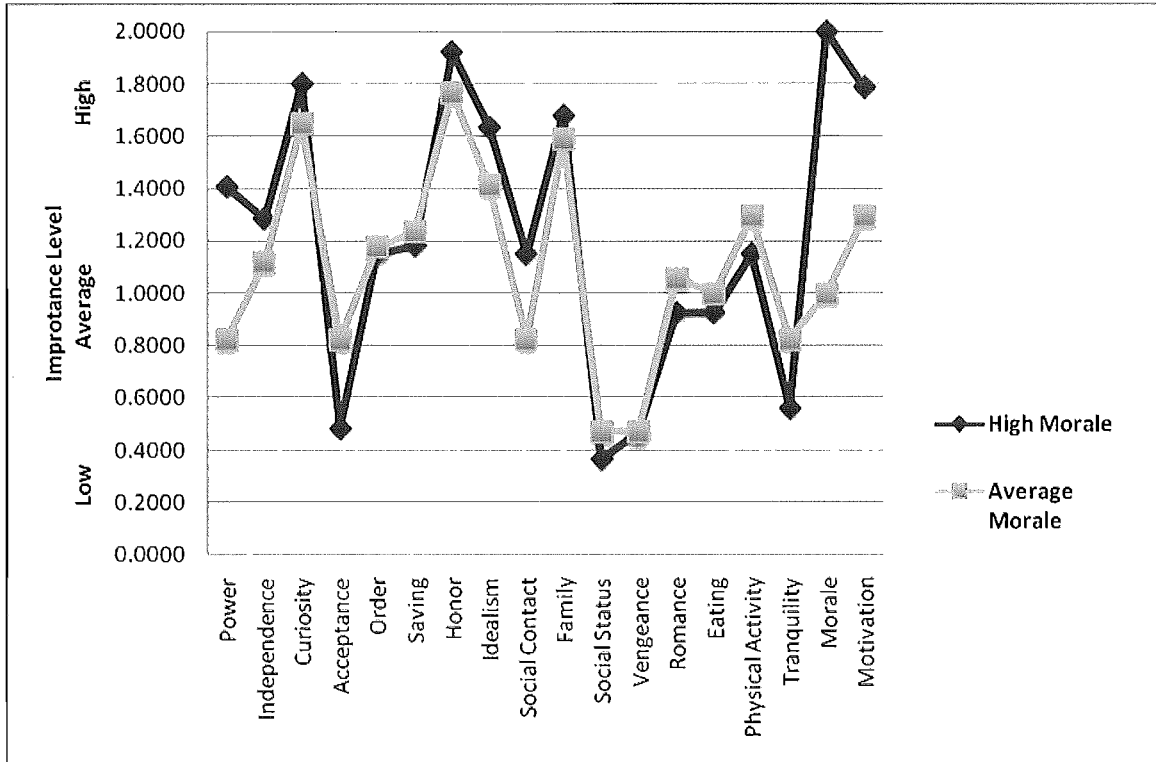
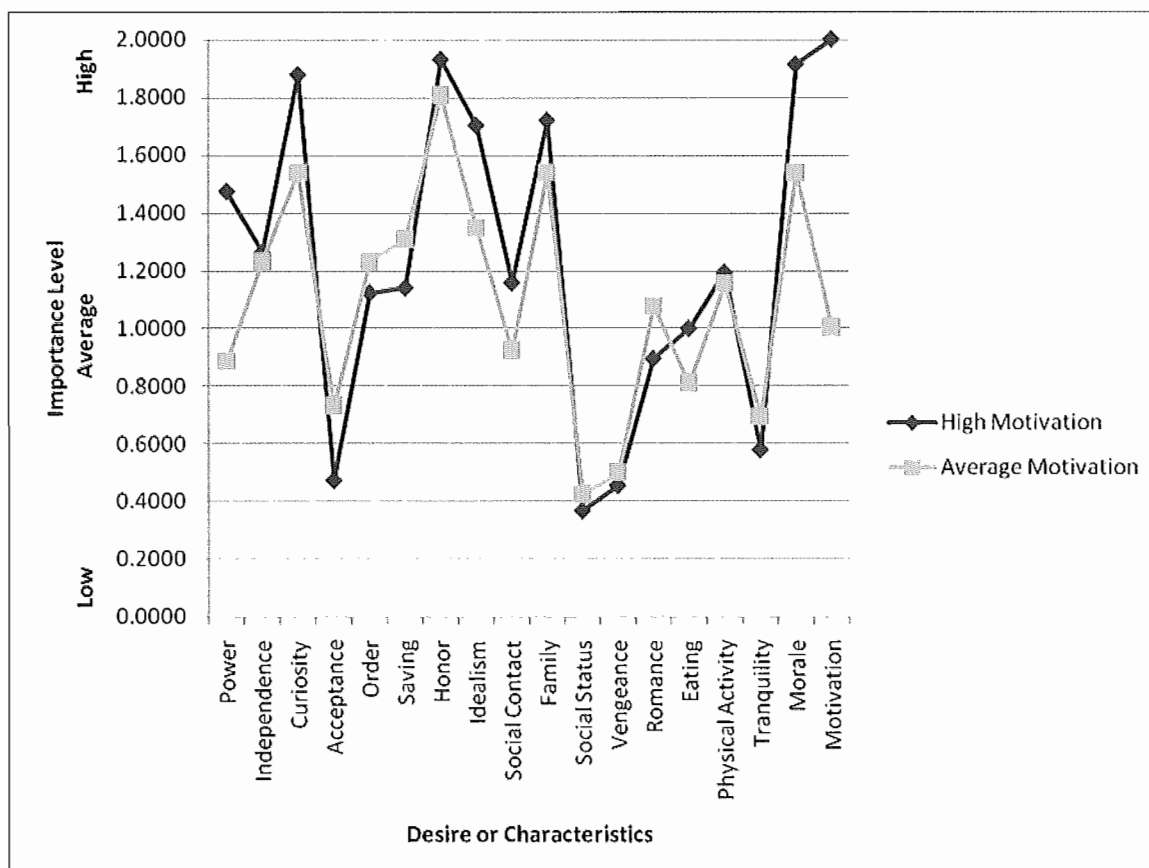


