

379
N81d
NO. 1826

FACTORS ASSOCIATED WITH JOB SATISFACTION
OF NURSING EDUCATORS IN MIDDLE
MANAGEMENT POSITIONS

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Marlene Harrop Brewer, M.S.

Denton, Texas

May, 1982

© Copyright by
Marlene Harrop Brewer
1982

JK

Brewer, Marlene Harrop, Factors Associated with Job Satisfaction of Nursing Educators in Middle Management Positions. Doctor of Education (Higher Education), May, 1982, 145 pp., 10 tables, bibliography, 104 titles.

This study is concerned with identifying the factors which produce job satisfaction and which are clearly associated with job characteristics as perceived by the nursing educators who serve in middle management positions. Following are purposes of this study: 1. To identify the actual and ideal job characteristics that are factors associated with job satisfaction, as perceived by nursing educators in middle management positions; 2. To determine the interrelationships among the job satisfaction factors that are identified with the actual and ideal job characteristics, as perceived by nursing educators in middle management positions. Responses to a three-part survey instrument, which contained sixteen independent variables, were received from 152 of a possible 292 middle manager nursing educators working in accredited baccalaureate schools of nursing.

Based upon the findings of the study, the following conclusions are drawn.

1. A composite of the ideal job satisfaction characteristics for middle managers in nursing education includes a voice in nursing school policy, opportunity to be a good

teacher, a dean who lets one define one's own responsibilities and fulfill them in one's own way, and adequate library facilities;

2. A composite of the present job satisfaction characteristics for middle managers in nursing education includes being evaluated without reference to race, ethnicity, or sex, having responsibility and being important in nursing school activities, a position in a location permitting my spouse to follow his career, a voice in nursing school policy, and a position in an attractive community;

3. Salary and fringe benefits would not be a significant factor in a job change situation for middle managers in nursing education;

4. Certain job satisfaction factors appear to be related to the attitudes of middle managers toward their coworkers;

5. Middle managers in nursing appear to believe that the possession of a doctoral degree influences the amount of one's salary;

6. Unionization appears to be an important job condition in that it is perceived to increase job satisfaction.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Purpose of the Study	
Research Questions	
Background and Significance of the Study	
Definitions of Terms	
Limitations	
Summary	
Chapter Bibliography	
II. REVIEW OF LITERATURE	13
Introduction	
The Concept of Job Satisfaction	
Theoretical Framework	
Methodological Approaches	
Factors Associated with Job Satisfaction	
Individual Characteristics of Employees	
Job Characteristics	
Summary	
Chapter Bibliography	
III. METHODOLOGY	47
Introduction	
Conceptual Framework	
Population of the Study	
The Survey Instrument	
Statistical Treatment of Data	
Summary	
Chapter Bibliography	
IV. PRESENTATION AND ANALYSES OF THE DATA	56
Relationship of Job Components to Job	
Satisfaction Characteristics	
Job Satisfaction Factors: <u>Ideal</u> Setting	
Job Satisfaction Factors: <u>Present</u> Setting	
Summary of Findings	

Chapter	Page
V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH	87
Introduction	
Findings	
Conclusions	
Recommendations for Further Research	
APPENDICES	95
BIBLIOGRAPHY	136

LIST OF TABLES

Table	Page
I. Rank Ordering of Characteristics of the <u>Ideal</u> Job Setting	57
II. Rank Ordering of Characteristics of the <u>Present</u> Job Setting	58
III. Factor Analysis of Twenty-one <u>Ideal</u> Job Satisfaction Characteristics	61
IV. Factor Analysis of Twenty-one <u>Present</u> Job Satisfaction Characteristics	64
V. Pearson Product Moment Correlation Coefficients Between Sixteen Independent Variables and Seven Job Satisfaction Factors in the <u>Ideal</u> Job Setting	67
VI. One-way Analysis of Variance Summary Table for <u>Ideal</u> and <u>Present</u> Job Setting Factor Scores	72
VII. <u>Ideal</u> and <u>Present</u> Mean Factor Scores of Discipline in Which Highest Degree Held	74
VIII. Scheffé Multiple Comparison Results for Discipline in Which Highest Degree Held Factor Four - <u>Ideal</u> Job Setting	75
IX. Fisher's Least Significant Difference Results for Discipline in Which Highest Degree Held Factor Four - <u>Ideal</u> Job Setting	76
X. Pearson Product Moment Correlation Coefficients Between Sixteen Independent Variables and Seven Job Satisfaction Factors in the <u>Present</u> Job Setting	78

Table	Page
I. Rank Ordering of Characteristics of the <u>Ideal</u> Job Setting - Unabridged List . . .	134
II. Rank Ordering of Characteristics of the <u>Present</u> Job Setting - Unabridged List . . .	135

CHAPTER I

INTRODUCTION

There are many methods which can be used to measure the effectiveness of organizations. One of these methods is the use of time as a measure. Survival can also be considered the long-run measure of effectiveness. Further, adaptiveness and development can be considered intermediate measures of organizational effectiveness. Production, efficiency and satisfaction can be considered short term measures of organizational effectiveness.

Satisfaction, as a short term measure of organizational effectiveness is pertinent to the organization of higher education. Within higher education communities, baccalaureate and higher degree programs in nursing not only have become more numerous but also have become part of colleges and universities. The effective functioning of these organized schools or programs of nursing then entails at least the successful achievement of their goals.

Higher education, as an organization striving to achieve its goals and with its unique functions and conditions of employment, presents a situation which necessitates the specific identification of salient elements of job satisfaction. In addition to the salient elements of job satisfaction, it is important to identify specific variables

present in the job setting which have the highest relationship with the elements of job satisfaction.

Measuring job satisfaction is concerned with the determination of conditions and perceptions of employees, including managers or administrators of an organization. To be most valid, the assessment of job satisfaction needs to examine those variables related to the work situation which are most indicative of job satisfaction.

An integral component in the hierarchical structure in baccalaureate schools of nursing is the position of the middle manager in nursing education. To assess the salient elements of job satisfaction for the nursing educator serving as a middle manager becomes most important. Equally important is the assessment of specific variables which have the highest relationships with ideal and present job characteristics most important to job satisfaction for this position.

Statement of the Problem

This study is concerned with identifying the factors which produce job satisfaction and which are clearly associated with the job's characteristics as perceived by the nursing educators who serve in middle management positions.

Purpose of the Study

Following are purposes of this study:

1. To identify the actual and ideal job characteristics that are factors associated with job satisfaction, as perceived by nursing educators in middle management positions;
2. To determine the interrelationships among the job satisfaction factors that are identified with the actual and ideal job characteristics, as perceived by nursing educators in middle management positions.

Research Questions

The following research questions are posed in an effort to develop the findings about the variables that are related to morale or job satisfaction. Each of the research questions relates to seven factors that have been identified as measures of job satisfaction.

1. Of the twenty-one Bonjean job characteristics, which ones are identified by middle managers in nursing education as most important to job satisfaction in an actual or ideal job setting?
2. What is the relationship between each of the following factors, as each occurs in the actual or ideal job setting, and the perceptions of the middle manager in nursing education of the job characteristics identified by Bonjean as being most important to job satisfaction?

- (a) Age;
- (b) Highest degree held;
- (c) Discipline area of highest degree held;
- (d) Leadership style;
- (e) Group atmosphere;
- (f) Number of degrees granted;
- (g) Years of experience in administration;
- (h) Years of experience in administration in current position;
- (i) Unionization;
- (j) Number of years unionized;
- (k) Levels of managerial hierarchical differentiation.

Background and Significance of the Study

Organizational effectiveness can be viewed in terms of long-term, intermediate, and short-term goals. Production, efficiency, and satisfaction can be considered criteria for the measurement of short-term goals (7, p. 322). Jackson (7, pp. 331-332) discusses the twenty-four relatively independent criteria that Mahoney & Weitzel identified to measure organizational business effectiveness; a strong connection among these criteria is employee morale or job satisfaction. Bonjean (2, p. 299) developed a short-form measure of self actualization utilizing twenty-one characteristics that are most important to job satisfaction,

which, Bonjean says, was based upon Maslow's hierarchy of human needs. The Bonjean instrument has been used in an educational setting; one example is a study by Grandjean and others (6) that assesses the job satisfaction of faculty members at four state universities.

In other studies regarding the factors that influence job satisfaction, age was found to be a significant variable in level of performance, which is closely associated with job satisfaction in the business world. Reporting on a 1973 survey by Management Today of the boards of directors of the 200 largest British companies Jackson (7, p. 390) found that the companies having the oldest board members experienced less profitability and growth than companies with the youngest board members. Brooks (3, p. 71) found, however, that older faculty members have higher morale scores than younger faculty members.

A more qualified manager is found to be a significant factor in the level of performance of business organizations. Jackson (7, pp. 392-393) cites a 1960 study of twenty-three companies, (mainly construction and plastics) in which it was discovered that those companies with a higher rate of profit growth also had directors who held greater-than-average formal qualifications. Jackson also notes that the successful companies have a significantly

higher proportion of directors who are concerned with research and development and who have scientific qualifications. Brooks (3, p. 80) found that the faculty members who are on lower educational levels have higher morale than the faculty members who are on higher educational levels.

Studies conducted by Jackson (7, p. 400) indicate that companies which employ more than 2000 employees have a high correlation between the amount of bureaucracy and superior performance. In a study of 155 American colleges and universities, Blau (1, p. 77) found that the academic division of labor, as indicated by number of departments, is positively related to the number of schools and colleges.

Leadership style or behavior, another factor related to job satisfaction, was found to correlate highly with morale in a study conducted by Powers (11, p. 81) in a Florida community college. In his study of community college faculty in North Carolina, Brooks (3, p. 90) discovered that male faculty members are more satisfied with their relations with immediate supervisors than are female faculty members. DeVeau (4, p. 100) found in his study of plant foremen that general intelligence and leadership style (people-orientation) correlate significantly with productivity as a measure of leadership effectiveness; his finding occurs in a situation which is delineated by good

leader-member relations, a structured task situation, and a strong leader power position.

Years of teaching experience is another factor that is related to academic job satisfaction. Faculty members who have four years or less years of teaching experience were found to have higher morale scores than other faculty members. It was also discovered that faculty members in various disciplines were found to exhibit significant differences in morale. Brooks (3, pp. 85-91) found that faculty members in vocational areas exhibit the highest morale scores in every area.

Union membership as another factor related to job satisfaction is identified in a national study (8, p. 7). Ladd and Lipset (9, p. 98) found that the role of university administrators as lobbyists for more funds and higher salaries for the faculty is curtailed by collective bargaining because administrators become agents of the employers' negotiations; this role change widens the gap between administration and faculty, and it can indirectly affect the degree of job satisfaction experienced by administrators.

Definition of Terms

For the specific purposes of this study, the following terms are defined:

1. The middle manager in nursing education is the next person in the chain of command immediately under the dean; this person is responsible for the faculty in accredited baccalaureate schools of nursing; example of titles for persons in such a position are associate dean, assistant dean, or coordinator of the baccalaureate program;
2. Accredited baccalaureate schools of nursing are those schools that are accredited by the National League for Nursing as identified in their published list of 1978-1979 (10);
3. Region indicates one of the four geographic areas as listed and differentiated by the National League for Nursing (10);
4. Job satisfaction is the state of gratification on the job, and, it refers to the assessment of job satisfaction through the use of the twenty-one factor instrument developed by Bonjean (6, p. 217);
5. Leadership style is the directing behavior exhibited by the middle manager in nursing, and, it refers to the assessment of leadership style through the use of the least preferred coworker scale developed by Fiedler (5, p. 268);
6. Group atmosphere is the tone of the peer group in which the middle manager in nursing operates and

refers to the assessment of the atmosphere of the group by use of the least preferred coworker scale developed by Fiedler (5, p. 269);

7. Hierarchical differentiation refers to the vertical levels present in the school of nursing as evidenced by such positions that carry the title, for example, of division (or department) chairperson.

Limitations

This study of the selected variables which are indicative of the perceptions of middle managers in nursing education, of the ideal and present job characteristics that are important to job satisfaction is limited to those colleges and schools of nursing which are accredited by the National League for Nursing as indicated by their 1978-79 list (10).

Summary

In an attempt to bring some of the varied findings concerning job satisfaction into a more meaningful focus, this study will examine sixteen independent variables in their relationships to the dependent variable of job satisfaction. A discussion of the interrelationships among the variables, as well as the development of the conceptual framework, is presented in Chapter II. Chapter III discusses the research design, selection of subjects, instrumentation,

and data collection and recording. Chapter IV includes the analyses and evaluation of the collected data, and Chapter V contains a summary, the conclusions of the study, and recommendations for future research.

CHAPTER BIBLIOGRAPHY

1. Blau, Peter M., The Organization of Academic Work, New York, John Wiley & Sons, 1973.
2. Bonjean, Charles M., and Gary C. Vance, "S Short-Form Measure of Self-Actualization," The Journal of Applied Behavioral Science, 4 (July-September, 1968), 299-312.
3. Brooks, James D., "An Analysis of Community College Faculty Morale and Selected Factors," unpublished doctoral dissertation, Department of Adult Education, North Carolina State University at Raleigh, Raleigh, North Carolina, 1970.
4. DeVeau, Rojer J., "The Relationships Between the Leadership Effectiveness of First-Line Supervisors and Measures of Authoritarianism, Creativity, General Intelligence and Leadership Style," unpublished doctoral dissertation, School of Education, Boston University, Boston, Massachusetts, 1976.
5. Fiedler, Fred E., A Theory of Leadership Effectiveness, New York, McGraw-Hill Book Company, 1967.
6. Grandjean, Burke D., Linda H. Aiken, and Charles M. Bonjean, "Professional Autonomy and the Work Satisfaction of Nursing Educators," Nursing Research, 25 (May-June, 1976), 216-221.
7. Jackson, John H., Organization Theory, A Macro Perspective, Englewood Cliffs, Prentice-Hall, Inc., 1978.
8. Kemerer, Frank R., Unions on Campus, San Francisco, Jossey-Bass, Publisher, 1975.
9. Ladd, Jr., Everett Carl, and Seymour Martin Lipset, Professors, Unions, and American Higher Education, Berkeley, California, The Carnegie Commission on Higher Education, 1973.
10. National League for Nursing, Baccalaureate Education in Nursing: Key to a Professional Career in Nursing 1978-79, New York, National League for Nursing, 1978.

11. Powers, David D., "The Relationships Between Faculty Morale and Perceived Leader Behavior of Department Chairmen at a Florida Metropolitan Community College," unpublished doctoral dissertation, University of Miami, Coral Gables, Florida, 1973.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Chapter II presents a review of recent studies that are related to the variables utilized in this study. In the literature review, major emphasis is given to four areas: development of the concept of job satisfaction, theoretical issues, methodological approaches and factors associated with job satisfaction. Studies relating to the independent variables are reviewed. The chapter concludes with a brief summary of the related literature.

The Concept of Job Satisfaction

The concepts of job satisfaction and morale, although thought by some authors to be interchangeable, are discussed by other authors as two different concepts. This literature review includes references to both the concept of job satisfaction and the concept of morale. Unless specifically differentiated, the concepts of job satisfaction and morale are used interchangeably throughout the literature review.

