

A FACTOR ANALYSIS OF VARIABLES AFFECTING CTSO ADVISORS' SATISFACTION

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The purpose of this study was to determine what factors contributed to career and technical education teachers' satisfaction with their role as a CTSO advisor. Four hundred eighty seven advisors from FBLA, DECA, FCCLA, FFA, HOSA, and VICA/Skills USA participated in the study. A 45-item questionnaire was used to gather data about how teachers felt about their advising duties. Career and technical teachers showed a great deal of commitment and a positive attitude toward their responsibilities as CTSO advisors. It is clear that overall job satisfaction for advisors of CTSOs was motivated by personal satisfaction or recognition from others. Personal satisfaction was gained from helping students compete in CTSO events, participate in leadership activities and meeting, and contribute to school and community service activities. Recognition from peers, parents, and administrations also contributed to job satisfaction.

Career and technical student organizations (CTSOs) are an integral part of the overall curricula in many secondary programs. They provide educational and work experience for students while benefiting faculties, school administrators, and the community. CTSOs put into practice, within the classroom and workplace, experiences that develop positive personal attitudes and an appreciation of work ethic and productivity. A major factor which contributes to the success of vocational and technical education is the availability of CTSOs (Vocational Technical Education Today, 1994).

Recognized CTSOs serve more than 1.5 million students in career and technical education courses and programs (Reese, 2003; Cahill & Brady, 1999). CTSOs are an integral part of the instructional program in family and consumer sciences, business and marketing education, agriculture education, medical professions education, and trade and industrial education.

Family, Career and Community Leaders of America (FCCLA) is the organization representing students in family and consumer sciences. The mission of FCCLA is

to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and vocational preparation. (Family, Career and Community Leaders of America, Inc., n.d., p. 1-2)

Distributive Education Clubs of America (DECA) and Future Business Leaders of America (FBLA) serve students interested in business and marketing. DECA "enhances the cocurricular education of students with interests in marketing, management and entrepreneurship" (Reese, 2003,

p. 5). FBLA's mission is "to bring business and education together in a positive working relationship through innovative leadership and career development programs" (Reese, 2003, p. 7).

FFA serves students in agriculture. The organization develops "their potential for premier leadership, personal growth and career success through agriculture education" (Reese, 2003, p. 9).

Health Occupations Students Association (HOSA) represents classes preparing students for careers in medical fields. "The mission for HOSA is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people" (Reese, 2003, p. 6).

Vocational Industrial Clubs of America/Skills USA (VICA/Skills USA) offers opportunities for students in a range of technical classes such as automotive technology, culinary arts, cosmetology, electronics, computer drafting and more. The focus of the organization is "providing quality education experiences for students in leadership, teamwork, citizenship and character development" (Reese, 2003, p. 3).

Benefits of CTSOs

Gordon (1999) explained that CTSOs bring together students interested in careers in specific career and technical education fields and provides them with a wide range of individual, cooperative, and competitive activities that are designed to expand their leadership and job related skills. Teachers and administrators who participate in CTSO activities gain greater exposure to the work conditions and demands of business and industry (Miller, 1983).

Vocational educators have identified strong CTSOs as an essential part of high quality vocational education. Research indicated that participation in CTSO activities benefits career development and strengthens competitiveness necessary for employment in a high performance economy (Lankard, 1996).

Way and Kuram (1996) reviewed a decade of research on FCCLA (FHA/HERO). They found several studies related to benefits of participating in the organization. Meek's study (as cited in Way & Kuram, 1996) found that FHA/HERO provided specific benefits. "The greatest degree of agreement was that FHA/HERO increased self confidence, strengthened home economics skills, planning, and decision making skills, positive self-image, ability to handle competition, ability to work under pressure and exert leadership" (p. 306). Two studies conducted by Zapata and Cunningham examined self-esteem and FHA/HERO competitive events (as cited in Way & Kuram, 1996). "Participation in proficiency events is positively associated with self-esteem (even if not shown to produce it)" (p. 308).

Opportunities for leadership development are provided by CTSOs (Babb, 1988). CTSO members have a greater chance for leadership skill development than non-members (Spicer, 1982). Ricketts (1982) found that FFA members possessed higher leadership and personal development abilities than non-members. In addition, D'Haem (1994) stated that CTSOs are a positive avenue for developing leadership abilities necessary for success in the workplace.

Belonging to CTSOs have many other benefits. Constantine (1988) concluded that students belonging to DECA had more positive attitudes and values than nonmembers. Savini (1986) found that DECA members gain more understanding of human relations than others. A study conducted at Purdue University found that students participating in FFA are more active in school and community programs than the typical student (Reese, 2001). Barrick and Hughes (1994) found that vocational directors and supervisors felt that CTSOs developed students' leadership and social skills even at the middle school level.