Figure 3

*Average Reiss Desire Profile Ratings Sorted By Motivation Level*



The data was analyzed for Pearson Chi-square with a significance value of 0.05 and two-tailed tests to determine if the data was statistically significant. If the “sig” value was less than 0.05 the differences were deemed to be statistically significant. The data for each of the 16 desires was tested as above against the results for the question on Morale Level and then again for the question on Motivation Level. Spearman-rho analysis was then run on the 16 desires compared with Morale Level and then on the 16 desires and Motivation Level. This showed the amount of correlation between each of the 16 desires

and morale and motivation. Combining the results for significance and correlation showed which desires were indicative of how a person would rate morale and motivation. The results of these tests are summarized in Table 4 for Morale and Table 5 for Motivation.

The statistical test showed that for Morale the only desire with a significance value less than 0.05 was Power. The spearman correlation was significant and positive, 0.362, meaning that the respondents with a high desire for Power also were high on their level of Morale.

The test for Motivation showed 3 desires with a significance value less than 0.05. These were Power with a positive spearman correlation of 0.432, Curiosity with a positive spearman correlation of 0.374, and Idealism whose correlation was also positive at 0.261. This shows that those respondents with high desires of Power, Curiosity, and Idealism had a high level of Motivation.

The research question that has been investigated was: 'What factors are responsible for the morale and motivation of instructors at a small Midwestern Technical College?' The conclusion of this study was that a desire for power was a cause for high morale, and that desires for power or curiosity or idealism were all causes for high levels of motivation for those who took the survey at the college where the study took place.