Etzioni (18, p. 32) discusses Mayo's work at Western Electric that produced the Hawthorne studies. These studies evoked a great deal of interest in the field of

human relations and morale. Mayo's Hawthorne studies led to the establishment of a new school of management thought, which is referred to as the Human Relations School. Tompkins and Jones (65, p. 157) report that as early as 1914 and 1915, the concept of morale was first used in industry. Contemporary interest in morale stems from the result of inquiry into the reasons for industrial fatigue in British factories. Hansen's (32, p. 25) literature review on morale indicates that publications on morale first appeared in the United States in 1918; these articles on morale concerned the military.

Hoppock's (36, pp. 150-180) study on job satisfaction stimulated a large amount of research. Anderson (2, p. 694), referring to the attention given to morale during World War One, the depression of the 1930s, and World War Two, states that the problem of morale receives increased attention in times of national peril. Anderson concludes, however, that low morale remains a problem no matter when it occurs.

The concepts of job satisfaction and morale are many times used interchangeably; however, some writers make a distinction between the two concepts. Vroom (67, pp. 211-267) appears to use the concept of morale in a group rather than an individual context. That satisfaction is a function of the degree of congruence between institutional

expectations and need dispositions is a distinction which is proposed by Getzels and Guba (25, p. 439). "Satisfaction refers to a state or quality of contentment which arises when a situation is so structured as to permit a subject to discharge both institutional requirements and individual needs by simultaneous acts and thus with minimum expenditures of energy" (25, p. 440). This concept differs from Vroom's concept of morale in that Vroom included "the element of extra effort" in his discussion of the concept (25, p. 441).

Morale is concerned specifically with personnel practices, whereas the concept of job satisfaction is a more encompassing idea, according to Blocker and Richardson (11, p. 201). Despite the conceptual differences between the two terms [as cited by Child (16, p. 394), Getzels and Guba (25, p. 440), and others,] Blocker and Richardson state in their summary of twenty-five years of research in morale, "that any division of studies into these two categories is bound to be arbitrary and to contain a considerable amount of overlapping" (11, p. 210).

Theoretical Framework

When reference is made to either job satisfaction or morale, a specific framework or definition must be utilized. The following discussion identifies specific factors that are used by various researchers in their study of the

concepts of job satisfaction and morale. Although morale, as a concept, has been the topic of much discussion, and taken as a whole, the findings are often confusing and inconclusive, there is today disagreement as to how morale should be defined in terms of an underlying theory.

Herzberg (35, p. 50) proposes a motivation-hygiene theory which suggests that factors related to job satisfaction and dissatisfaction should not be arranged on a conceptual continuum because these factors are mutually exclusive. Previous theories treated morale as a continuous variable. Herzberg's theory results from studies of 200 engineers and accountants, who represented a cross-section of Pittsburgh industry, utilizing the critical incident technique. Herzberg theorizes that some factors are satisfiers when present, but not dissatisfiers when absent; other factors are dissatisfiers, but positive motivation does not result when such factors are eliminated. Work-related factors are satisfiers, whereas the environment of work factors is dissatisfiers. The dichotomous differentiation of satisfiers and dissatisfiers by the Herzberg group suggests that man has two sets of needs--his need as an animal to avoid pain, and his need as a human to grow psychologically.

Five factors are found by Herzberg (35, p. 81) to affect attitudes on the job only in a positive direction, but the

absence of these five factors does not necessarily result in job dissatisfaction. The five satisfiers that are found in work are achievement, recognition, the work itself, responsibility, and advancement.

Eleven factors are identified by Herzberg (35, p. 125) that, if not present, lead to employee dissatisfaction. However, the presence of these factors does not tend toward employee satisfaction. As found in the work environment, the eleven dissatisfiers are salary, possibility of growth, interpersonal relations (subordinate), status, interpersonal relations (superior), interpersonal relations (peers), supervision-technical, company policy and administration, working conditions, personal life, and job security.

The eleven factors are not an intrinsic part of a task, but they are related to the conditions under which a task is to be performed. Herzberg identifies the dissatisfiers as hygiene factors, thus implying that the factors are preventive and environmental (35, p. 135). Stated differently, a good hygiene environment can prevent job dissatisfaction, but it cannot create true job satisfaction or happiness. Herzberg further explains his concept by emphasizing that when drives are not relieved, a person becomes discontented; when drives are relieved, however, the effect is only temporary. For instance, after a person has eaten, he is no longer hungry, yet after a period of time he becomes

hungry again and the need for food is as acute as if he had not eaten. The same reaction occurs in relation to a person's salary. The motivator needs (satisfiers) and the hygiene needs are separate and distinct, and they are not reciprocal (34, p. 50).

Sergiovanni (61, p. 260) replicated the Herzberg findings in a study utilizing secondary school teachers. Herzberg emphasizes the point that his original study was repeated sixteen times, with the result that all these studies confirmed his basic hypothesis (35, p. 261).

It is interesting to note that the findings of other studies do not agree with Herzberg's findings (10, 14, 21, 27, 37). Representative of the studies that oppose the findings of Herzberg, Lindsay and others (45, pp. 331-339) were unable to replicate Herzberg's findings in their study of 162 professional and 162 nonprofessional employees of an aerospace research and development company in central Pennsylvania. The Lindsay study found that both motivators and hygienes are related to satisfaction, which was considered to be a bipolar variable.

The study by Lindsay and others concludes that

1. The class of job factors, known as motivators and hygienes in the Herzberg theory of workers satisfaction can be used to describe most of the variance in job satisfaction. However, the disjoint relationship between motivators and hygienes, as postulated by the Herzberg theory, was not found in the present research.

2. Motivators and hygienes appear to be related to job satisfaction in a nonadditive fashion. This means that a given level of job satisfaction cannot be predicted from a simple weighted sum of the levels of motivators and hygienes.
3. Motivators are more important to job satisfaction than are hygienes: this importance being on the order of 3:1.
4. Pending further research, Herzberg's conception of job satisfaction as being comprised of two unipolar continua should be re-evaluated (47, p. 339).

Numerous other studies disagree with the findings of Herzberg. Agreement with the findings of the Lindsay (45) study is found in studies conducted by Burke (14), Gordon (27), and Friedlander (21). Recognition factors cause both satisfaction and dissatisfaction according to a study conducted by Ewen (19). Ewen concludes that additional research on the findings of Herzberg is necessary before generalization is justified of the Herzberg results beyond the situation in which they were obtained. The primary criticism of the Herzberg studies seems to focus on his methodology which was utilized (19, p. 163).

House and Wigdor (37, p. 388) believe that the Herzberg approach is an over-simplification of the relationships between motivation and satisfaction and the sources of job satisfaction and dissatisfaction. Vroom (67, p. 215) cautions against the acceptance of descriptions by any individual as actual causes of satisfaction or dissatisfaction.

Fournet and others (20, p. 172) feel that morale, as a continuous variable, can account for the importance of social and psychological rewards as satisfiers. Included in their approach is a discussion of individual and organizational objectives.

How people relate to their surroundings is another application of the concept of morale. The primary assumption underlying this concept of morale is the person's emotional reaction and adjustment to his environment. In their review of the literature, Getzels and Guba (25, p. 44) identify commonality of goals and belongingness or togetherness as the two major elements of morale.

Bentley and Rempel (8, p. 30) state that "morale refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation," such as the movement toward harmony and cooperation between individual and group goals. The effective combination of individual and group goals becomes the basis for morale when it is viewed as a continuous variable. Concurrently, the level of morale is an indication of the level at which individual needs are satisfied, and the extent to which the individual sees satisfaction as accruing from the total job situation.

In his conceptualization of morale, Stagner (64, p. 72) defines the concept of morale as "an index of the extent to

which the individual perceives a probability of satisfying his own motives through cooperation with the group or organization." In this conceptualization, morale is at its highest level when the worker views his individual goals and the goals of the group as the same.

Based upon his review of definitions, Guion (28, pp. 62-65) develops a concept of morale in terms of the extent to which one's personal needs are satisfied, and the extent to which these satisfactions are perceived as stemming from one's work situation. Guion reports eight different types of morale definitions that stress the absence of conflict, rapport, happiness, personal adjustment, ego involvement, cohesiveness, job-related attitudes, and personal acceptance of group goals. The emphasis is on morale as an attitude that is held by an individual.

Getzels and Guba (25, p. 439), and Bentley and Rempel (8, p. 120) explain their concept of morale within the framework of organizational theory and the problems of maintaining the organization. They view morale as the interaction and relationships among role-expectations, needs-dispositions, and institutional goals. Thus, the morale of the individual depends on how well

he can integrate the goals of the institution with his own needs (identification), how much he can anticipate satisfying role-expectations and personal needs-dispositions simultaneously (belongingness), and how

clearly he perceives logical appropriateness of his role expectations with the goals of the institution (rationality). (8, p. 120)

Utilizing this approach, morale cannot be high if even one of the factors of belongingness, rationality, or identification is zero. All three of these factors must be maintained at some level to reach acceptable levels of morale. Viewed administratively, development of morale is accomplished by the maintenance of reasonable levels of agreement among expectations, needs, and institutional goals (8, p. 34; 25, p. 440).

Baehr and Renck (4, p. 180) utilize Maslow's hierarchy of life needs to explain morale from an individual needs approach; Maslow's theory holds that when basic needs are satisfied, higher needs emerge which dominate the organism until these in turn are fully or practically satisfied. Physiological needs are regarded as the most basic, and when they are satisfied, higher needs arise that are more social and psychological in nature and concern the realization of the self. Baehr and Renck report findings that illustrate the fact that pay appears to be a basic need, and when pay is satisfactory, higher self-actualization needs become dominant. Therefore, when the individual's security is threatened by low pay, financial incentives are dominant.

Studies have been developed around Maslow's hierarchy of needs construct by Trusty and Sergiovanni (66, p. 181). In a study of 233 secondary educators, Trusty and Sergiovanni use a modified Maslow hierarchy (autonomy added as a higher-order need) to measure the perceived need deficiencies of teachers. They conclude that what secondary teachers want and need from their work is apparently not available in sufficient quantities. In this instance, educational administration efforts were overly concerned with providing such rewards as adequate salaries and benefits--factors that have little potential for higher-level need fulfillment. In terms of job satisfaction the potent factors were found to be increasing opportunities for success, for feelings of competency in individual teachers, for teachers to achieve and to be recognized for their achievement, and for teachers to assume responsibility that counts to them.

Another approach identified by Baehr and Renck (4, pp. 160-165) stems from Mayo's findings in the Western Electric Hawthorne Studies. Baehr and Renck point out that Mayo calls attention to the existence and importance of social motives and the need to investigate the pattern of group activity. Lewin's field theory was then used as a systematic approach to a theory of motivation applied to both individual and group patterns of behavior. Baehr

and Renck report that levels of motivation and morale are, under this approach, a result of the total work situation and of its many overlapping dynamic interrelations which involve both the individual and smaller groups in a larger social field.

The foregoing definitions and conceptualizations of morale show the complexity of the morale concept. As Hansen (32, p. 68) indicates, in spite of a lack of agreement on the definition of morale or job satisfaction, it is still considered a useful concept. In his extensive review of the literature, Hansen suggests that this lack of agreement which is characteristic for morale and job satisfaction concepts, is undoubtedly related to the fact that morale and job satisfaction are multidimensional.

Methodological Approaches

The task of relating the findings of studies on morale and job satisfaction has become increasingly difficult; part of this difficulty results from the variety of methods employed by different researchers. Ewen (19, p. 161) believes that the failure to use a single technique in most morale studies leads one to question the general applicability of the findings. Fournet and others (20, pp. 173-176) found that data obtained from an attitude inventory correlated only slightly with data obtained by the interview method. The numerous data-collection techniques that are employed

in morale and job satisfaction studies include questionnaires, interviews, rank-order studies, sentence completion tests, and critical-incident inquiries.

Fournet and others (20, p. 177) believe that the most favored data-collection technique is the questionnaire; however, the use of a vast variety of types of questionnaires makes it difficult to compare and generalize findings. Although interviews also are used, generally, they are used to expand and evaluate the reliability of questionnaire data. Rank-order studies and the sentence completion technique are widely used as an aid in the development of job satisfaction questionnaires. Herzberg's (35, p. 35) findings stem from the critical-incident approach to assess morale. This approach has been questioned by a number of researchers (14, p. 318; 19, p. 163; 21, p. 389; 45, p. 333; 67, p. 40).

Factors Associated With Job Satisfaction

In addition to the methodological approaches utilized in studying morale and job satisfaction, it is helpful to consider the factors associated with morale. Previously, several studies relating to the factors that are the underlying structure of morale were discussed. Davis and others (17, p. 409) recognize morale as a multidimensional concept consisting of a number of independent attitudes and feelings. Age, sex, marital status, years of teaching, college

degrees or advanced studies, amount of teaching time, class size, salary, clerical duties, preparation time, teaching load, red tape or reports required, physical resources, family relationships, and administrative relationships, are cited as examples of factors that have been studied in terms of their relationship to morale.

Futrell (22, p. 595) found in his review of the literature that the most frequently measured job variables that relate to satisfaction behaviors are work content, control of work and actual tasks performed, direct supervision, the organization and its management, promotion opportunities, financial rewards, coworkers, and working conditions. According to Blocker and Richardson (11, p. 205), job satisfaction is determined by many factors, all of which are important. Studies in this area have utilized individual factors and job factors as independent variables, with job satisfaction as the dependent variable.

Individual Characteristics of Employees

While it is helpful to examine the factors associated with morale and job satisfaction, a more precise examination is indicated of individual characteristics of employees and job characteristics. Numerous employee characteristics have been selected by researchers for studies of their relationships to job satisfaction. In a series of studies associated with twenty-four secondary

schools, Redefer (54, p. 61) found no direct causative relationship between job satisfaction and age, sex, marital status, years of teaching experience, or educational level. Richardson (56, p. 78) also finds that age, teaching experience, and marital status have no causative relationship to job satisfaction. On the other hand, reports Jackson (40, p. 390) Management Today found from its 1973 survey of the boards of directors of Britain's largest companies that those having the youngest directors and managers had the highest profitability and growth.

In a study by Harrison (33, p. 49) of a large southern black university, the data indicate that satisfaction with promotion increased with rank and that satisfaction with pay increased with age. Studies also seem to indicate that behavioral commitment has a positive effect on attitudes toward the organization and having a vested interest in it [e.g. the effect of tenure on faculty] (7, p. 345). In a study conducted with the members of the American Society for Public Administration, (46, p. 70) Lynn and Vaden found some differences between the variables that are related to job satisfaction in the public and private sector. Private sector studies indicate that job satisfaction increased with age and experience; by comparison, the young public administrator is more content with his job than the older individual employed in the public sector.

Richardson (56, p. 61) found that female faculty members' morale is higher than the male members. Herzberg (35, p. 151) believes that there is a significant relationship between age and morale. Both authors report that although morale is high for the youthful employee immediately after employment, morale drops sharply after the first few years, and then begins to climb as the employee continues on his job.

Miller (48, p. 888) used the Tundquist-Sletto morale scale to study the individual morale of 951 former University of Minnesota students who represented a number of different occupations; he found that high morale is associated that higher occupational level, higher income, economic security, and marriage. Soper (63, p. 439) also found in his study of male faculty at a large southeastern university that job satisfaction increases linearly with age.