Career and technical educators play an essential role in the success of CTSOs. They "devote countless hours of work and immeasurable amount of support. These dedicated teachers are making

a huge difference in the lives of their students, serving as teachers, mentors and role models” (Reese, 2003, p. 3).

Camp, Jackson, Buser and Baldwin (2000) stated “benefits alleged to accrue to students from VSO [CTSO] participation are myriad, ranging from improved self-concept to lifelong economic and social advantages” (p. 42). They found after an extensive review of the literature, that most evidence was anecdotal and recommended research to support such claims.

Job Satisfaction

The literature suggested that job satisfaction plays an important role in the attitude of the CTSO advisor. Job satisfaction can be defined as an overall feeling about one’s job or career in terms of specific facets of the job or career. It can be related to specific outcomes such as productivity (Rice, Gentile & McFarlin, 1991). Job satisfaction is intrinsic to the work with which a person is directly involved (Herzberg, Mausner, & Snyderman, 1959; Jayaratner, 1999). Reiner and Zhao (1999) concluded that there was a lack of consensus with respect to the principal sources of job satisfaction. They also indicated that the demographic attributes of individual employees were strongly predictive of job satisfaction experienced in the work place.

Administrative support, student behavior, and feelings of control were consistently shown to be associated with teacher job satisfaction. Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy (National Center for Educational Statistics, 1997).

Teachers who have left teaching, ranked “the pressure of accountability (high-stakes testing, test preparation, and standards) as their number one reason for leaving, followed closely by increased paperwork, changing student characteristics, negativity and pressure from parents and the community, and tension between teachers and administration” (Tye & O’Brien, 2002, p. 26).

Bruening and Hoover (1990) stated that there was no difference between teaching areas in regard to job satisfaction. According to Ma & MacMillan (1999) workplace conditions positively affected teacher satisfaction with administration control being the most important. Some researchers stated that teachers who did not feel supported in their work may be less motivated to do their best work in the classroom (Ostroff, 1992; Ashton & Webb, 1986). A report by the National Center for Educational Statistics (1997) reported that teachers who received a great deal of parental support are more satisfied than teachers who do not.

Bartley and Sneed (2004) surveyed 291 middle and secondary public school family and consumer science teachers in a southern state. They found that 65.6% of the teachers were extremely satisfied with their teaching careers and 32.6% were somewhat satisfied. Only 2.1% were not satisfied with their work.

One of the factors that has received considerable attention nationally for job satisfaction is teacher salary. However, teacher satisfaction showed a weak relationship with salary and benefits (National Center for Educational Statistics, 1997). Lee (1972) similarly found that job context-related factors, such as salary, were not as important as job content-context factor satisfaction. Tye and O’Brien (2002) found that that teacher who had already left the teacher profession ranked salary considerations as last out of seven reasons for leaving the profession. However, teachers currently teaching who were considering leaving the profession ranked salary as the first reason.

Purpose of the Study

The purpose of this study was to determine what factors contributed to career and technical education teachers’ satisfaction with their role as a CTSO advisor. Based on a review of literature,

the researchers identified the following four areas of satisfaction--support, time, CTSO activities, and personal satisfaction. Sources of support included help received from state department advisors, national organizations, colleagues, parents, and school administrators. Time considered the amount of time required to perform the duties of an advisor. Activities focused on local, state, and national projects and meetings. Personal satisfaction examined recognition received from peers and parents as well as attitude toward the job of advisor.

Methods

Three career and technical teacher educators with experience in family and consumer sciences, agriculture education, business education and industry technology designed the 45-item questionnaire. All had at least ten years of teaching experience and served as advisors of CTSOs. The questionnaire was used to gather data about how teachers felt about their advising duties. It was based on a review of literature and an investigation of instruments used to evaluate job satisfaction. The questionnaire included 15 items for demographic information and 30 items related to the issues examined by this study. Participants were asked to respond to the 30 items on a 5-point Likert type scale using strongly agree as (1), agree as (2), neither agree or disagree as (3), disagree as (4), and strongly disagree as (5).

The instrument was field tested for content, format, and clarity by a group of upper division vocational teacher education students and in-service career and technical education leaders. After revisions were made, teachers in business and marketing education, family and consumer sciences, agriculture, health occupations and industrial technical education reviewed the revised questionnaire for clarity. These teachers were not included in the final study. The items on the final questionnaire included statements in the areas of support, time, CTSO activities, and personal satisfaction.