Table 4

*Analysis Results of Morale vs. 16 Desires*

Desire	Average Value	High Morale Value	Average Morale Value	% Difference	Pearson Chi-square Asymp. Significance	Spearman-rho Correlation
Power	1.2892	1.4091	0.8235	41.6%	.001	.362
Independence	1.2530	1.2879	1.1176	13.2%	.224	.062
Curiosity	1.7711	1.8030	1.6471	8.6%	.172	.150
Acceptance	0.5542	0.4848	0.8235	-69.8%	.054	-.250
Order	1.1566	1.1515	1.1765	-2.2%	.867	-.017
Saving	1.1928	1.1818	1.2353	-4.5%	.377	-.027
Honor	1.8916	1.9242	1.7647	8.3%	.059	.207
Idealism	1.5904	1.6364	1.4118	13.7%	.323	.165
Social contact	1.0843	1.1515	0.8235	28.5%	.187	.193
Family	1.6627	1.6818	1.5882	5.6%	.571	.054
Status	0.3855	0.3636	0.4706	-29.4%	.419	-.089
Vengeance	0.4699	0.4697	0.4706	-0.2%	.995	-.001
Romance	0.9518	0.9242	1.0588	-14.6%	.318	-.146
Eating	0.9398	0.9242	1.0000	-8.2%	.212	-.053
Physical activity	1.1807	1.1515	1.2941	-12.4%	.107	-.110
Tranquility	0.6145	0.5606	0.8235	-46.9%	.265	-.172

Table 5

*Analysis Results of Motivation vs. 16 Desires*

Desire	Average Value	High Motivation Value	Average Motivation Value	% Difference	Pearson Chi-square Asymp. Significance	Spearman-rho Correlation
Power	1.2892	1.4737	0.8846	40.0%	.000	.432
Independence	1.2530	1.2632	1.2308	2.6%	.822	.032
Curiosity	1.7711	1.8772	1.5385	18.0%	.001	.374
Acceptance	0.5542	0.4737	0.7308	-54.3%	.100	-.183
Order	1.1566	1.1228	1.2308	-9.6%	.814	-.068
Saving	1.1928	1.1404	1.3077	-14.7%	.218	-.131
Honor	1.8916	1.9298	1.8077	6.3%	.097	.182
Idealism	1.5904	1.7018	1.3462	20.9%	.011	.261
Social contact	1.0843	1.1579	0.9231	20.3%	.211	.161
Family	1.6627	1.7193	1.5385	10.5%	.336	.162
Status	0.3855	0.3684	0.4231	-14.8%	.635	-.052
Vengeance	0.4699	0.4561	0.5000	-9.6%	.710	-.041
Romance	0.9518	0.8947	1.0769	-20.4%	.105	-.225
Eating	0.9398	1.0000	0.8077	19.2%	.252	.134
Physical activity	1.1807	1.1930	1.1538	3.3%	.893	.033
Tranquility	0.6145	0.5789	0.6923	-19.6%	.361	-.068

## Chapter V: Discussion

There have been a number of articles and studies on morale and motivation in the past. There have been numerous methods of how to attempt to improve morale and motivation. It is generally recognized in the literature that there are problems with morale and motivation among instructors. What was not found were any studies on how the instructor's 16 basic desires according to Steven Reiss (2000) would affect his or her morale and motivation.

### *Limitations*

This study has a number of limitations that might affect its generalized use. The validity of the study was limited by the location of the study. The study only included instructors at one small Midwestern United States Technical College. This was a very specific group with set racial, economic, and educational backgrounds, which may not translate to other locations.

The accuracy of the study was dependent on the honesty of the survey participants. It would be very easy to not be truthful about their morale or motivation.

The consistency of how people rate their levels of basic desires is very subjective. There may have been a tendency of people to consistently rate themselves highly.

The creator of the instrument had not tested it for validity or reliability.

The fact that none of the respondents to the survey instrument rated themselves as having low morale or low motivation is of concern to the researcher. It is possible that this is a true representation of the college tested or it is possible that those with low morale and motivation did not respond to the survey.

### *Conclusions*

The study was to see if there was any correlation between how the respondents rated themselves on the 16 basic desires for personal motivation that have been identified by Reiss (2000) and their level of morale and motivation. The study shows a definite correlation between those with a high desire for Power and those with a high morale and high motivation. The instrument question for those with a high desire for Power listed traits as people who are highly ambitious, seek leadership roles, and dominate in social situations. If the job provides opportunities to fulfill these traits, such as being the team leader or department chair or by having power over the students, the person will show high morale and motivation.