Job Characteristics

In addition to individual characteristics of the employee, there are job characteristics that are significantly related to job satisfaction. In the review of studies for this section, characteristics of the job are treated as independent variables and job satisfaction is treated as the dependent variable.

Redefer (54, p. 61) in a study of twenty-four secondary school systems involving 5,000 teachers found the primary factors that influence morale are relations with boards of education and administrators, personnel practices and policies, school equipment and supplies, and educational leadership of the school system. Blocker and Richardson (11, p. 205) cite a study by Cralle and Burton whose findings indicate that the major influences on low morale among teachers are related to no participation in policy decisions, a too heavy workload, unfair criticism, arbitrary reassignments, lack of supervision, and salary policy.

Hansen (32, p. 70) lists five factors that he found with some consistency in different research situations. These factors are attitudes toward immediate supervision, the intrinsic satisfaction in a job, interpersonal relations with employees, identification with the organization's purpose and satisfaction as to its effectiveness, and satisfaction with the personal economic and related awards. Baehr and Renck (4, pp. 180-184) also found these factors common to widely different employee groups in different types of jobs in dissimilar industrial organizations. They report these factors represent certain basic factors that affect the morale of industrial employees, regardless of job, work group, or company.

Roach (57, p. 430) conducted a study to identify the specific factors that affect morale, and his findings fit within the general framework of those presented by other researchers. Blocker and Richardson (11, p. 208) also report that teachers whose morale is high enjoyed better interpersonal relations with supervisors and associates.

Using a multiple choice questionnaire, Mathis (47, p. 278) measured the morale level of teachers in schools that use various type of merit-rating salary systems to determine if merit rating influenced morale. Mathis found no significant differences in morale between teachers in schools that are grouped on the basis of type of salary schedule. Kopllyay (44, p. 51) used the Mathis Morale Inventory in a similar study; he found that teachers from schools on a merit salary schedule have significantly higher morale scores than do teachers from schools on a single salary schedule. Richardson (56, p. 71) points out the difficulties encountered when trying to determine the essential differences between such factors as administration (methods and personality) and policy (the way policy is made) when these factors are defined in this manner.

There is a continuing controversy about the importance of salary and its influence on morale. Vroom (67, p. 75) suggests that the satisfaction stemming from salary is dependent not on the absolute amount of salary, but on the

relationship between that amount and some standard of comparison used by the individual. This standard may be an adaptation level derived from salary received at previous times, or, the standard may be a conception of the amount of money received by other people. Herzberg (34, p. 60) postulates that salary is not an intense motivator unless employees are kept below the subsistence level and income varies with effort on the job.

There appears to be as little agreement on the relationship of morale to performance as there is on the general definition of morale. Vroom (67, p. 84) reports that some studies have found that autocratic leadership in the industrial setting leads to increased productivity even though it decreases individual satisfaction.

Anderson (2, p. 696) in an attempt to relate morale to student performance, concludes that teachers in secondary schools which show relatively high student achievement appear to have higher morale than teachers in schools which show relatively low student achievement (2, p. 696).

Blocker and Richardson (11, p. 204) argue that Anderson (2) used a morale instrument of doubtful validity and that variables such as intelligence level were not given due consideration.

Burton and Brueckner (15, p. 120), on the other hand, believe that the need for high morale among teachers is

supported by research which links student achievement with teacher morale. More recently, (54, p. 62) Redefer as a result of his extensive study of teacher morale, insists that teachers' high morale is related to quality education; according to Redefer "two studies found that in schools judged superior, teacher morale was higher than in those not so highly rated."

There seems to be little evidence to support a consistent relationship between job satisfaction and productivity. Hansen (32, p. 44) states that education, just as industry, tends to make the assumption that high job satisfaction results in greater productivity. It should be noted that there is no consistent research finding to support this assumption for either education or industry.

In terms of employee performance, the study by Grayfield and Crockett (12, p. 420) is a widely accepted source for findings on this topic. Their findings generally support the conclusion that there is little evidence in the available literature that employee attitudes (of the type usually measured in job satisfaction surveys) bear any simple relationship to performance on the job.

As a job characteristic one of the components of relationships is the female need for affiliation. Other components of relationships are the interactions between the person with others and forces in the situation.

Females are reportedly more concerned with immediate relationships. Lynn and Vaden (46, p. 68) in their study of federally employed executive males and females, found that where there is greater probability of promotion, there is less concern with friendship. In his study of sales force performance, Bagozzi (5, p. 517) demonstrated that the behavior of sales people is a function of the person, the interactions which the person has with significant others in his role set, and forces in the situation.

Two studies support a positive relationship between length of employment in the organization and satisfaction with the organization (7, p. 346; 13, p. 540). Becker (6, p. 38) argues that individuals build up commitment over time through a process of making "side bets" with the organization, i.e. through the accumulation of investments including pension rights, security of employment and vacation credit. Hall and Nougairim (30, p. 30) report that both successful and less successful managers become more attitudinally committed to their work over time in the organization. Hrebina and Alutto (38, p. 570) found that years of service is one of the two most important predictors of attitudinal commitment. Pfeffer and Lawler (51, p. 43) reporting on a study done by Stevens and others on civil service workers, also noted the positive effect of

length of time with an organization on attitudes toward the organization.

As a job characteristic in relation to work satisfaction, unionization has been the subject of numerous investigations. Among the work-situation factors that are related to unionization are supervisory practices, personnel policies (such as vacations and sick leave), the opportunity for promotions, work load, and work resources. Consistently dissatisfaction in these areas is found to be positively related to favorable attitudes toward unions (62, p. 487).

Recently some researchers have been able to provide empirical support for the hypothesized link between job satisfaction and unionization (51, p. 150). For example, Bigoness (9, p. 231) found that employee attitudes toward unionism are negatively related to job satisfaction. Alutto and Belasco (1, p. 225) found pro-union attitudes to be positively associated with job tension. Other studies report that employees who vote for unions in representation elections tend to have lower levels of job satisfaction (23, p. 280; 24, p. 251; and 59, p. 550). Hammer and Smith (31, p. 418) have had some success in predicting the level of unionization among organizational units with employee attitudinal measures.

As a job characteristic, organizational structure is another significant factor. A study by Gist (26, p. 56) of 204 elementary school teachers examines organizational structure and sense of competence as determinants of teacher job satisfaction. Sense of competence motivation was found to be a much more important factor in teacher job satisfaction than the degree of openness.

Kahn and others (42, p. 138) theorize that structural properties are important components of role perceptions, and role perceptions in turn contribute to morale or job satisfaction. A study done by Morris and others (49, pp. 61-62) found that six variables (participation in decision making, supervisory span, span of subordination, formalization, work group size, and functional dependence) represent significant bases of influence on role conflict.

As a job characteristic, the size of the institution is another significant factor. The relationships between the size of the employing institution and various measures of the workers' job satisfaction have been investigated in a number of occupational settings. A review of this research generally concludes that size is negatively related to job satisfaction, even though consequences for productivity are uncertain (58, p. 255). Argyle (3, p. 189) concludes that "it has repeatedly been found that in smaller units job satisfaction is greater, absenteeism, labor turnover

accidents, and labor disputes are less, in many cases by a large amount".

Porter and others (53, p. 51) tabulated the results from several studies, mainly of industrial and military organizations, and they conclude that "the weight of the evidence would seem to make a strong indictment against large-sized subunits." This belief is supported and its implications elaborated upon in Schumacher's Small is Beautiful (60, p. 176). Rump (58, p. 264) in his study of the nursing staff at three psychiatric hospitals in Australia, found that job satisfaction is related to the size of the hospital, defined in terms of the number of staff.

As a job characteristic, the behavior of the manager is a final significant factor. Components to be found in the behavior of the manager include the abilities to apply managerial principles, to perceive need deficiencies, and to perceive interactions with supraordinates, subordinates, and peers. In five different studies conducted by Hall and Donnell (29, p. 77), involving over 12,000 managers, the relationship between personal applications of behavioral science principles and managerial achievement were examined. After managers had been categorized as high, average, or low achievers according to an objective achievement formula, they were asked to respond to several standardized

survey instruments which are based upon the theories of Argyris, Blake and Mouton, Herzberg, Marrow, Maslow, and McGregor. Data analyses revealed that high, average, and low achieving managers differed significantly in terms of self-reports and subordinate reports; the high achievers were found to behave in ways consistent with the theories cited, while average and low achievers violated critical components of the theories.

In a study conducted in twenty-one small rural hospitals in Kansas, Jauch and Sekaran (41, p. 54) found that of the three orientations of organizational loyalty, peer loyalty, and professional identification, organizational loyalty is the predominate orientation predicting job satisfaction. In a study conducted by Hurka (39, p. 20), manager orientation was divided into the two categories of professional and administrative managers. The department heads were classified as the professional manager, and the personnel department managers represented the administrative managers. The findings indicate that the professional manager perceives a greater need-deficiency than does the administrative manager.

The interactions of managers with their supraordinates, subordinates, and peers was investigated by Newton (50, p. 84). In Newton's study of the forty-seven universities that are affiliated with the University Council for

Educational Administration, he found that there is a strong and significant relationship between levels of job satisfaction and the frequency of faculty social interaction with deans, department heads, and other faculty in the department.

Summary

Although research on job satisfaction, or employee attitudes toward their work environment, has produced contradictory findings in terms of particular attitudes and the relationships they have to productivity, there is still a strong rationale for organizational concern for employee attitudes. The Brayfield and Crockett (12, p. 419) studies of employee attitudes and performance point out that favorable employee attitudes toward the work environment are not related to employee production in all situations. The value of favorable job satisfaction lies in the concern for organizational effectiveness.

In this context, organizational development depends, according to Herzberg (35, p. 91), on favorable attitudes or job satisfaction. In this sense, organizational effectiveness includes the notion that while the organization attempts to utilize fully its human resources, it should also attempt to establish a work environment that assists

individuals in the organization in leading more completely fulfilled lives.

In accordance with the concept of organizational effectiveness, employee job satisfaction holds an important function in the organization. Although the employee attitudes and variables which are present in the work life of the managers, do affect the work habits and productivity of managers in some cases, the relationship between these variables and job satisfaction is more complex than it originally appears to be (55, p. 64).

CHAPTER BIBLIOGRAPHY

1. Alutto, Joseph A., and James A. Belasco, "Determinants of Attitudinal Militancy Among Nurses and Teachers," Industrial and Labor Relations Review, 27 (January, 1974), 216-227.
2. Anderson, Lester W., "Teacher Morale and Student Achievement," Journal of Educational Research, 46 (May, 1953), 693-698.
3. Argyle, Michael, The Social Psychology of Work, London, The Penguin Press, 1972.
4. Baehr, Melaney E., and Richard Renck, "The Definition and Measurement of Employee Morale," Administrative Science Quarterly, 3 (September, 1958), 157-184.
5. Bagozzi, Richard P., "Salesforce Performance and Satisfaction as a Function of Individual Difference, Interpersonal and Situational Factors," Journal of Marketing Research, 15 (November, 1978), 517-531.
6. Becker, Howard S., "Notes on the Concept of Commitment," American Journal of Sociology, 66 (July, 1960), 32-40.
7. Becker, Howard S., and James Casper, "The Elements of Identification with an Occupation," American Sociological Review, 21 (June, 1956), 341-347.
8. Bentley, Ralph R., and Aruno M. Rempel, Changing Teacher Morale: An Experiment in Feedback of Identified Problems to Teachers and Principals, Final Report, Project No. 5-0151, U. S. Office of Education, Bureau of Research, Washington, Government Printing Office, 1967.
9. Bigoness, William J., "Correlates of Faculty Attitudes Toward Collective Bargaining," Journal of Applied Psychology, 63 (April, 1978), 228-233.
10. Blake, Robert R., and Jane S. Mouton, Corporate Excellence Through Grid Organization Development, Houston, Gulf Publishing Company, 1968.

11. Blocker, Clyde E., and Richard C. Richardson, "Twenty-five Years of Morale Research: A Critical Review," Journal of Educational Sociology, 36 (January, 1963), 200-210.
12. Brayfield, Arthur H., and Walter H. Crockett, "Employee Attitudes and Employee Performance," Psychological Bulletin, 52 (September, 1955), 392-424.
13. Buchanan, II, Bruce, "Building Organizational Commitment: The Socialization of Managers in Work Organizations," Administrative Science Quarterly, 19 (December, 1974), 533-546.
14. Burke, Ronald J., "Are Herzberg's Motivation and Hygienes Undimensional?" Journal of Applied Psychology, 50 (August, 1966), 317-321.
15. Burton, William H., and Leo T. Brueckner, Supervision, A Social Process, 3rd ed., New York, Appleton-Century-Crofts, Inc., 1958.
16. Child, Irving L., "Morale: A Bibliographical Review," Psychological Bulletin, 38 (June, 1941), 393-420.
17. Davis, Harry H., and others, "Morale, Opinions and Attitudes of Teachers," Review of Educational Research, 23 (October, 1963), 407-414.
18. Etzioni, Amitai, Modern Organizations, Englewood Cliffs, Prentice-Hall, Inc., 1964.
19. Ewen, Robert B., "Some Determinants of Job Satisfaction: A Study of the Generality of Herzberg's Theory," Journal of Applied Psychology, 48 (June, 1964), 161-163.
20. Fournet, Glenn P., M. K. Distefano, and Margaret W. Pryer, "Job Satisfaction: Issues and Problems," Personnel Psychology, 19 (Summer, 1966), 165-183.
21. Friedlander, Frank, "Job Characteristics as Satisfiers and Dissatisfiers," Journal of Applied Psychology, 48 (December, 1964), 388-392.
22. Futrell, Charles M., "Measurement of Salespeople's Job Satisfaction: Convergent and Discriminant Validity of Corresponding INDSALES and Job Descriptive Index Scales," Journal of Marketing Research, 16 (November, 1979), 594-597.

23. Getman, Julius G., and Stephen B. Goldberg, "The Behavioral Assumptions Underlying NLRB Regulation of Campaign Misrepresentations; An Empirical Evaluation," Stanford Law Review, 28 (January, 1976), 263-284.
24. Getman, Julius G., Stephen B. Goldberg, and Jeanne B. Herman, "The National Labor Relations Voting Study: A Preliminary Report," Journal of Legal Studies, 1 (June, 1972), 233-258.
25. Getzels, J. W., and E. G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (Winter, 1957), 438-441.
26. Gist, Ronald C., "Organizational Structure and Teacher Job Satisfaction," unpublished doctoral dissertation, University of Denver, Denver, Colorado, 1979.
27. Gordon, George G., "The Relationships of 'Satisfiers' and 'Dissatisfiers' to Productivity, Turnover and Morale," American Psychology, 20 (July, 1965), 499.
28. Guion, Robert M., "Some Definitions of Morale," Studies in Personnel and Industrial Psychology, edited by David Fleishmann, Homewood, The Dorsey Press, Inc., 1961, 62-65.
29. Hall, Jay, and Susan N. Donnell, "Managerial Achievement: The Personal Side of Behavioral Theory," Human Relations, 32 (January, 1979), 77-101.
30. Hall, Douglas T., and Khalil E. Nougaim, "An Examination of Maslow's Need Hierarchy in an Organizational Setting," Organizational Behavior and Human Performance, 3 (February, 1968), 12-35.
31. Hamner, W. Clay, and Frank J. Smith, "Work Attitudes as Predictors of Unionization Activity," Journal of Applied Psychology, 63 (August, 1978), 415-421.
32. Hansen, M. C., "A Study of the Relationship Between Faculty Morale and Influence Structure in Five Selected Junior Colleges," unpublished doctoral dissertation, Department of Education, University of Texas, Austin, Texas, 1964.