Advisors from FBLA, DECA, FCCLA, FFA, HOSA, and VICA/Skills USA participated in the study. The questionnaire was mailed to at least one CTSO advisor of each organization at each school in Arkansas. A total of 970 questionnaires were mailed to 195 FBLA advisors, 31 DECA advisors, 318 FCCLA advisors, 226 FFA advisors, 34 HOSA advisors, and 166 VICA/Skills USA advisors. After an initial and follow-up mailing 487 usable questionnaires were returned (50%).

Basic descriptive statistics were computed for all items. The 30 statements related to job satisfaction were factor analyzed to study the relationship between statements.

Results

Advisor Profile

Of the 487 respondents, 134 were business and marketing education teachers (28%), 175 were family and consumer science teachers (36%), 103 were agriculture teachers (21%), and 69 were technical teachers (14%). Advisors of DECA (13) were included in business and marketing and advisors of HOSA (18) were included as technical teachers because of the small number of teachers in those areas. For all respondents, the average number of years as a CTSO advisor was 13.7 years. Years taught were 0 to 10 years—158 (33%), 11 to 29 years—148 (31%), 21-30 years—141 (49%), and 31-40 years—32 (7 %).

The average number of hours spent advising the CTSO each semester was 73 hours. While advisors reported spending an average of 73 hours per semester advising CTSO clubs, one half of them devoted 40 hours or fewer to the task. For each club, FBLA/DECA advisors averaged 13.0 hours per semester, FCCLA advisors 14.1 hours per semester, FFA advisors 130.2 hours per semester and VICA/HOSA advisors 61.6 hours per semester.

Twelve percent (57) of the teachers were paid extra for advising CTSOs while 87% (424) were not. Thirty percent (145) of the teachers advised other student organizations while 68% (332) advised only CTSOs.

Forty three percent (209) of the respondents had advised CTSOs during student teaching while 54% (262) had not. Twenty-two percent (107) of the teachers worked as co-advisors while 77% (374) of the teachers were sole advisors.

Nine percent (46) of the teachers had a 9-month teaching contract, 19% (92) had 9.5-month contract, 43% (207) had 10-month contract and 27% (133) had a 12-month contract. Fifty-five percent (266) of the respondents had bachelor’s degrees, 33% (160) had master’s degrees while 11% (55) had other. Sixty-six percent (322) were female and 32% (156) were male.

This data revealed that CTSO advisors spent approximately 4 hours a week on CTSO activities, few received any extra pay, and most were the sole advisor of the club.

Club Profile

The size of CTSO’s ranged from 4 members to 330 with the average being 52 and a median of 40. Business education (FBLA/DECA) average size was 62 members. FCCLA average size was 41. FFA average size was 66. VICA/HOSA average size was 33. Over the past 5 years, 33% (162) had increased in membership, while 30% (144) had decreased and 32% (154) stayed the same.

The majority of advisors (75%/363) reported that club activities were conducted both in and out of class. Some advisors (20%/96) conducted all activities out of class. Others (4%/21) conducted activities only in class.

The advisors showed a strong amount of agreement about enjoyment of their advising tasks. In ranking specific areas of their job as an advisor the total group selected school and community service activities as their most enjoyable (41.1%). The second enjoyable activity was preparing for competitive events (23.8%), third, traveling on overnight trips with students (15.6%), next, was training CTSO officers (7.6%), fifth was preparing for club meetings (6.6%) and sixth was fundraising (4.5%). The area that rated last was “other” (0.8%) which was a category for miscellaneous activities.

Factor Analysis

The 30 statements related to support, time, CTSO activities, and personal satisfaction were factor analyzed to look at the relationship between the statements and describe any underlying thematic structure. The factor analysis of the data did not support the four areas of job satisfaction. However, the analysis did suggest an alternative model. Nineteen of the items accounted for 37.364% of the variance. Two factors emerged which the researchers labeled as intrinsic and extrinsic after examining the statements. The statements are listed in Tables 1 and 2.

Table 1

Factor Structure of Intrinsic Items for CTSO Advisors’ Satisfaction

% Variance	28.72	Factor Loading
I receive personal satisfaction for my role as a CTSO advisor		.780
I enjoy advising a CTSO		.742
I feel students benefit from CTSO competitive events		.739
My CTSO members attend district and/or state meetings		.733
Advising my CTSO is the best part of my job		.723

I enjoy preparing my students for CTSO competitive events	.694
My CTSO members attend national meetings	.640
Sometimes I feel that being a CTSO advisor is a waste of my time	-.634
My CTSO is active in community service	.577
My CTSO is active in fund raising	.513
My CTSO participates in school service activities	.463