There was also a definite correlation between people with a high desire for Curiosity and those with high motivation. The instrument question for the desire of Curiosity referred to having traits of a thirst for knowledge, being questioning, and thinking about what is true. These are traits that are associated with teachers and instructors and if fulfilled by the job would lead the person to show high motivation.

The third desire that showed a correlation with high motivation was Idealism. The instrument question for this desire referenced people for whom Idealism is important are those who make personal sacrifices for social or humanitarian causes, volunteer time for community service organizations, and repeatedly make generous contributions to the needy. Teaching might also be considered an Idealistic activity, so people who have a high importance level for this desire may have it satisfied in the school environment and so have a high level of motivation.

The other basic desires did not show a correlation to either morale or motivation. At first glance, it would seem that someone who rates Social Contact as important would also have a strong correlation with morale and motivation since instructors are in contact with students for a large amount of time. But maybe the instructors don't see this as social contact due to the status or power split between instructors and students.

It might also be thought that someone who rates high the desire for Honor would have a strong correlation to morale and motivation. This did not show up in the study. It could be that instructors don't feel that there is as much honor in being an instructor as there was in the past. Maybe the students don't show the respect for instructors anymore, or maybe an instructor who values honor sees cheating going on amongst the students.

The remaining desires that did not show a correlation to morale and motivation, such as Romance, Eating, Family, and Tranquility would not be expected to when the questions are looked at. These desires are pretty far separated from the teaching environment.

The results of the study confirm earlier work that showed intrinsic motivators were a major cause of motivation level in teachers (Stembridge, 1989; Ellis & Bernhardt, 1992). This study goes a step further and identifies which of those intrinsic motivators or desires actually correlate to high morale and motivation.

### *Recommendations*

It is apparent how people who rate these three desires with high importance can have these desires satisfied in a teaching environment and so experience high motivation. Would it be possible for schools to provide opportunities for instructors to satisfy some of their other desires and so increase morale and motivation? Can schools increase the



acceptance level of instructors? Or increase the independence of instructors? Maybe even increase the social status of instructors in the community? This would be an area for further, deeper research. It would also be recommended to use this instrument at other schools to see if it holds true over a greater number of instructors with varying sets of racial, economic and educational backgrounds.

Testing at other technical colleges around the country would give more validity to the results. It is also possible that each college would have its own definite set of correlations between some of the 16 basic desires and morale and motivation levels at the school. If so, each college would be able to see if there are ways to modify their instructor and school culture to emphasize the desires that have a positive correlation with morale and motivation. If a college tried to make some changes in its culture, it would be worthwhile to do a second test after the changes have been in place for a year to see if the results show a difference in morale and motivation.

Performing this study at 4 year colleges and universities would be very interesting. There could be differences due to the tenure process at 4 year colleges compared to non-tenured 2 year technical colleges. The fact of research being done at 4 year colleges may also provide some differences.

It would also be beneficial to test at K-12 schools. Although this project did not focus on K-12, there might be concerns with the morale and motivation of these teachers also. It would be interesting to determine which of their basic desires correlate with morale and motivation, and could be worth further research to see if the basic desires that correlate to morale and motivation of K-12 teachers differ with those of college instructors. This could lead to a better understanding of how the differences in the K-12

system and the college system of instruction and administration affect morale and motivation.

It would be beneficial to re-test the subjects of this study after a year to see if the results hold constant. The school where this study took place was in the midst of instructor contract negotiations and a change in school presidency when the instrument was given. The contract negotiations may have had an effect on how people responded to the instrument for their levels of morale and motivation. It may have had an effect on the total response rate to the instrument. The change in leadership at the school may also have had an effect on the response rate due to concerns about the change and uncertainty on the future direction of the school. Re-testing would also help to provide validity for the instrument. A year under the new contract for instructors and a year under the leadership of the new college president may be enough time for the situation to settle down and give different results.