33. Harrison, M. G., "Job Satisfaction Among Faculty Members in A Large Black Southern University," unpublished doctoral dissertation, The Louisiana State University and Mechanical College, Baton Rouge, Louisiana, 1979.
34. Herzberg, Frederick, "Motivation, Morale and Money," Psychology Today, 1 (March, 1968), 42-67.
35. _____, The Motivation to Work, New York, John Wiley and Sons, 1959.
36. Hoppock, Robert, Job Satisfaction, New York, Harper and Brothers, 1935.
37. House, Robert and Lawrence A. Wigdor, "Herzberg's Dual-factor Theory of Job Satisfaction and Motivation: A Review of the Evidence and a Criticism," Personnel Psychology, 20 (Winter, 1967), 369-389.
38. Hrebiniak, Lawrence G., and Joseph A. Alutto, "Personal and Role-related Factors in the Development of Organizational Commitment," Administrative Science Quarterly, 17 (December, 1972), 555-573.
39. Hurka, S. J., "The Impact of Managerial Orientation on Need Satisfaction," Hospital Topics, 57 (September-October, 1979), 18-20.
40. Jackson, John H., and Cyril P. Morgan, Organization Theory, A Macro Prospective, Englewood Cliffs, Prentice-Hall, Inc., 1978.
41. Jauch, Lawrence R., and Uma Sekaran, "Employee Orientation and Job Satisfaction Among Professional Employees in Hospitals," Journal of Management, 4 (Spring, 1978), 43-56.
42. Kahn, Robert L., and others, Organizational Stress: Studies in Role Conflict and Ambiguity, New York, John Wiley and Sons, Inc., 1964.
43. Katz, Daniel and Robert L. Kahn, The Social Psychology of Organization, New York, John Wiley and Sons, Inc. 1965.

44. Kopyay, J. B., "Relationships Between Teachers' Morale, Organizational Climate, and School Salary Policies in Selected Suburban Schools," unpublished doctoral dissertation, Department of Educational Psychology, Northwestern University, Evanston, Illinois, 1966.
45. Lindsay, Carl A., Edmond Marks, and Leon Gorlow, "The Herzberg Theory: Critique and Reformulation," Journal of Applied Psychology, 51 (August, 1967), 330-339.
46. Lynn, Naomi B., and Richard E. Vaden, "Public Administrators: Some Determinants of Job Satisfaction," The Bureaucrat, 8 (Summer, 1979), 66-71.
47. Mathis, Claude, "The Relationship Between Salary Policies and Teacher Morale," Journal of Educational Psychology, 50 (December, 1959), 275-279.
48. Miller, Delbert C., "Morale of College-Trained Adults," American Sociological Review, 5 (December, 1940), 880-889.
49. Morris, James H., Richard M. Steers, and James L. Koch, "Influence of Organization Structure on Role Conflict and Ambiguity for Three Occupational Groupings," Academy of Management Journal, 22 (March, 1979), 58-71.
50. Newton, T. A., "An Investigation of the Relationship Between Job Satisfaction and Social Interaction for Professors of Educational Administration," unpublished doctoral dissertation, Oklahoma State University, Stillwater, Oklahoma, 1979.
51. Odewahn, Charles A., and M. M. Petty, "A Comparison of Levels of Job Satisfaction, Role Stress, and Personal Competence Between Union Members and Non-members," Academy of Management Journal, 23 (March, 1980), 150-155.
52. Pfeffer, Jeffrey, and John Lawler, "Effects of Job Alternatives, Extrinsic Rewards, and Behavioral Commitment on Attitude Toward the Organization: A Field Test of the Insufficient Justification Paradigm," Administrative Science Quarterly, 25 (March, 1980), 38-56.

53. Porter, Lyman W., Edward E. Lawler, and Richard Hackman, Behavior in Organizations, New York, McGraw-Hill, 1975.
54. Redefer, Frederick L., "Factors that Affect Teacher Morale," Nation's Schools, 63 (February, 1959), 59-62.
55. _____, "Studies of Teacher Morale," School and Society, 92 (January, 1964), 63-64.
56. Richardson, Jr., R. G., "Staff Morale" An Investigation Involving the Development and Testing of a Differential Morale Attitude Inventory," unpublished doctoral dissertation, Department of Education, University of Texas, Austin, Texas, 1963.
57. Roach, Darrell E., "Dimensions of Employee Morale," Personnel Psychology, 11 (Autumn, 1958), 419-431.
58. Rump, E. E., "Size of Psychiatric Hospitals and Nurses' Job Satisfaction," Journal of Occupational Psychology, 52 (December, 1979), 255-265.
59. Schriesheim, Chester A., "Job Satisfaction, Attitudes Toward Unions, and Voting in a Union Representation Election," Journal of Applied Psychology, 63 (October, 1978), 548-552.
60. Schumacher, Ernst F., Small Is Beautiful, London, Blond and Briggs, 1973.
61. Sergiovanni, Thomas J., "New Evidence on Teacher Morale: A Proposal for Staff Differentiation," North Central Association Quarterly, 42 (Winter, 1968), 259-266.
62. Smith, Russell L., and Anne H. Hopkins, "Public Employee Attitudes Toward Unions," Industrial and Labor Relations Review, 32 (July, 1979), 484-495.
63. Soper, W. Barlow, "A Brief Note on a Preliminary Study of Life Satisfaction for Male University Faculty of Differing Chronological Ages," Experimental Aging Research, 5 (October, 1979), 435-440.
64. Stagner, Ross, "Motivational Aspects of Industrial Morale," Personnel Psychology, 11 (Spring, 1958), 64-78.

65. Tompkins, Ellsworth, and Galen Jones, "The Genesis of Morale," School Review, 58 (March, 1950), 156-161.
66. Trusty, Francis, and Thomas Sergiovanni, "A Proposal for Restructuring Teacher Roles," Educational Administrative Quarterly, 2 (Autumn, 1966), 168-181.
67. Vroom, Victor H., Work and Motivation, New York, John Wiley and Sons, Inc., 1964.

CHAPTER III

METHODOLOGY

Introduction

Chapter III presents the methodology that was utilized in the collection of the data for this study. A conceptual framework is presented to introduce the methodology. The survey instrument is discussed, and its two major parts, the independent and dependent variables, are identified. The independent variables are further discussed through their use in the survey instrument as the semantic differential scales and the demographic data items.

Conceptual Framework

The conceptual approach that is used for this study is derived from a framework of organizational and general systems theory (8, pp. 331-332). The major assumption of this approach is that variables combine as a part of the individual's interaction with the organization, and this interaction is considered in terms of job satisfaction. According to Kahn and others (9, p. 150), the characteristics of an organization affect an individual's physical and

emotional state, and such characteristics are major determinants of the individual's behavior.

For the purpose of this study, it is assumed that specified variables of the respondents, who are middle managers in baccalaureate schools of nursing, are involved with their employment (the organization) and that these variables interact with the degree of job satisfaction experienced by the employee. This study will attempt to discover if there is a relationship between the independent variables utilized and the job satisfaction that is experienced by the respondents. Since this study is concerned with the variables that are present in the individual lives of the respondents as they relate to job satisfaction, the study also will attempt to discover the relationship of these variables to job satisfaction.

Population of the Study

The population of the study was determined from the National League for Nursing's 1978-1979 list of accredited baccalaureate programs in nursing (12). The list of the 292 accredited baccalaureate programs in nursing, was used to solicit the participation of each person who held either a middle management position or the position of assistant or associate dean (Appendix B). The deans of the 292 programs were contacted by letter to secure permission for their subordinates to participate in the study; 236 deans

responded with the name of their subordinates and permission for them to participate in the study. Survey instruments were mailed to the assistant or associate deans. As a result of four mailings, 152 survey instruments were returned. Forty-four responded choosing not to participate in the study for a variety of reasons and forty did not respond.

The Survey Instrument

Utilizing the conceptual framework previously discussed, a survey instrument (Appendix C) was devised that utilizes sixteen independent variables and the job satisfaction scale which was developed and evaluated by Bonjean and Vance (1). Written permission was obtained from Bonjean for the use of his job satisfaction scale and written permission was obtained from McGraw-Hill Book Company for the use of the Fiedler scales (Appendix E).

The survey instrument is composed of three parts. Part one of the instrument consists of three semantic differential scales that were developed by Fiedler (2, pp. 267-269). These scales were developed by Fiedler in order to provide scales for use in the determination of leadership effectiveness (2, p. 240).

The first semantic differential scale is the most-preferred coworker (MPC) scale, and it describes the kind of person with whom the employee would prefer to work.

The MPC scale consists of sixteen items that are scored on an eight-point range. The second semantic differential scale is the least-preferred-coworker (LPC) scale, and it describes the kind of person with whom the employee least likes to work. The LPC scale consists of sixteen items that are scored on an eight-point range. The third semantic differential scale is the group atmosphere scale, and it describes the atmosphere of the group in which the respondent works. The group atmosphere scale consists of ten items that are scored on an eight-point range. These three semantic differential scales are three of the sixteen variables that are used in the study (Appendix C).

Part two of the survey instrument contains the demographic items. The demographic data items are designed to collect personal data on independent variables within the population. These demographic data items are selected because of their value in relating this research to earlier research on job satisfaction (Appendix C).

The demographic data items are age, highest degree held, discipline area of highest degree held, number of degrees granted, years of experience in administration, years of experience in administration in current position, unionization, number of years unionized, and levels of

managerial hierarchical differentiation. These demographic data items are part of the independent variables (Appendix C).

Part three of the data collection instrument contains a scale of twenty-one job satisfaction characteristics. This scale is used as the dependent variable in the study. The scale provides a measure to identify specific areas of job satisfaction of the respondents. On the Part III scale, the respondent rates both the present and ideal job on a four-part range for each of the twenty-one items (Appendix C).

These job satisfaction characteristics have been validated by Bonjean and Vance (1, pp. 308-310). They administered the scale to 332 salaried managers, hourly-paid workers, and independent businessmen in a Southern industrial community, and secured a validity score of .72. Grandjean, Aiken, and Bonjean (4, pp. 217-218) also used the twenty-one item scale in a study in which respondents, who were nursing educators, were asked to rank the job characteristic items in order of importance as they related to the respondents' present job.

Statistical Treatment of Data

As previously stated, the survey instrument was mailed along with a stamped and pre-addressed return envelope, to 236 middle managers of accredited baccalaureate nursing schools in the United States. There were 152 complete

responses. Analyses of all data were facilitated by use of the Statistical Package for Social Sciences (13) by electronic data processing equipment at the Computing Center, North Texas State University, Denton, Texas.

Rank ordering was done on the twenty-one items in the ideal job situation and on the twenty-one items in the present job situation. Subsequently, factor analysis was completed for each of the twenty-one item groups for the ideal and present job situation (3, pp. 22-69; 5, pp. 40-92; 7, p. 158; 10, pp. 8-59; 11, pp. 24-38).

Following the factor analysis, Pearson product moment correlation coefficients were run between the sixteen independent variables and the seven factors that represent the twenty-one items in both the ideal and present job situation. A one-tailed test at the .025 level of significance was utilized in the interpretation of the correlations (6, pp. 31-33, 45-47; 14, pp. 93-104, 265-266, 429, 460, 461). Due to the nature of question three, Part II, a one-way analysis of variance, the Scheffe test for all possible comparisons, and Fisher's least significant difference test were calculated rather than the Pearson product moment correlation coefficient (6, pp. 58-69; 14, pp. 292-302, 312-315).

Summary

A conceptual framework was presented with the major assumption of the study. The procedure for the collection of the data was discussed. The survey instrument in its three parts was addressed. The three semantic differential scales in Part I of the survey instrument were identified as well as the scoring procedure utilized. Part II of the survey instrument identified the thirteen demographic data items utilized in the study. Parts I and II of the survey instrument contain the independent variables, and Part III contains the dependent variable of the twenty-one job satisfaction characteristics.

The background and validity of the job satisfaction characteristics instrument were discussed as well as an earlier study utilizing the same instrument on nursing faculty in four universities. The statistical treatment of the data was presented. The types of statistical analysis used to treat the data were rank ordering, factor analysis, and Pearson product moment correlation coefficient calculations.

CHAPTER BIBLIOGRAPHY

1. Bonjean, Charles M., and Gary C. Vance, "A Short-form Measure of Self-Actualization," The Journal of Applied Behavioral Science, 4 (July-September, 1968), 299-312.
2. Fiedler, Fred F., A Theory of Leadership Effectiveness, New York, McGraw-Hill Book Company, 1967.
3. Fruchter, Benjamin, Introduction to Factor Analysis, New York, Von Nostrand, 1954.
4. Grandjean, Burke D., Linda H. Aiken, and Charles M. Bonjean, "Professional Autonomy and the Work Satisfaction of Nursing Educators," Nursing Research, 25 (May-June, 1976), 216-221.
5. Herman, Henry H., Modern Factor Analysis, Chicago, University of Chicago Press, 1976.
6. Huck, Schuyler W., William H. Cormier, and William G. Bounds, Jr., Reading Statistics and Research, New York, Harper and Row, Publishers, 1974.
7. Isaac, Stephen, and William B. Michael, Handbook in Research and Evaluation, San Diego, Edits Publishers, 1971.
8. Jackson, John H., Organization Theory, A Macro Perspective, Englewood Cliffs, Prentice-Hall, Inc., 1978.
9. Kahn, Robert L. and others, Organizational Stress, Studies in Role Conflict and Ambiguity, New York, John Wiley and Sons, Inc., 1964.
10. Kim, Jae-on and Charles W. Mueller, Factor Analysis, Beverly Hills, Sage Publications, 1978.
11. Lawley, D. N., and A. E. Maxwell, Factor Analysis as a Statistical Method, New York, Elsevier Publishing Co., 1971.

12. National League for Nursing, Baccalaureate Education in Nursing: Key to a Professional Career in Nursing 1978-79, New York, National League for Nursing, 1978.
13. Nie, Norman, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences, New York, McGraw-Hill Book Company, 1970.
14. Roscoe, John T., Fundamental Research Statistics for the Behavioral Sciences, 2nd ed., New York, Holt, Rinehart and Winston, Inc., 1975.

CHAPTER IV

PRESENTATION AND ANALYSES OF THE DATA

Introduction

The findings of this study are presented as they relate to the research questions presented. A tabular format is used to present the data results and findings of this study; appropriate explanations are included. Listings of items in the first two tables are occasionally in abbreviated form. Refer to Appendix F for the unabridged items.

Most Important Job Satisfaction Characteristics

Research question one asks, "Of the twenty-one Bonjean job characteristics which ones are identified by middle managers in nursing education as most important to job satisfaction in an actual or ideal job setting?" Table I shows the rank ordering of the twenty-one items in the ideal job situation.