Table 2

Factor Structure of Extrinsic Items for CTSO Advisors' Satisfaction

% Variance	8.639	Factor Loading
I receive professional recognition from my peers for my role as a CTSO advisor		.645
I am satisfied with extra pay/stipend I receive as a CTSO advisor		.612
Parents recognize my contributions as a CTSO advisor		.515
When I was a new advisor, I received assistance in establishing and/or continuing a CTSO from the State Department of Education CTSO advisor/director		.445
I receive adequate information about advising from the State Department of Education CTSO advisor/director		.436
My school administrator's behavior toward my CTSO is supportive and encouraging		.420
I am able to complete all my CTSO paperwork during the school day		.408
Routine paperwork for my CTSO required by my school as well as the state and national associations take too much of my time		-.315

One-way ANOVA was used to compare the two factors with demographic characteristics. A significant difference was found for type of CTSO for both intrinsic ($F(3, 455) = 11.86, p < .01$) and extrinsic factors ($F(3, 437) = 6.59, p < .01$). Tukey's HSD was used to determine the nature of the differences. This analysis of the intrinsic factor revealed that FFA advisors ($M = 3.86, SD = 0.50$) and FBLA/DECA ($M = 3.85, SD = 0.47$) advisors had significantly higher means compared to FCCLA ($M = 3.54, SD = 0.62$) and VICA/Skills USA advisors ($M = 3.59, SD = 0.52$). The Tukey HSD analysis of the extrinsic factor revealed that means for FFA advisors ($M = 3.31, SD = 0.49$) were significantly higher than FBLA advisors ($M = 3.04, SD = 0.49$), FCCLA advisors ($M = 3.05, SD = 0.52$) and VICA/Skills USA advisors ($M = 3.07, SD = 0.53$).

A significant difference was also found on both the intrinsic factor ($F(2, 436) = 12.00, p < .01$) and the extrinsic factor ($F(2, 424) = 5.47, p < .01$) for membership changes. Tukey's HSD revealed that advisors with CTSOs which were decreasing in members over the past five years had lower means on the intrinsic factor ($M = 3.53, SD = 0.59$) and the extrinsic factor ($M = 2.97, SD = 0.50$) than those teachers whose CTSO membership stayed the same (intrinsic $M = 3.70, SD = 0.57$; extrinsic $M = 3.17, SD = 0.57$) or increased (intrinsic $M = 3.85, SD = 0.50$; extrinsic $M = 3.14, SD = 0.50$).

Another demographic item that revealed a significant difference on both intrinsic ($F(3, 453) = 5.49, p < .01$) and extrinsic factors ($F(3, 436) = 8.17, p < .01$) was length of contract. Those teachers with 10-12-month contracts (intrinsic $M = 3.87, SD = 0.49$; extrinsic $M = 3.27, SD = 0.52$)

had higher means than those with 9-month (intrinsic $M = 3.62$, $SD = 0.58$; extrinsic $M = 2.86$, $SD = 0.47$) or 9 1/2 –month contracts (intrinsic $M = 3.68$, $SD = 0.58$; extrinsic $M = 3.07$, $SD = 0.50$).

No significant differences were found when comparing the factors (intrinsic and extrinsic) and gender, pay for advising, level of education, and number of advisors.

Conclusions

Career and technical teachers showed a great deal of commitment and a positive attitude toward their responsibilities as CTSO advisors. It was clear that overall job satisfaction for advisors of CTSOs was motivated by personal satisfaction or recognition from others. Personal satisfaction was gained from helping students compete in CTSO events, participate in leadership activities and meeting, and contribute to school and community service activities. Recognition from peers, parents, and administrations also contributed to job satisfaction.

This study found that there were significant differences on intrinsic and extrinsic factor and type of organization, the changes in membership numbers and the length of teacher contracts. There was no significant difference when comparing the factors and gender, pay, level of education, or number of advisors.

FCCLA and VICA/Skills USA advisors scored lower on the intrinsic factors than FFA and business (FBLA/DECA) advisors. It appears that FCCLA and VICA/Skills USA advisors take less satisfaction in working with their organization than do teachers who advise FFA, FBLA or DECA. This may be due to the nature of club activities. FFA, FBLA, and DECA place greater emphasis on competitive events.

FFA advisors scored higher on the extrinsic factor than advisors of the other organizations. FFA advisors and FFA members generally receive public recognition for group and individual awards.

Advisors of organizations decreasing in membership scored lower on intrinsic and extrinsic factors. Although there are many reasons a club may decrease in size, loss of members would be make it more difficult to carry out club activities as well as raise funds for travel and club expenses. This may reflect on a teacher's sense of accomplishment.

Teacher with longer contracts gained more satisfaction on both intrinsic and extrinsic factors. A longer contract might allow a teacher to spend more time planning and conducting organization activities. Longer contracts would also allow extended club project and activities.

This study was conducted in a single state. A national study would provide a more comprehensive picture of the job satisfaction of CTSO advisors.

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