It is significant that the results show a correlation between the desire for Power and morale and a correlation between the desires of Power, Curiosity, and Idealism and motivation. Past studies have focused on one cause or another for motivation. This study has shown that there may be more than one personal desire or trait that causes a person to have high morale and motivation as an instructor at a 2 year technical college. This may open up new ways to think about motivation of instructors. The study has also opened up many more avenues for future research projects at not only 2 year technical colleges but also 4 year colleges and universities and K-12 schools.

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## Appendix A: Letters

**To:** Frohrib, Patricia B; Hrubes, Mary K; Day, Robert K  
**Subject:** Survey for Master's Thesis

I am in the process of finishing up the work on my Master's degree from UW Stout before I run into my 7 year deadline and need to do a survey for my research paper. The paper is on the relationship between morale and motivation of instructors at your college and the 16 basic life desires and motivators as defined by Dr. Steven Reiss from Ohio State University. I plan on surveying all full and part time instructors at your college. My survey has been approved by UW Stout IRB. According to what I submitted to Stout I need to do the survey in May, preferably during the 1<sup>st</sup> week before instructors are busy with grading. I plan to do an on-line survey with non-traceable results, e-mail addresses would be listed in BCC, no return notice requested, the unidentified data would be put in a spreadsheet for analysis.

The survey and the letter of implied consent form are attached for your review along with the preliminary e-mail I would send out to alert people that the survey is coming. The first 16 questions are directly taken from Dr. Reiss's book and the last two questions were added by me to tailor the survey to what I want to research.

Is there any software in our research department to help set up the survey? I am willing to do the work of setting it up so we don't bog down the research department. My other option is to set it up on SurveyMonkey.com but I thought it would be good to have it in the same format as other surveys that are done here.

Thank you for your assistance.

Dean Sommerfeld  
Team Leader, Instructor  
Mechanical Design Technology

Colleagues,

In a few days you will receive an e-mail from me with a link for a survey. I would appreciate you taking a few minutes to complete the survey to provide me with data for completing my research paper for my Master's program at UW Stout. I am researching the relationship of a person's 16 basic life desires with their motivation and morale as an instructor at this Technical College. The research hopes to identify the most important desires that affect the motivation and morale of the instructors. This information could be used to assist in job development activities to raise the motivation level at the college. Your participation in the survey is totally voluntary. The risk from taking this survey is minimal. Your answers will be kept confidential. The survey will put the results into a database with nothing to identify who they came from

Thank you for your assistance.

Dean Sommerfeld  
Instructor, Mechanical Design



## Appendix B: Consent to Participate and Survey Instrument

**Subject:** Masters Thesis survey informed consent and website link

### **Consent to Participate in UW-Stout Approved Research**

**Title:** Correlation Study on the Relationship of Motivation and Morale of Technical College Instructors to their Sixteen Basic Life Desires

**Investigator:** Dean Sommerfeld

F100G

Fox Valley Technical College

(920) 996-2877

[sommerfe@fvtc.edu](mailto:sommerfe@fvtc.edu)

**Research Sponsor:** Mark Fenton

257 Tech Wing

UW-Stout

Menomonie, WI 54751

(715) 232-5268

[fentonm@uwstout.edu](mailto:fentonm@uwstout.edu)

#### **Description:**

My name is Dean Sommerfeld. I am currently a graduate student in the Career and Technical Education Program at the University of Wisconsin-Stout. I am working on the completion of my research paper.

The objective is to survey instructors at this Technical College on how they rate themselves on the sixteen basic human motivation desires as identified by Dr. Steven Reiss of Ohio State University, and on how they rate their motivation and morale as instructors in a technical college. I will then try to determine if there is a correlation between any of the sixteen basic human motivation desires and the motivation and morale of the instructors.

At the bottom of this page is a link that will take you to a short survey. The first 16 questions are Dr. Reiss' survey for developing a personal desire profile and are from the book "Who Am I?" by Steven Reiss and published in 2000 by Jeremy P. Tarcher/Putnam, New York. The last two questions were added by me to try to develop a relationship.