The five most important ideal characteristics in order of importance are (1) opportunity to work with supportive colleagues, (2) a voice in nursing school policy, (3) opportunity to be a good teacher, (4) dean who lets one define one's own responsibilities and fulfill them in

TABLE I
RANK ORDERING OF CHARACTERISTICS OF THE
IDEAL JOB SETTING

Rank Order	Characteristic
1	Opportunity to work with supportive colleagues
2	A voice in nursing school policy
3	Opportunity to be a good teacher
4	Dean who lets me define my own responsibilities
5	Adequate library facilities
6	Being evaluated impartially
7	Bright and stimulating students
8	Opportunity to keep clinical knowledge current
9	Dean available and verbalizes expectations
10	Salary
11	Adequate laboratory facilities
12	Fringe benefits
13	Time and facilities to do quality research
14	Responsibility and voice in nursing school activities
15	Position in nationally recognized school of nursing
16	Community location for spouse's career
17	Physical surroundings at work
18	Tenure or the probability of tenure
19	Being left alone at work
20	A position in an attractive community
21	A position involving a minimum of teaching

one's own way, and (5) adequate library facilities. An examination of Table II, which lists the rank order of characteristics that are most important in the present job, reveals differences from Table I.

A comparative examination of Table I, which lists the rank order of characteristics that are most important in the ideal job situation and of Table II, which lists the rank order of characteristics that are most important in

TABLE II
RANK ORDERING OF CHARACTERISTICS OF THE
PRESENT JOB SETTING

Rank Order	Characteristic
1	Being evaluated impartially
2	Responsibility and voice in nursing school activities
3	Community location for spouse's career
4	A voice in nursing school policy
5	A position in an attractive community
6	Tenure or the probability of tenure
7	Bright and stimulating students
8	Opportunity to be a good teacher
9	Dean who lets me define my own responsibilities
10	Position in nationally recognized school of nursing
11	Physical surroundings at work
12	A position involving a minimum of teaching
13	Opportunity to work with supportive colleagues
14	Being left alone at work
15	Dean available and verbalizes expectations
16	Fringe benefits
17	Adequate library facilities
18	Adequate laboratory facilities
19	Salary
20	Opportunity to keep clinical knowledge current
21	Time and facilities to do quality research

the present job situation shows differences. The only item appearing in the first five on both tables is that of a voice in nursing school policy. Table I presents the rank order of characteristics in the ideal job setting.

The items ranked as characteristics of the present job setting indicate that being evaluated without reference to race, ethnicity, or sex is the most important job characteristic. The following present job characteristics in order of importance are (2) having responsibility and being

important in nursing school activities, (3) a position in a location permitting my spouse to follow his career, (4) a voice in nursing school policy, and (5) a position in an attractive community. In a comparative examination of the ideal and present job characteristics rankings, it is interesting to note that salary ranks tenth on ideal characteristics and nineteenth on present characteristics.

Relationships of Job Components to Job Satisfaction Characteristics

Research question two asks, "What is the relationship between each of the following factors, as each occurs in the actual or ideal job setting, and the perceptions of the middle manager in nursing education of the job characteristics identified by Bonjean as being most important to job satisfaction?"

- (a) Age;
- (b) Highest degree held;
- (c) Discipline area of highest degree held;
- (d) Leadership style;
- (e) Group atmosphere;
- (f) Number of degrees granted;
- (g) Years of experience in administration;
- (h) Years of experience in administration in current position;
- (i) Unionization;

- (j) Number of years unionized;
- (k) Levels of managerial hierarchical differentiation.

Job Satisfaction Factors: Ideal Setting

A factor analysis was done to determine the most significant factors on the twenty-one items in the ideal job setting. Table III presents the results of the factor analysis of the ideal job satisfaction characteristics. The seven factors identified in the ideal job setting accounted for 59.8 per cent of the variance.

1. Factor one includes the questionnaire responses (A16) bright and stimulating students, (A17) being evaluated without reference to race, ethnicity, or sex, and (A18) adequate library facilities; these items represent work atmosphere;

2. Factor two includes the responses (A3) my salary and (A4) fringe benefits (retirement and so on); these items represent personal work benefits;

3. Factor three includes the responses (A1) physical surroundings where I work, (A14) a position involving a minimum of teaching, and (A15) having responsibility and being important in nursing school activities; these items represent an interest in administration (as opposed to an interest in teaching);

TABLE III

FACTOR ANALYSIS OF TWENTY-ONE IDEAL
JOB SATISFACTION CHARACTERISTICS

Char	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
A1	0.25619	0.24752	0.61881*	0.34207	-0.27635	0.03094	0.19409
A2	-0.02400	-0.06448	-0.17379	0.79031*	0.06931	0.01570	0.10434
A3	-0.01892	0.73936*	0.09624	-0.04504	-0.01851	0.08948	0.29728
A4	0.37255	0.69020*	0.12213	-0.00862	0.05978	-0.11026	0.21068
A5	0.05722	0.21486	0.13237	-0.00154	-0.09038	-0.06434	0.53890*
A6	-0.06465	0.07859	-0.06935	0.10511	0.25184	0.20386	0.77124*
A7	0.32563	-0.09301	0.27875	0.19718	0.50517	-0.22411	0.22360
A8	-0.01949	0.57901	0.16765	0.08794	0.25441	0.10072	-0.07225
A9	0.10312	0.30636	0.10089	0.11507	0.63853*	-0.11526	0.00888
A10	0.10385	0.04201	0.13709	0.06583	0.63484*	0.27854	0.03349
A11	0.19373	0.45894	-0.08914	0.03870	0.08993	0.55814*	0.08919
A12	0.18339	-0.10333	0.14873	-0.00607	-0.04169	0.71734*	0.10353
A13	0.18088	0.10504	0.39298	0.01297	0.01170	0.44539	0.39235
A14	-0.03311	0.19283	0.63230*	-0.15097	0.14856	0.12102	0.10616
A15	0.02893	0.01297	0.70437*	-0.07076	0.34579	0.06215	-0.08058
A16	0.65674*	-0.02857	0.26780	-0.05667	0.07131	0.17386	0.03364
A17	0.59035*	0.26696	-0.18559	0.05549	0.33531	0.11299	0.01998
A18	0.74331*	0.11215	-0.00349	0.29379	0.04173	0.09676	-0.02244
A19	0.39917	-0.04698	-0.07694	0.60748*	0.30517	-0.00028	0.14993
A20**	-0.12073	0.19995	0.10278	0.43654	0.20249	0.56081**	-0.27259
A21	0.32227	0.21935	0.28793	0.55872*	0.00616	0.13273	-0.15431

*Above the 0.50000 level.

** Omitted in factor interpretation because only 129 responded to this item.

4. Factor four includes the responses (A2) opportunity to be a good teacher, (A19) opportunity to keep clinical knowledge current, and (A21) adequate laboratory facilities; these items represent personal professional competence;

5. Factor five includes the responses (A7) opportunity to work with supportive colleagues, (A7) a voice in nursing school policy, and (A10) a dean who is available and tells me what is expected of me; these items represent a participative management interest;

6. Factor six includes the responses (A11) time and facilities to do quality research, and (A12) a position in an attractive community; these items represent physical surroundings [the responses to (A20), a position in a location permitting my spouse to follow his career, is omitted from the interpretation of factor six because only 129 responded to this item];

7. Factor seven includes the questionnaire responses (A5) being left alone at work, and (A6) tenure or the probability of tenure; these items represent job security.

Job Satisfaction Factors: Present Setting

To determine the most significant factors on the twenty-one items in the present job setting, a factor analysis was done. Table IV presents the results of the

factor analysis of the present job satisfaction characteristics. The seven factors identified in the present job setting account for 65.4 percent of the variance.

1. Factor one includes the responses (B7) opportunity to work with supportive colleagues, (B8) a dean who lets me define my own responsibilities and fulfill them in my own way, (B9) a voice in nursing school policy, and (B10) a dean who is available and tells me what is expected of me; these items represent self-actualization and the ability to define work conditions;

2. Factor two includes the responses (B18) adequate library facilities, (B19) opportunity to keep clinical knowledge current, and (B21) adequate laboratory facilities; these items represent facilities for maintaining competence;

3. Factor three includes the responses (B12) a position in an attractive community, (B13) a position in a nationally recognized school of nursing, and (B16) bright and stimulating students; these items represent quality of life and surroundings;

4. Factor four includes the responses of (B3) my salary, and (B4) fringe benefits (retirement and so on); these items represent salary and benefits;

5. Factor five includes the responses (B1) physical surroundings where I work, and (B14) a position involving

TABLE IV

FACTOR ANALYSIS OF TWENTY-ONE PRESENT
JOB SATISFACTION CHARACTERISTICS

Char	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
B1	-0.01093	0.30085	0.36720	0.30616	0.50321*	-0.10653	0.12354
B2	0.20076	0.04254	0.13920	-0.00469	0.15515	0.69491*	0.25918
B3	0.09456	0.11286	0.11661	0.80888*	0.12659	0.17956	0.10944
B4	0.11749	0.12000	0.03158	0.84895*	0.03880	0.06075	0.10175
B5	0.15506	0.06924	0.17903	0.17122	0.10114	0.08185	0.77728*
B6	0.13392	0.15391	0.11752	0.21547	0.04348	0.69321*	-0.12347
B7	0.53850*	0.15515	0.47191	-0.02275	0.01310	0.19631	-0.14774
B8	0.73351*	0.02918	0.24021	0.14917	-0.00858	0.14538	0.32299
B9	0.84583*	0.08928	0.09441	0.01921	-0.05286	0.14845	-0.08966
B10	0.72085*	0.03361	-0.00441	0.18753	0.18791	0.14264	0.14375
B11	0.12524	0.35117	0.13002	0.21188	-0.02638	0.45982	0.36980
B12	-0.04298	-0.03492	0.78171*	-0.06001	0.07578	0.12147	0.30523
B13	0.29794	0.36269	0.59848*	0.16121	0.03884	0.03589	0.06248
B14	0.00183	-0.09535	-0.01520	0.13093	0.73293*	0.34378	0.00510
B15	0.48574	0.04507	0.40189	-0.07129	0.44637	0.20726	-0.18953
B16	0.26259	0.19814	0.56687*	0.24832	-0.02499	0.15239	-0.00608
B17	0.42382	0.03342	-0.06110	0.16632	0.35262	-0.21471	0.18801
B18	0.12174	0.74102*	0.11356	0.21885	0.05597	0.10440	-0.09479
B19	0.15011	0.68295*	-0.03799	-0.14163	0.10418	0.29740	0.25037
B20**	0.08302	0.33669	0.01768	-0.03668	0.74671**	-0.03088	0.09255
B21	-0.06737	0.73841*	0.21783	0.15215	0.15319	-0.02459	0.03132

*Above the 0.50000 level.

**Omitted in factor interpretation because only 110 responded to this item.

a minimum of teaching; these items represent the non-teaching environment [the questionnaire response (B20), a position in a location permitting my spouse to follow his career, is omitted from the interpretation of factor five because only 110 responded to this item];

6. Factor six includes the responses (B2) opportunity to be a good teacher, and (B6) tenure or the probability of tenure; these items represent job security and excellence;

7. Factor seven includes the response (B5) being left alone at work; this item represents the freedom to work unhampered.

The Significant Relationships of the Sixteen
Independent Variables to the Seven Factors
of Job Satisfaction Characteristics:
Ideal Setting

The following discussion of the correlations with job satisfaction in the ideal and present job settings refers to nurse middle managers in baccalaureate schools of nursing in the United States. Therefore, the use of the terms of ideal or present job setting, and nurse middle manager will not be repeated in the interpretation of the data analysis or in the summary at the end of chapter four.

Since the seven factors in the ideal and present job satisfaction characteristics have been presented, the relationship of the sixteen independent variables to these

two sets of seven factors will be explored. In the analysis of the relationship of the sixteen independent variables with the seven factors of job satisfaction, the Pearson product moment correlation coefficient was calculated and a one-tailed test at the .025 level of significance was utilized in the interpretation of the correlations. In relation to the seven factors, each of the sixteen variables is discussed only if the response is at the .025 level of significance.

Ideal setting, significant variables.--The significance of the variables as they relate to the ideal job setting is discussed first. These data are presented in Tables V, VI, VII, VIII, and IX.

Ideal setting, most-preferred-coworker variable.--As measured by the Fiedler semantic differential scale, the correlation coefficient between the most-preferred-coworker variable and factor four, personal professional competence, is .1776 ($p=.014$), and the correlation coefficient between the most-preferred-coworker variable and factor seven, job security, is .1796 ($p=.013$). The correlations reveal that a high score on the most-preferred-coworker variable is predictive of a high score on factor four, personal professional competence, and a high score on factor seven, job security. The data indicate that the more agreeable their

TABLE V
 PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS
 BETWEEN SIXTEEN INDEPENDENT VARIABLES AND
 SEVEN JOB SATISFACTION FACTORS IN
 THE IDEAL JOB SETTING
 N=152

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
MPC	0.0863 P=0.145	-0.0377 P=0.322	0.1047 P=0.100	0.1776 P=0.014*	0.0005 P=0.497	0.0533 P=0.257	0.1796 P=0.013*
LPC	0.1419 P=0.041	-0.2785 P=0.000	-0.0521 P=0.262	-0.1568 P=0.027	-0.0093 P=0.455	-0.1368 P=0.046	-0.0627 P=0.221
GRPATMOS	0.0088 P=0.457	-0.0668 P=0.207	0.0304 P=0.355	0.0530 P=0.258	0.1195 P=0.071	0.0043 P=0.479	0.0136 P=0.434
AGE	0.0967 P=0.118	-0.0073 P=0.462	0.1108 P=0.087	0.0367 P=0.327	-0.1675 P=0.020*	-0.0563 P=0.245	-0.0146 P=0.429
DEM 1	0.1069 P=0.095	0.1682 P=0.019*	-0.0074 P=0.464	-0.2589 P=0.001*	-0.0814 P=0.159	0.0515 P=0.264	-0.0090 P=0.456
DEM 2**	0.0760 P=0.176	-0.0387 P=0.318	0.1035 P=0.102	-0.0691 P=0.199	-0.0765 P=0.178	0.1070 P=0.095	-0.0293 P=0.360
DEM 3	0.0042 P=0.479	0.0903 P=0.134	0.1683 P=0.019*	-0.3254 P=0.000	0.0049 P=0.476	0.0254 P=0.378	-0.0589 P=0.235

TABLE V--Continued

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
DEM 4	-0.0029 P=0.486	0.1172 P=0.075	0.0176 P=0.415	-0.1320 P=0.053	-0.0095 P=0.454	0.0795 P=0.165	0.0274 P=0.369
DEM 5	0.1981 P=0.007*	0.0059 P=0.471	0.1183 P=0.073	-0.0222 P=0.393	-0.0365 P=0.327	-0.0857 P=0.147	-0.0391 P=0.316
DEM 6	0.1495 P=0.033	0.1401 P=0.043	0.0120 P=0.442	0.0368 P=0.326	0.0219 P=0.394	-0.0199 P=0.404	0.0863 P=0.145
DEM 7	-0.1516 P=0.031	-0.0665 P=0.208	-0.0249 P=0.381	-0.0416 P=0.305	-0.1617 P=0.023*	0.0135 P=0.435	0.0550 P=0.250
DEM 8	0.2265 P=0.003*	0.1370 P=0.046	-0.0449 P=0.291	0.1008 P=0.108	0.2087 P=0.005*	-0.0581 P=0.239	0.1083 P=0.092
DEM 9	0.1334 P=0.051	0.0333 P=0.342	-0.0153 P=0.426	-0.1145 P=0.080	-0.0220 P=0.394	0.1305 P=0.055	0.0087 P=0.458
DEM 10	0.0105 P=0.449	0.0076 P=0.463	0.1240 P=0.064	0.0955 P=0.121	0.1127 P=0.083	-0.0893 P=0.137	0.0143 P=0.430
DEM 11	-0.0410 P=0.308	-0.0494 P=0.273	-0.0324 P=0.346	-0.0607 P=0.229	-0.1703 P=0.018*	-0.0010 P=0.495	0.0867 P=0.144
DEM 12	-0.1472 P=0.035	-0.0201 P=0.403	-0.0753 P=0.178	-0.0036 P=0.483	-0.0319 P=0.348	0.0915 P=0.131	-0.0612 P=0.227

*P (probability) = .025 level of significance, one-tailed test.

**Interpreted in Tables VI, VII, VIII, and IX.

coworkers are perceived to be by the respondent, the higher is the professional competence and job security perceived to be.

Ideal setting, age variable.--The correlation coefficient between the age variable and factor five, a participative management style, is $-.1675$ ($p=.020$). The correlation indicates that a high score on age (an older person) is predictive of a low score on factor five, a participative management style. In other words, these data indicate that a younger respondent is more likely to use a participative management style.

Ideal setting, highest-degree-held variable.--The correlation coefficient between the highest-degree-held variable, and factor two, personal work benefits, is $.1682$ ($p=.019$), and the correlation coefficient between the highest-degree-held variable and factor four, personal professional competence, is $-.2589$ ($p=.001$). These correlations reveal that a high score on the highest-degree-held variable is predictive of a high score on factor two, personal work benefits, and a high score on the highest-degree-held is predictive of a low score on factor four, personal professional competence. These data indicate that although the respondent who has a higher degree also has greater personal work benefits; lower personal professional competence is also indicated.

Ideal setting, numbers-of-faculty-for-whom-responsible variable.--The correlation coefficient between the number-of-faculty-for-whom-responsible variable and factor three, an interest in administration (as opposed to an interest in teaching), is .1683 ($p=.019$). These data reveal that a high score on the number-of-faculty-for-whom-responsible variable is predictive of a high score on factor three, an interest in administration; therefore, the respondent who is responsible for greater numbers of faculty is more interested in administration.

Ideal setting, years-of-experience variable.--The correlation coefficient between the years-of-experience-in-administration variable and factor one, work atmosphere, is .1981 ($p=.007$). These data indicate that a high score on the years-of-experience-in-administration variable is predictive of a high score on factor one, work atmosphere; therefore, the longer the respondent has been in administration, the better the respondent perceives the work atmosphere.

Ideal setting, unionization variable.--The correlation coefficient between the unionization variable and factor five, a participative management style, is $-.1617$ ($p=.023$). These data reveal that a high score on the unionization variable is predictive of a low score on factor five, a participative management style; therefore, the respondent

who works in a non-unionized setting is less likely to favor a participative management style.

Ideal setting, years-unionized variable.--The correlation coefficient between the number-of-years-university-has-been-unionized variable and factor one, work atmosphere, is .2265 ($p=.003$), and the correlation coefficient between this variable and factor five, a participative management style, is .2087 ($p=.005$). These data reveal that a high score on the number-of-years-university-has-been-unionized variable is predictive of a high score on factor one, work atmosphere, and a high score on factor five, a participative management style; therefore, the longer the respondent has worked in a unionized setting, the greater the probability is that the respondent perceives the work atmosphere better, and that the respondent favors a participative management style.

Ideal setting, management training variable.--The correlation coefficient between the opportunity-provided-for-management-training-on-the-job variable, and factor five, a participative management style, is $-.1703$ ($p=.018$). These data reveal that a high score on the management training variable is predictive of a low score on factor five, a participative management style; therefore, the greater the opportunity provided for management

TABLE VI

ONE-WAY ANALYSIS OF VARIANCE SUMMARY TABLE FOR
IDEAL AND PRESENT JOB SETTING FACTOR SCORES

SCALE	SS	df	MS	F	Sig.
FA 1					
Between Ss	6.385	4	1.596	1.633	0.169
Within Ss	143.729	147	0.978		
FA 2					
Between Ss	5.679	4	1.420	1.451	0.220
Within Ss	143.857	147	0.979		
FA 3					
Between Ss	4.700	4	1.175	1.187	0.319
Within Ss	145.518	147	0.990		
FA 4					
Between Ss	13.854	4	3.464	3.868	0.005*
Within Ss	131.623	147	0.895		
FA 5					
Between Ss	4.580	4	1.145	1.171	0.326
Within Ss	143.768	147	0.978		
FA 6					
Between Ss	3.843	4	0.961	1.018	0.400
Within Ss	137.814	146	0.944		
FA 7					
Between Ss	6.753	4	1.688	1.747	0.143
Within Ss	141.091	146	0.966		
FB 1					
Between Ss	0.560	4	0.140	0.140	0.967
Within Ss	146.509	146	1.003		
FB 2					
Between Ss	2.908	4	0.727	0.755	0.556
Within Ss	140.554	146	0.963		
FB 3					
Between Ss	1.386	4	0.346	0.343	0.849
Within Ss	147.664	146	1.011		

TABLE VI--Continued

SCALE	SS	df	MS	F	Sig.
FB 4					
Between Ss	4.729	4	1.182	1.200	0.313
Within Ss	143.835	146	0.985		
FB 5					
Between Ss	5.391	4	1.348	1.635	0.169
Within Ss	120.348	146	0.824		
FB 6					
Between Ss	4.426	4	1.107	1.132	0.344
Within Ss	142.765	146	0.978		
FB 7					
Between Ss	4.970	4	1.243	1.272	0.284
Within Ss	141.581	146	0.977		

*Significant at the .005 level.

training on the job, the less likely the possibility that the respondent will favor a participative management style.

Ideal setting, discipline-of-highest-degree variable.

--Due to the construction of question three, part II (subject or discipline in which highest degree held, with the response choices of nursing, education, business management, counselling, sociology, and other), it was not appropriate to calculate a Pearson product moment correlation coefficient. Also since there were no responses to business management, this area it omitted from the following analysis. Using a one-way analysis of variance, one significant difference was found among the

TABLE VII
IDEAL AND PRESENT MEAN FACTOR SCORES OF DISCIPLINE
IN WHICH HIGHEST DEGREE HELD

MEAN	Nsg.	Educ.	Coun.	Soc.	Other
N =	87	48	5	2	10
FA 1*	0.04	-0.18	0.48	-0.80	0.47
FA 2	-0.09	0.25	0.13	-0.63	-0.33
FA 3	-0.12	0.13	0.55	-0.59	0.23
FA 4	0.20	-0.40	0.45	-0.91	0.11
FA 5	0.01	0.03	0.61	-0.72	-0.40
FA 6	-0.06	0.07	-0.42	0.14	0.50
FA 7	0.08	-0.20	0.83	-0.65	-0.09
FB 1**	0.03	-0.03	-0.14	0.01	-0.18
FB 2	-0.05	0.05	0.73	-0.04	-0.01
FB 3	0.04	-0.02	-0.25	-0.69	0.01
FB 4	-0.11	0.11	-0.38	-0.15	0.50
FB 5	-0.11	0.10	-0.18	-0.03	0.60
FB 6	-0.06	-0.04	0.01	0.56	0.59
FB 7	0.06	-0.23	0.42	0.15	0.34

*FA 1 - FA 7 = Factors in the ideal job setting

**FB 1 - FB 7 = Factors in the present job setting

five classifications of the highest-degree-held variable on factor four, personal professional competence. The one-way analysis of variance calculations are presented in Table VI. The ideal and present mean-factor scores that relate to the variable of the discipline-in-which-highest-degree-held are presented in Table VII.

Due to the wide variation in the population responses to the five parts of question three, Part II (ranging from two to eighty-seven, the Scheffé test for all possible comparisons was used; the results are presented in

Table VIII. The Scheffé test did not reveal any significant F value at either the .05 or .01 level of significance.

TABLE VIII
SCHEFFÉ MULTIPLE COMPARISON RESULTS FOR DISCIPLINE
IN WHICH HIGHEST DEGREE HELD FACTOR
FOUR - IDEAL JOB SETTING

VARIABLES	1	2	3	4	5
1. Nursing	--	3.1142	0.0825	0.6728	0.0203
2. Education		--	0.9140	0.1395	0.6014
3. Counselling			--	0.7381	0.1076
4. Sociology				--	0.4844
5. Other					--

Since the Scheffe test did not yield any significant values, Fisher's least significant test was then calculated for the five disciplines of the highest-degree-held variable. The results of the Fisher test are presented in Table IX, which indicates that 3.5294 is significant at the .005 level for a one-tailed test. Therefore, these data indicate that there is a significant relationship between the discipline-in-which-highest-degree-held variable and the score on factor four, personal professional competence. This relationship may be due to a difference in the mean scores between nursing and education.

TABLE IX
 FISHER'S LEAST SIGNIFICANT DIFFERENCE RESULTS FOR
 DISCIPLINE IN WHICH HIGHEST DEGREE HELD
 FACTOR FOUR - IDEAL JOB SETTING

VARIABLES	1	2	3	4	5
1. Nursing	--	3.5294*	-0.5746	1.6406	0.2849
2. Education		--	-1.9123	0.7470	-1.5511
3. Counselling			--	1.7183	0.6561
4. Sociology				--	-1.3919
5. Other					--

*t - .005 level of significance, one-tailed test.

The Non-Significant Relationships of the Sixteen
 Independent Variables to the Seven Factors of
 Job Satisfaction Characteristics:
 Ideal Setting

Seven of the variables (least preferred coworker, group atmosphere, number of degrees offered by the college or school of nursing, years of experience in administration in present job situation, number of hierarchical layers below your position, workshops or courses taken in the area of management since last degree, and opportunities available for advancement to management in institution where employed) do not correlate at the .025 level of significance with any of the seven factors of job satisfaction. Examination of Table V data reveals that none of the sixteen variables correlates at the .025 level of significance with factor six, physical surroundings.

The Significant Relationships of the Sixteen
Independent Variables to the Seven Factors
of Job Satisfaction Characteristics:
Present Setting

The relationship of the sixteen independent variables to the present job setting follows. Table X presents these data.

Present setting, least-preferred-coworker variable.--The correlation coefficient between the least-preferred-worker variable, as measured by the Fiedler semantic differential scale, and factor four, salary and benefits, is .1705 ($p=.018$), and the correlation coefficient between the least-preferred-coworker variable and factor five, the non-teaching environment, is .1604 ($p=.025$). These correlations reveal that a high score on this variable is predictive of a high score on factor four, salary and benefits, and a high score on factor five, the non-teaching environment. Therefore, the data indicate that the more agreeable the respondents perceive the least-preferred-coworker to be, the greater the salary and benefits, the better the physical surroundings, and the fewer the teaching duties that result for the coworker.

Present setting, highest-degree-held variable.--The correlation coefficient between the highest-degree-held variable and factor four, salary and benefits, is .2196 ($p=.003$). The correlation indicates that a high score on the highest-degree-held variable is predictive of a high

TABLE X

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS
 BETWEEN SIXTEEN INDEPENDENT VARIABLES AND
 SEVEN JOB SATISFACTION FACTORS IN
 THE PRESENT JOB SETTING
 N=151

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
MPC	-0.0334 P=0.342	0.1089 P=0.092	-0.0329 P=0.344	-0.0331 P=0.344	-0.0439 P=0.296	-0.0943 P=0.125	0.1513 P=0.032
LPC	0.0437 P=0.297	-0.0420 P=0.304	0.1567 P=0.027	0.1705 P=0.018*	0.1604 P=0.025*	0.0866 P=0.145	-0.0199 P=0.404
GRPAIMOS	0.4024 P=0.000	0.1301 P=0.056	0.2928 P=0.000	-0.0059 P=0.471	0.0269 P=0.372	0.1243 P=0.064	-0.0792 P=0.167
AGE	-0.0225 P=0.392	0.0561 P=0.247	-0.0774 P=0.172	0.1279 P=0.059	-0.0792 P=0.167	0.1220 P=0.068	0.0323 P=0.347
DEM 1	0.0393 P=0.316	-0.0137 P=0.434	-0.0678 P=0.204	0.2196 P=0.003*	0.0982 P=0.115	0.0789 P=0.168	-0.0547 P=0.252
DEM 2**	-0.0577 P=0.241	0.0539 P=0.255	-0.0459 P=0.288	0.1176 P=0.075	0.1702 P=0.018**	0.1572 P=0.027	0.0669 P=0.207
DEM 3	-0.0386 P=0.319	-0.0375 P=0.324	0.0202 P=0.403	0.2507 P=0.001*	0.0637 P=0.219	0.0590 P=0.236	-0.0532 P=0.258

TABLE X--Continued

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
DEM 4	-0.0598 P=0.233	0.1249 P=0.063	0.1554 P=0.028	0.2286 P=0.002*	0.0716 P=0.191	0.0196 P=0.406	-0.1460 P=0.037
DEM 5	0.0161 P=0.422	0.1295 P=0.057	0.1112 P=0.087	0.2825 P=0.000	-0.0439 P=0.296	0.1413 P=0.042	-0.0517 P=0.264
DEM 6	-0.0239 P=0.385	0.1473 P=0.036	0.1477 P=0.035	0.1020 P=0.106	-0.0007 P=0.497	0.1173 P=0.076	-0.1318 P=0.053
DEM 7	0.0638 P=0.218	0.0541 P=0.255	0.0799 P=0.165	0.0150 P=0.427	0.0451 P=0.291	-0.1746 P=0.016*	-0.0073 P=0.464
DEM 8	0.0054 P=0.474	-0.0842 P=0.152	-0.2082 P=0.005*	0.0019 P=0.491	-0.1485 P=0.034	0.0427 P=0.301	0.0070 P=0.466
DEM 9	-0.0270 P=0.371	-0.0286 P=0.364	-0.0398 P=0.314	0.1965 P=0.008*	-0.0370 P=0.326	-0.0762 P=0.176	-0.0430 P=0.300
DEM 10	-0.0428 P=0.301	0.0764 P=0.175	-0.0700 P=0.197	0.1492 P=0.034	-0.0630 P=0.221	0.1397 P=0.044	0.0355 P=0.333
DEM 11	0.3135 P=0.000	0.0973 P=0.117	-0.0133 P=0.436	-0.0041 P=0.480	-0.0605 P=0.230	0.1196 P=0.072	0.1151 P=0.080
DEM 12	0.2493 P=0.001*	-0.0078 P=0.462	0.0150 P=0.427	0.1303 P=0.055	-0.0655 P=0.212	0.0652 P=0.213	0.0250 P=0.380

*P (probability) = .025 level of significance, one-tailed test.

**Interpreted in Tables VI, VII, VIII, and IX

score on factor four, salary and benefits; therefore, these data indicate that the higher the degree held by the respondent, the greater are the respondent's salary and benefits.