#### **Risks and Benefits:**

The risk from taking this survey is minimal. The questions will cause you to evaluate your personal desires and motivations. You do not have to participate in the survey if you don't want to. You can quit the survey at any time before you submit your answers, and your data will have no personal identifiers when submitted. The survey has been reviewed by the Institutional Review Board at this college and been approved by the Institutional Review Board at UW Stout. The results will be used to help determine what type of personality makes for a highly motivated instructor with high morale. Possibly the college management and union can use the results to modify the work environment of the college to help fulfill the instructors' desires, improve morale and motivation of instructors and create a better learning atmosphere for the students. A side benefit for the survey takers is that they may find out a little bit more about what influences them individually.

**Time Commitment and Payment:**

Read the descriptions for the questions and answer to the best of your ability. The time required to complete the survey should be less than 15 minutes. There will be no payment or compensation for taking this survey

**Confidentiality:**

Your answers will be kept in strict confidentiality. Your name will not be included on any documents. You cannot be personally identified from the survey instrument. This Technical College will not be named in the thesis but referred to as a “small Midwestern technical college”.

**Right to Withdraw:**

If you choose to participate in this study it is entirely voluntary and of your free choice. You may choose not to participate without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from the study, there is no way to identify your anonymous document after it has been turned into the investigator. You can stop at any time by clicking on the **X** at the upper right hand of your browser or at the top of the browser tab, and closing out of your browser. Please click the link below if you agree to participate and are ready to start. The link will only be available for 7 days.

**IRB Approval:**

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

**Researcher:**

Dean Sommerfeld  
F100G  
FVTC  
920-996-2877  
sommerfe@fvtc.edu

**Research Advisor:**

Mark Fenton  
257 Tech Wing  
UW-Stout  
Menomonie, WI 54751  
715- 232-5268  
fentonm@uwstout.edu

**IRB Administrator:**

Sue Foxwell, Director  
Research Services  
152 Vocational Rehabilitation Bldg.  
Menomonie, WI 54751  
715-232-2477  
foxwells@uwstout.edu

**Statement of Consent:**

By completing the following survey you agree to participate in the project entitled, **Correlation Study on the Relationship of Motivation and Morale of Technical College Instructors to their Sixteen Basic Life Desires.**

Thank you for your assistance in helping me complete my Master's research.  
Dean Sommerfeld

**Survey Link: Control and Click**

<https://qmark.fvtc.edu/q4/perception.dll?name=survey&password=survey&session=3127561425751829>

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# Survey on the Basic Desires and Life Principles That Motivate Instructors at a Small Midwestern Technical College

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*This project has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.*

---

Read the entire section carefully for each category;  
select the appropriate rating for you.

---

## Question 1 - Power

---

Rate your desire for power as *very important* to you if any of the following statements is generally true:

1. You are highly ambitious compared with other people your age.
2. You usually seek leadership roles.
3. You usually dominate in social situations with people your own age.

Rate your desire for power as *less important* to you if either of the following statements is generally true:

1. You are noticeably less ambitious than other people your age.

2. Generally, you prefer being submissive in social situations.

Rate your desire for power as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that power is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

---

## Question 2 - Independence

---

Rate you desire for independence as *very important* to you if either of the following statements is generally true:

1. You usually resist advice and guidance from others.
2. Self-reliance is essential to your happiness.

Rate your desire for independence as *less important* to you if either of the following statements is generally true:

1. Compared to other people your own age, you are noticeably more devoted to your spouse or partner.
2. You dislike being on your own.

Rate your desire for independence as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that independence is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

---

## Question 3 - Curiosity

---

Rate curiosity as *very important* in guiding your behavior if

any of the following statements is generally true:

1. You have a thirst for knowledge.
2. Compared to your peers, you ask a lot of questions.
3. You think a lot about what is true.

Rate your curiosity as *less important* in guiding your behavior if either of the following statements is true:

1. You dislike intellectual activities.
2. You rarely ask questions.

Rate your curiosity as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that curiosity is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

## Question 4 - Acceptance

Rate acceptance as *very important* to you if any of the following statements is generally true:

1. You usually set easy goals for yourself.
2. You are a quitter.
3. You have great difficulty coping with criticism.

Rate acceptance as *less important* to you if either of the following statements is true:

1. You have a lot of self-confidence.
2. You handle criticism noticeably better than most people---that is, you do not become unduly upset.

Rate your desire for acceptance as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that acceptance is both very *and* less important to you.

- Very Important

- Average Importance**
- Less Important**

---

## Question 5 - Order

---

Rate your desire for order as *very important* in your life if any of the following statements is generally true:

1. You are noticeably more organized than most people.
2. You have many rules and try to follow them religiously.
3. You enjoy cleaning up.

Rate your desire for order as *less important* in your life if either of the following statements is generally true:

1. Your office/workplace is usually a mess.
2. You hate planning.

Rate your desire for order as of *average importance* if you have not rated it as very important or less important, or if you have endorsed statements indicating that order is both very *and* less important to you.

- Very Important**
- Average Importance**
- Less Important**

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## Question 6 - Saving

---

Rate your desire for saving as *very important* to you if any of the following statements is generally true:

1. You are a collector.
2. You are a miser.
3. You are noticeably tighter with your money than other people are with their money.

Rate this desire as *less important* to you if any of the following statements are generally true:

1. You are a free spender.

2. You rarely save anything at all.

Rate your desire for saving as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that saving is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

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## Question 7 - Honor

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Rate your desire for honor as *very important* to you if either of the following statements is generally true:

1. You are known as a highly principled person.
2. You are known as a very loyal person.

Rate your desire for honor as *less important* to you if either of the following statements is generally true:

1. You believe that everyone is out for him- or herself.
2. You do not care much about morality.

Rate your desire for honor as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that honor is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

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## Question 8 - Idealism

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Rate your desire for idealism as *very important* to you if any of the following statements is true:

1. You make personal sacrifices for a social or

humanitarian cause.

2. You have repeatedly volunteered time to community-service organizations.

3. You have repeatedly made generous contributions to the needy.

Rate your desire for idealism as *less important* to you if either of the following statements is generally true:

1. You pay little attention to what is going on in society at large.

2. You do not believe in charity.

Rate your desire for idealism as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that idealism is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

## Question 9 - Social Contact

Rate your desire for social contact as *very important* to you if either of the following statements is generally true:

1. You feel that you need to be around other people a lot to be happy.

2. You are known as a fun-loving person.

Rate your desire for social contact as *less important* to you if any of the following statements is generally true:

1. You are a private person.

2. You hate parties.

3. You do not care much about other people except for family and a few close friends.

Rate your desire for social contact as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that social contact is both very *and* less



important to you.

- Very Important
- Average Importance
- Less Important

---

## Question 10 - Family

---

Rate your desire for family as *very important* to you if either of the following statements is generally true:

1. Raising children is essential to your happiness.
2. Compared with other parents you know, you spend much more time with your children.

Rate your desire for family as *less important* to you if either of the following statements is generally true:

1. You find being a parent mostly burdensome.
2. You have abandoned a child.

Rate your desire for family as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that family is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

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## Question 11 - Social Status

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Rate your desire for status as *very important* to you if any of the following statements is generally true:

1. You almost always want to buy only the best or most expensive things.
2. You often buy things just to impress other people.
3. You spend a great deal of time trying to join or maintain membership in prestigious clubs or organizations.

Rate your desire for status as *less important* to you if any of the following statements is generally true:

1. You usually do not care what most people think of you.
2. You are significantly less impressed by wealth than most people you know.
3. You are not at all impressed by upper-class status or royalty.

Rate your desire for status as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that status is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

## Question 12 - Vengeance

Rate your desire for vengeance as *very important* to you if any of the following statements is generally true:

1. You have trouble controlling your anger.
2. You are aggressive.
3. You love to compete.
4. You spend a lot of your time seeking revenge.

Rate your desire for vengeance as *less important* to you if any of the following statements is generally true:

1. You are slow to feel anger compared to most people.
2. You often "look the other way" when insulted or offended.
3. You dislike competitive situations.

Rate your desire for vengeance as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that vengeance is both very *and* less important to you.