Present setting, number-of-faculty-for-whom-responsible variable.--The correlation coefficient between the number-of-faculty-for-whom-responsible variable and factor four, salary and benefits, is .2507 ($p=.001$). The correlation reveals that a high score on this variable is predictive of a high score on factor four, salary and benefits; therefore, the greater the number of faculty for whom the respondent is responsible, the greater are the respondent's salary and benefits.

Present setting, degrees-offered-by-college variable.--The correlation coefficient between the number-of-degrees-offered-by-the-college-or-school-of-nursing variable and factor four, salary and benefits, is .2286 ($p=.002$). The correlation indicates that a high score on this variable is predictive of a high score on factor four, salary and benefits; therefore, the greater the number of degrees offered by the college or school of nursing in which the respondent works, the greater are the respondent's salary and benefits.

Present setting, unionization variable.--The correlation coefficient between the unionization variable and factor six, job security and excellence, is $-.1746$ ($p=.016$).

The correlation reveals that a high score on the unionization variable is predictive of a low score on factor six, job security and excellence; therefore, if the respondent works in a non-unionized setting, job security and excellence are less.

Present setting, years-unionized-of-college variable.--
The correlation coefficient between the number-of-years-unionized-of-the-university-or-college variable and factor three, quality of life and surroundings, is $-.2082$ ($p=.005$). The correlation indicates that a high score on this variable is predictive of a low score on factor three, quality of life and surroundings; therefore, the longer the university or college has been unionized, the more diminished are the quality of life and surroundings for the respondents.

Present setting, hierarchical-layers-below-respondent variable.--The correlation coefficient between the number-of-hierarchical-layers-below-respondent's-position variable and factor four, salary and benefits, is $.1965$ ($p=.008$). The correlation reveals that a high score on this variable is predictive of a high score on factor four, salary and benefits; therefore, the greater the number of hierarchical layers that are below the respondent's current position, the greater are the respondent's salary and benefits.

Present setting, management-advancement-opportunities variable.--The correlation coefficient between the opportunities-available-for-advancement-to-management-in-institution-where-employed variable and factor one, self-actualization and the ability to define work conditions, is .2493 ($p=.001$). The correlation indicates that a high score on this variable is predictive of a high score on factor one, self-actualization and the ability to define work conditions. Therefore, the greater the opportunities available for advancement to management are in the institution where the person is employed, the greater are the person's self-actualization and the ability to define work conditions.

The Non-Significant Relationships of the
Sixteen Independent Variables to the
Seven Factors of Job Satisfaction
Characteristics: Present Setting

Seven of the variables (most preferred coworker, group atmosphere, age, years of experience in administration including present position, years of experience in administration in present job situation, workshops or courses taken in the area of management since last degree, and opportunity provided for management training on the job) do not correlate at the .025 level of significance with any of the seven factors of job satisfaction. Examination of Table X data reveals that none of the sixteen

variables correlates at the .025 level of significance with factor two, facilities for maintaining competence or with factor seven, the freedom to work unhampered.

Summary of Findings

Analyses of the data reveal that respondents perceive the most important job satisfaction characteristic of an ideal job setting as the opportunity to work with supportive colleagues. However, the most important job satisfaction characteristic in the respondents' present job setting is that of being evaluated without reference to race, ethnicity, or sex.

Using the items in research question two as the independent variables, relationships were determined to the twenty-one Bonjean job satisfaction characteristics in the ideal and present job setting. Before a relationship was determined, the twenty-one Bonjean job satisfaction characteristics were reduced to seven different factors for both the ideal and the present job setting.

Utilizing the seven job characteristic factors of the ideal job setting, the following significant relationships were found.

1. There is a positive relationship between factor one, work atmosphere, and respondents' years of experience in

administration, respondents' years in present position, and length of the institution's unionization;

2. There is a positive relationship between factor two, personal work benefits, and the possession of a doctoral degree by the middle manager;

3. There is a positive relationship between factor three, an interest in administration (as opposed to an interest in teaching), and the responsibility of the middle manager for forty or more faculty members;

4. There is a positive relationship between factor four, personal professional competence, and (a) the most agreeable person with whom the middle manager works, (b) a bachelor of science degree held by the middle manager, and (c) nursing or education as the major in the highest degree held by the middle manager;

5. There is a positive relationship between factor five, a participative management style, and (a) a unionized college or university in which the middle manager works, (b) a college or university in which the middle manager works that has been unionized for less than two years, (c) the younger middle manager, and (d) an institution that provides no opportunity for on-the-job management training;

6. There is a positive relationship between factor seven, job security, and the most agreeable person with whom the middle manager works;

7. There is no relationship between factor six, physical surroundings, and any of the sixteen independent variables.

Using the seven job characteristic factors of the present job setting, the following significant relationships were found.

8. There is a positive relationship between factor one, self-actualization and the ability to define work conditions, and working for an institution that provides many opportunities for advancement;

9. There is a positive relationship between factor three, quality of life and surroundings, and working for an institution that has been unionized for less than two years;

10. There is a positive relationship between factor four, salary and benefits, and (a) the most agreeable person with whom the middle manager works, (b) the possession of a doctoral degree by the middle manager, (c) the responsibility of the middle manager for forty or more faculty members, (d) the school of nursing that offers four degrees, and (e) the existence of four hierarchical layers beneath the present position of the middle manager;

11. There is a positive relationship between factor five, the non-teaching environment, and the most agreeable person with whom the middle manager works;

12. There is a positive relationship between factor six, job security and excellence, and working for a unionized college or university;

13. There is no relationship between factor two, facilities for maintaining competence, and any of the sixteen independent variables;

14. There is no relationship between factor seven, the freedom to work unhampered, and any of the sixteen independent variables.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

Chapter V contains a summary of the findings of the study in a format that is based upon the research questions. This chapter also contains conclusions of the study and recommendations for further research. This study is concerned with identifying the factors which produce job satisfaction and which are clearly associated with job characteristics as perceived by the nursing educators who serve in middle management positions.

Following are the purposes of this study:

1. To identify the actual and ideal job characteristics that are factors associated with job satisfaction, as perceived by nursing educators in middle management positions;
2. To determine the interrelationships among the job satisfaction factors that are identified with the actual and ideal job characteristics, as perceived by nursing educators in middle management positions.

Two research questions were developed that would identify the job characteristics most important to job satisfaction. The questions answered in the study are as follows.

1. Of the twenty-one Bonjean job characteristics which ones are identified by middle managers in nursing education as most important to job satisfaction in an actual or ideal job setting?

2. What is the relationship between each of the following factors, as each occurs in the actual or ideal job setting, and the perceptions of the middle manager in nursing education of the job characteristics identified by Bonjean as being most important to job satisfaction?

- (a) Age;
- (b) Highest degree held;
- (c) Discipline area of highest degree held;
- (d) Leadership style;
- (e) Group atmosphere;
- (f) Number of degrees granted;
- (g) Years of experience in administration;
- (h) Years of experience in administration in current position;
- (i) Unionization;
- (j) Number of years unionized;

(k) Levels of managerial hierarchical differentiation.

Responses to a three-part survey instrument were received from 152 (of a possible 292) nursing educators who are in middle management positions and who are employed by accredited baccalaureate colleges or schools of nursing. The collected data were treated by rank ordering, factor analyses, and correlation.

Findings

Analyses of the data reveal that respondents perceive the most important job satisfaction characteristic of an ideal job setting as the opportunity to work with supportive colleagues. However, the most important job satisfaction characteristic in the respondents' present job setting is that of being evaluated without reference to race, ethnicity, or sex.

Using the items in research question two as the independent variables, relationships were determined to the twenty-one Bonjean job satisfaction characteristics in the ideal and present job setting. Before a relationship was determined, the twenty-one Bonjean job satisfaction characteristics were reduced to seven different factors for both the ideal and present job setting.

Utilizing these seven job characteristic factors of the ideal job setting, the following significant relationships were found.

1. There is a positive relationship between factor one, work atmosphere, and respondents' years of experience in administration, respondents' years in present position, and length of the institution's unionization;

2. There is a positive relationship between factor two, personal work benefits, and the possession of a doctoral degree by the middle manager;

3. There is a positive relationship between factor three, an interest in administration (as opposed to an interest in teaching), and the responsibility of the middle manager for forty or more faculty members;

4. There is a positive relationship between factor four, personal professional competence, and (a) the most agreeable person with whom the middle manager works, (b) a bachelor of science degree held by the middle manager, and (c) nursing or education as the major in the highest degree held by the middle manager;

5. There is a positive relationship between factor five, a participative management style, and (a) a unionized college or university in which the middle manager works, (b) a college or university in which the middle manager works that has been unionized for less than two years,

(c) the younger middle manager, and (d) an institution that provides no opportunity for on-the-job management training;

6. There is a positive relationship between factor seven, job security, and the most agreeable person with whom the middle manager works;

7. There is no relationship between factor six, physical surroundings, and any of the sixteen independent variables.

Using the seven job characteristic factors of the present job setting, the following significant relationships were found.

8. There is a positive relationship between factor one, self-actualization and the ability to define work conditions, and working for an institution that provides many opportunities for advancement;

9. There is a positive relationship between factor three, quality of life and surroundings, and working for an institution that has been unionized for less than two years;

10. There is a positive relationship between factor four, salary and benefits, and (a) the most agreeable person with whom the middle manager works, (b) the possession of a doctoral degree by the middle manager, (c) the responsibility of the middle manager for forty or more faculty members, (d) the school of nursing that offers four

degrees, and (e) the existence of four hierarchical layers beneath the present position of the middle manager;

11. There is a positive relationship between factor five, the non-teaching environment, and the most agreeable person with whom the middle manager works;

12. There is a positive relationship between factor six, job security and excellence, and working for a unionized college or university;

13. There is no relationship between factor two, facilities for maintaining competence, and any of the sixteen independent variables;

14. There is no relationship between factor seven, the freedom to work unhampered, and any of the sixteen independent variables.

This study represents an initial effort to discover more about the complex variables involved in the job satisfaction experienced by middle managers in nursing education. However, it is a necessary step in the development of a more meaningful understanding of the concept of morale or job satisfaction in nursing education. These findings appear to be useful to further the understanding of the complexities associated with this phenomenon.

Conclusions

Based upon the findings of the study, the following conclusions are drawn.

1. A composite of the ideal job satisfaction characteristics for middle managers in nursing education includes a voice in nursing school policy, opportunity to be a good teacher, a dean who lets one define one's own responsibilities and fulfill them in one's own way, and adequate library facilities;
2. A composite of the present job satisfaction characteristics for middle managers in nursing education includes being evaluated without reference to race, ethnicity, or sex, having responsibility and being important in nursing school activities, a position in a location permitting my spouse to follow his career, a voice in nursing school policy, and a position in an attractive community;
3. Salary and fringe benefits would not be a significant factor in a job change situation for middle managers in nursing education;
4. Certain job satisfaction factors appear to be related to the attitudes of middle managers toward their coworkers;

5. Middle managers in nursing appear to believe that the possession of a doctoral degree influences the amount of one's salary;

6. Unionization appears to be an important job condition in that it is perceived to increase job satisfaction.

Recommendations for Further Research

The following recommendations for further research are proposed as a result of this study.

1. Since "most agreeable person with whom the middle manager works," as a job condition, is related to two factors of job satisfaction in both ideal and present setting, further research is needed to determine the parameters of attitude and the exact relationship of attitude to job satisfaction;

2. In the present job setting, the job satisfaction factor of salary and benefits appears to be closely related to job condition components that describe a span of control; therefore, the span of control should be fully defined and research conducted to determine its precise relationship to salary and benefits.

APPENDIX A

Correspondence with Deans of Schools of Nursing

October 31, 1979
4600 Ridgcrest Drive
Arlington, TX 76017

Dear Dean:

As a doctoral student at North Texas State University, I am doing my dissertation on selected variables indicative of the perception of middle managers in nursing education of ideal and present job characteristics most important to job satisfaction.

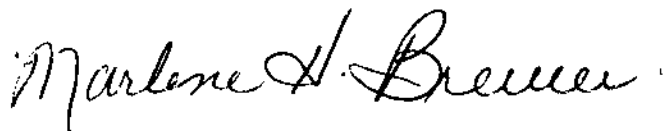
This study represents questionnaires being sent to all 292 accredited baccalaureate programs in nursing throughout the United States.

Your permission for the purpose of data collection would be greatly appreciated. Your return of the enclosed postcard will constitute permission. In order to channel my questionnaire to the right person, I would appreciate your response on the enclosed postcard giving me the name and the address (only if different from yours) of the person directly below you in the chain of command responsible for faculty and whom you would leave in charge during your absence within the baccalaureate program of nursing.

The questionnaires sent to your immediate subordinate will be anonymous, and the number in the upper right hand corner will represent the geographical region from which the respondent originates.

If you wish to receive a copy of the summary of this study, please so indicate on the enclosed card.

Sincerely yours,

A handwritten signature in cursive script that reads "Marlene H. Brewer". The signature is written in dark ink and is positioned above the typed name.

Marlene H. Brewer

ASST NAME: _____

Address only if different from label

February 18, 1980

Dear Dean:

Thank you for the return of the post card, but due to the nature of the study, I would appreciate receiving the name of your assistant, or next in command, responsible for the undergraduate program. I have enclosed another post card and would appreciate your prompt reply.

Sincerely yours,

Marlene H. Brewer.

Marlene H. Brewer

*J.C. Matthews Chair of Higher Education*⁹⁹
North Texas State University

March 10, 1980

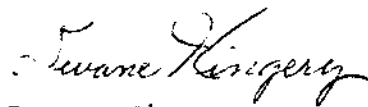
Ms. Marlene Brewer
4600 Ridgecrest Drive
Arlington, TX 76017

Dear Marlene:

Enclosed is the signed approval form for the human subjects review. The candidate's committee in the College of Education is authorized by our Institutional Review Board to approve studies which meet the criteria stated on the form.

Although no such form was required when your proposal was approved last year, your dissertation committee has reviewed your proposal again and has voted that it meets all the requirements stipulated. The signed form now gives you official approval.