- Very Important

- Average Importance
- Less Important

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## Question 13 - Romance

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Rate your desire for romance as *very important* to you if any of the following statements is generally true:

1. You spend an unusual amount of time; compared to other people you know who are about the same age as you, in the pursuit of romance.
2. You have a long history of sex with many partners.
3. You have trouble controlling your sexual urges.
4. Compared to most people you know, you spend much more time appreciating beauty.

Rate your desire for romance as *less important* to you if any of the following statements is generally true:

1. You spend little time pursuing or thinking about sex.
2. You think that sex is disgusting.

Rate your desire for romance as of *average importance* if you have not rated it as very important or less important, or if you have endorsed statements indicating that romance is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

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## Question 14 - Eating

---

Rate your desire for food as *very important* to you if any of the following statements is generally true:

1. You spend an unusual amount of time; compared to other people you know who are about the same age as you, eating.
2. You spend an unusual amount of time; compared to

other people you know who are about the same age as you, dieting.

Rate your desire for food as *less important* to you if either of the following statements is generally true:

1. You have never had a weight problem.
2. You rarely eat more than you should.

Rate your desire for food as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that eating is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

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## Question 15 - Physical Activity

---

Rate your desire for physical activity as *very important* to you if either of the following statements is generally true:

1. You have exercised regularly all your life.
2. Playing a sport is an important part of your life.

Rate your desire for physical activity as *less important* to you if either of the following statements is generally true:

1. You have a history of being physically lazy.
2. You have a sedentary lifestyle.

Rate your desire for physical activity as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that physical activity is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

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## Question 16 - Tranquility

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Rate your desire for tranquility as *very important* to you if any of the following statements is generally true:

1. You strongly agree with at least two of the four ASI statements:
  - a. It scares me when I feel "shaky" (trembling).
  - b. It scares me when my heart beats rapidly.
  - c. When I notice that my heart is beating, I worry that I might have a heart attack.
  - d. It embarrasses me when my stomach growls.
2. You have a history of recurring panic attacks.
3. You are generally fearful and timid.

Rate your desire for tranquility as *less important* if either of the following statements is generally true:

1. You are a brave person.
2. You have noticeably fewer fears than your peers.

Rate your desire for tranquility as of *average importance* if you have not rated it as very important *or* less important, or if you have endorsed statements indicating that tranquility is both very *and* less important to you.

- Very Important
- Average Importance
- Less Important

---

## Question 17 - Morale

---

Rate your level of morale on the job as *high* if either of the following statements is generally true:

1. Compared to other instructors you know, you are more enthused than they are to be at work.
2. You believe you are making a difference in the lives of the students you teach.

Rate your level of morale on the job as *low* if either of the following statements is generally true:

1. You spend more time than other instructors you know checking the clock and looking forward to the end of the day.
2. You dread getting out of bed and heading to school each day.

Rate your level of morale on the job as *average* if you have not rated it as high *or* low or you have tendencies to both high *and* low morale.

- Very Important
- Average Importance
- Less Important

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## Question 18 - Motivation

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Rate your level of motivation on the job as *high* if either of the following statements is generally true:

1. Compared to other instructors you know, you spend more time trying to develop new techniques for getting your message across to your students.
2. You spend more time than other instructors you know trying to get other instructors to improve their teaching skills.

Rate your level of motivation on the job as *low* if either of the following statements is generally true:

1. Compared to other instructors you know, you tend to do only what is needed to get by in your teaching.
2. You believe the students' needs are an intrusion into your day.

Rate your level of motivation on the job as *average* if you have not rated it as high *or* low or you have tendencies to both high *and* low motivation.

- Very Important
- Average Importance
- Less Important

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Thank you for taking the time to complete this survey.

Sincerely,  
Dean

Dean Sommerfeld  
Team Leader, Instructor-Mechanical Design  
(920) 996-2877  
[sommerfe@fvtc.edu](mailto:sommerfe@fvtc.edu)

---

Questions 1-16 are the complete set for creating a personal desire profile and are taken from "Who am I?" by Steven Reiss, 2000, Jeremy P. Tarcher/Putnam, New York. Questions 17 and 18 on morale and motivation added for the research project.

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submit  
answers

quit

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