Sincerely,



Dwane Kingery
Major Professor and
Chairman of the
Dissertation Committee

DK:kb

Enclosure

APPENDIX B

National League for Nursing, List of Accredited
Baccalaureate Schools of Nursing

LISTING OF POPULATION OF THE STUDY

Dean Mary Margaret Williams Lurleen B. Wallace School of Nursing Jacksonville State Univ. Jacksonville, AL 36265	Dean Laurene Gilmore School of Nursing Univ. of Alabama in Tuscaloosa Box 1933 University, AL 35486
Dean Martha Hearn Ida V. Moffet School of Nursing Samford University 800 Lakeshore Dr. Birmingham, AL 35209	Dean Clair Martin School of Nursing University of Alaska 3221 Providence Dr. Anchorage, AK 99504
Dean S. Betty Thomas School of Nursing Troy State University Troy, AL 36081	Dean Juanita F. Murphy College of Nursing Arizona State University Tempe, AZ 85281
Dean Aluranne Sams School of Nursing Tuskegee Institute Tuskegee Institute, AL 36088	Dean Gladys Sorensen College of Nursing University of Arizona Tucson, AZ 85721
Dean Marie L. O'Koren University of Alabama School of Nursing University of Alabama in Birmingham University Station Birmingham, AL 35294	Chairperson Bonnie W. Grant Department of Nursing Univ. of Central Arkansas Conway, AR 72032
Dean Janet A. Pitts School of Nursing University of Alabama in Huntsville P. O. Box 1247 Huntsville, AL 35807	Dean Elois R. Field School of Nursing Univ. of Arkansas 4301 W. Markham, UAMC Little Rock, AR 72201
Dean Dora E. Blackman School of Nursing Univ. of South Alabama 307 University Blvd. Mobile, AL 36688	Chairperson Lois B. Kiehn Division of Nursing Azusa Pacific College Alosta at Citrus Azusa, CA 91702

- Chairperson Patricia D. Kissell
Department of Bac. Nursing
Biola College
13800 Biola Ave.
La Mirada, CA 90639
- Chairman Liny E. Lyss
Department of Nursing
Calif. St. College,
Bakersfield
9001 Stockdale Hwy.
Bakersfield, CA 93309
- Chairman Vivian Malmstrom
Department of Nursing
Calif. St. College,
Sonoma
1801 E. Cotati Ave.
Rohnert Park, CA 94928
- Chairperson J. Marie Coakley
Division of Nursing
Calif. St. Univ., Chico
First & Normal Sts.
Chico, CA 95929
- Interim Chairperson, Eleanore B. Greene
Department of Nursing
Calif. St. Univ., Fresno
Maple & Shaw Aves.
Fresno, CA 93740
- Chairman Jane A. Moller-Frazier
Department of Nursing
Calif. St. Univ., Hayward
25800 Carlos Bee Dr.
Hayward, CA 94542
- Chairman Joan Cobin
Department of Nursing
Calif. St. Univ., Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840
- Chairman Ruth Wu
Department of Nursing
Calif. St. Univ., Los Angeles
5151 State University Dr.
Los Angeles, CA 90032
- Chairperson Mary L. Goldberg
Division of Nursing
Calif. St. Univ.,
Sacramento
6000 J St.
Sacramento, CA 85717
- Chairman Eleanor G. Ferguson
Department of Nursing
Humboldt State Univ.
Arcata, CA 95521
- Dean Marilyn J. Christian
School of Nursing
Loma Linda University
Loma Linda, CA 92350
- Chairman Sr. Callista Roy
Department of Nursing
Mount St. Mary's College
12001 Chalon Rd.
Los Angeles, CA 90049
- Chairperson Margaret Stevenson
Department of Nursing
Point Loma College
3900 Lomaland Dr.
San Diego, CA 92106
- Director Dolores Wozniak
School of Nursing
San Diego State Univ.
5300 Campanile Dr.
San Diego, CA 92182
- Chairman Mary Topalis
Department of Nursing
San Francisco St. Univ.
1600 Holloway Ave.
San Francisco, CA 94132

- Chairman Fay Bower
Nursing Department
San Jose St. Univ.
125 S. Seventh St.
San Jose, CA 95192
- Dean Mary E. Reres
School of Nursing
UCAL Center for the
Health Sciences
405 Hilgard Ave.
Los Angeles, CA 90024
- Dean Margretta M. Styles
School of Nursing
Univ. of California
Third & Parnassus Aves.
San Francisco, CA 94143
- Dean Irene S. Palmer
University of San Diego
Alcala Park
San Diego, CA 92110
- Dean Sr. M. Geraldine
McDonnell
School of Nursing
Univ. of San Francisco
Golden Gate & Parker Aves.
San Francisco, CA 94117
- Director E. Metzger
Program in Nursing
Loretta Heights College
3001 S. Federal Blvd.
Denver, CO 80236
- Chairperson Donna Arlton
Department of Nursing
and Allied Health
Metropolitan St. College
1006 11th St.
Denver, CO 80204
- Dean Barbara K. Redman
School of Nursing
Univ. of Colorado
4200 E. 9th Ave.
Container #C288
Denver, CO 80220
- Dean Phyllis Drennan
School of Nursing
Univ. of Northern Colorado
Greeley, CO 80639
- Dean Phyllis E. Porter
School of Nursing
Fairfield Univ.
North Benson Rd.
Fairfield, CT 06430
- Director Elaine C. Raymond
Division of Nursing
Southern Connecticut
State College
501 Crescent St.
New Haven, CT 06515
- Director Jean C. Bradley
Division of Bac. Nursing
Univ. of Bridgeport
75 Linden Ave.
Bridgeport, CT 06602
- Dean Eleanor K. Gill
School of Nursing
Univ. of Connecticut
Starrs, CT 06268
- Chairman Ruth J. Kohl
Department of Nursing
Western Connecticut
State College
181 White St.
Danbury, CT 06810
- Dean Donna Diers
School of Nursing
Yale University
855 Howard Ave.
New Haven, CT 06520
- Dean Edith H. Anderson
College of Nursing
University of Delaware
Newark, DE 19711

- Dean Laura B. Kummer
Lucy Webb Hayes School
of Nursing
American University
Massachusetts & Nebraska
Aves., N.W.
Washington, DC 20016
- Dean Virginia C. Conley
School of Nursing
Catholic Univ. of America
Washington, DC 20064
- Dean Rita Marie Bergeran
School of Nursing
Georgetown University
3700 Reservoir Rd., N.W.
Washington, DC 20007
- Dean Anna B. Coles
College of Nursing
Howard University
2400 6th St., N.W.
Washington, DC 20059
- Acting Dean Marcia Leslie
School of Nursing
Barry College
11300 N.E. Second Ave.
Miami, FL 33161
- Dean Eunice J. Burgess
School of Nursing
Florida Agricultural and
Mechanical University
Tallahassee, FL 32307
- Dean Emilie Henning
School of Nursing
Florida State University
102 School of Nursing
Tallahassee, FL 32306
- Dean Blanche I. Urey
College of Nursing
University of Florida
Box J-197, J. Hillis Miller
Health Center
Gainesville, FL 32610
- Dean Barbara B. Buchanan
School of Nursing
University of Miami
P.O. Box 520875
Miami, FL 33152
- Dean Gwendoline R.
MacDonald
College of Nursing
Univ. of South Florida
Medical Center, Box 22
12901 N. 30th St.
Tampa, FL 33612
- Dean Edna M. Grexton
Neil Hodgson Woodruff
School of Nursing
Emory University
Atlanta, GA 30322
- Interim Chairman Louis B.
Duncan
Department of Nursing
Georgia State University
University Plaza
Atlanta, GA 30303
- Dean Neila A. Poshek
School of Nursing
Medical College of Georgia
1459 Laney-Walker Blvd.
Augusta, GA 30901
- Director Virginia M. Harmeyer
Division of Nursing
Valdosta State College
Valdosta, GA 31601
- Dean Helen H. Burnside
School of Nursing
University of Hawaii
2528 The Mall
Honolulu, HI 96822
- Chairperson Eileen H.
Zungalo
Department of Nursing
Idaho State University
Box 8101
Pocatello, ID 93201

Chairman Elaine Fila
 Department of Nursing
 De Paul University
 2323 N. Seminary Ave.
 Chicago, IL 60614

Director Sydney D. Krampitz
 Deicke Center for
 Nursing Education
 Elmhurst College
 190 Prospect Ave.
 Elmhurst, IL 60126

Director Patricia Small
 Brokaw Collegiate
 School of Nursing
 Illinois Wesleyan University
 Bloomington, IL 61701

Dean Linda Agustin-Simunek
 College of Nursing
 Lewis University
 Route 53
 Lockport, IL 60441

Dean Julia A. Lane
 School of Nursing
 Loyola Univ. of Chicago
 6525 N. Sheridan Rd.
 Chicago, IL 60626

Chairman Delores H. Johnson
 Division of Nursing
 North Park College
 5125 N. Spaulding Ave.
 Chicago, IL 60625

Director Ann M. Hart
 School of Nursing
 Northern Illinois Univ.
 Montgomery Hall
 DeKalb, IL 60115

Vice President and Dean
 Luther P. Christman
 College of Nursing
 Rush University
 Rush-Presbyterian - St.
 Luke's Medical Center
 1743 W. Harrison St.
 Chicago, IL 60612

Director
 School of Nursing
 St. Xavier College
 103 St. & Central Park Ave.
 Chicago, IL 60655

Director
 Nursing Program
 Sangamon St. University
 Springfield, IL 62708

Dean Patricia Forni
 School of Nursing
 Southern Illinois University
 at Edwardsville
 Edwardsville, IL 62026

Dean Helen K. Grace
 College of Nursing
 University of Illinois
 845 S. Domen Ave.
 Chicago, IL 60612

Acting Head Ethelyn E. Exley
 Department of Nursing
 Ball State University
 2000 University Ave.
 Muncie, IN 47306

Director Doris J. Froebe
 School of Nursing
 DePauw University
 Greencastle, IN 46235

Director Marilyn Graber
 Leichty
 Division of Nursing
 Goshen College
 1700 S. Main St.
 Goshen, IN 46526

Dean Maryanne E. Roehm
School of Nursing
Indiana State University
Terre Haute, IN 47809

Dean Elizabeth Grossman
School of Nursing
Indiana University
1100 W. Michigan St.
Indianapolis, IN 46202

Chairperson Jean Jackson
Morton
Division of Nursing Educ.
Marion College
4201 S. Washington St.
Marion, IN 46952

Dept. Head Joyce A. Ellis
BSN Program
Purdue Univ.- Calumet Campus
Hammond, IN 46323

Dean Helen R. Johnson
Department of Nursing
Purdue University
West Lafayette, IN 47907

Dean Lois J. Merrill
School of Nursing
University of Evansville
P. O. Box 329
Evansville, IN 47702

Dean Dorothy P. Smith
College of Nursing
Valparaiso University
Valparaiso, IN 46383

Chairperson Catherine M.
Anthony
Division of Nursing
Graceland College
Lamont, IA 50140

Acting Chairman Donna R.
Heald
Division of Nursing
Iowa Wesleyan College
Mt. Pleasant, IA 52641

Chairman Sister Mary
James York
Department of Nursing
Mount Mercy College
1330 Elmhurst Dr. NE
Cedar Rapids, IA 52242

Dean Evelyn R. Barritt
College of Nursing
University of Iowa
Iowa City, IA 52242

Dean Elaine B. Harvey
School of Nursing
Fort Hays State Univer.
Hayes, KS 67601

Chairperson Sr. Louise
Marie Vaughan
Department of Nursing
Marymount College of
Kansas
East Iron Ave. &
Marymount Rd.
Salina, KS 67401

Chairman Cecilia G. Waggoner
Department of Nursing
Pittsburg State Univ.
Pittsburg, KS 66762

Dean Doris A. Geitgey
School of Nursing
University of Kansas
College of Health Sciences
39th St. & Rainbow Blvd.
Kansas City, KS 66103

Chairperson Alice Adam
Young
Department of Nursing
Washburn Univ. of Topeka
1700 College St.
Topeka, KS 66621

Chairperson Martha Shawver
Department of Nursing
Wichita State Univ.
1845 Fairmont
Wichita, KS 67208

- Chairman Fe V. Loo
Department of Nursing
Berea College
College Box 2290
Berea, KY 40404
- Chairman Martha O. Erwin
Department of Nursing
Murray State Univ.
Murray, KY 42071
- Chairperson Sr. Patricia
Ferrell
Department of Nursing
Spalding College
851 S. 4th St.
Louisville, KY 40203
- Dean Marian E. McKenna
College of Nursing
University of Kentucky
Lexington, KY 40506
- Chairman Mervell L. Bracewell
Division of Nursing
Dillard Univ.
2601 Gentilly Blvd.
New Orleans, LA 70122
- Dean Helen A. Dunn
School of Nursing
Louisiana State Univ.
Medical Center
420 S. Prieur St.
New Orleans, LA 70112
- Director Betty E. Smith
School of Nursing
Northeast Louisiana Univ.
700 University Ave.
Monroe, LA 71209
- Dean Peggy J. Ledbetter
College of Nursing
Northwestern State Univ.
of Louisiana
Natchitoches, LA 71457
- Director Elienne T. Tate
School of Nursing
Southeastern Louisiana
University
Box 781, Univ. Station
Hammond, LA 70402
- Dean Ruby Tillery
College of Nursing
Univ. of Southwestern
Louisiana
East University Ave.
Lafayette, LA 70504
- Acting Dean Judith T. Stone
School of Nursing
Univ. of Main Sch. of Nsg.
Univ. of Main at
Portland-Gorham
96 Falmouth St.
Portland, ME 04103
- Chairman Frances L. Fickess
Edyth T. James Dept.
of Nursing
Columbia Union College
7600 Flower Ave.
Takoma Park, MD 20012
- Chairperson Anne M. Dauria
Department of Nursing
Towson State University
Baltimore, MD 21204
- Dean
School of Nursing
University of Maryland
655 W. Lombard St.
Baltimore, MD 21201
- Dean Mary A. Dineen
School of Nursing
Boston College
140 Commonwealth Ave.
Chestnut Hill, MA 02167

Dean Linda K Amos
 School of Nursing
 Boston University
 635 Commonwealth Ave.
 Boston, MA 02215

Chairman Eleanor F. Vorrhies
 Department of Nursing
 Fitchburg State College
 Fitchburg, MA 01420

Dean Juanita O. Long
 College of Nursing
 Northeastern University
 360 Huntington Ave.
 Boston, MA 02115

Director Grace L. Nangle
 Nursing Department
 Salem State College
 Salem, MA 01970

Chairman Phyllis S. Moore
 Department of Nursing
 Simmons College
 300 The Fenway
 Boston, MA 02115

Dean Joyce Y. Passos
 College of Nursing
 Southeastern Mass. Univ.
 North Dartmouth, MA 02747

Chairman Eleanor Shalhoup
 Department of Nursing
 Univ. of Lowell
 South Campus
 Rolfe Street
 Lowell, MA 01854

Acting Director Ruth A.
 Smith
 Division of Nursing
 School of Health Sciences
 Univ. of Massachusetts
 Amherst, MA 01003

Chairman Lillian R.
 Goodman
 Department of Nursing
 Worcester State College
 486 Chandler St.
 Worcester, MA 01602

Chairman Zerita J.
 Hagerman
 Department of Nursing
 Andrews University
 Berrien Springs, MI 49104

Chairperson Noreen C. O'Neill
 Department of Nursing
 Madonna College
 36600 Schoolcraft
 Livonia, MI 48150

Chairperson Sr. Virginia
 Ann Skurski
 Department of Nursing
 Mercy College of Detroit
 8200 W. Outer Dr.
 Detroit, MI 48219

Director Isabelle Payne
 School of Nursing
 Michigan State Univ.
 A230 Life Science Bldg.
 East Lansing, MI 48824

Director Phyllis Nicolaou
 Department of Nursing
 Nazareth College
 Nazareth, MI 49074

Dean Mary Lohr
 School of Nursing
 University of Michigan
 1355 Catherine St.
 Ann Arbor, MI 48104

Dean Lorene R. Fischer
 College of Nursing
 Wayne State University
 5557 Cass Ave.
 Detroit, MI 48202

- Chairperson Adella Espelien
Department of Nursing
College of St. Benedict
St. Joseph, MN 56374
- Chairman Marguerite Hessian
Department of Nursing
The College of St. Catherine
2004 Randolph Ave.
St. Paul, MN 55105
- Chairperson Karen L. Mokros
Department of Nursing
College of St. Scholastica
Kenwood Ave.
Duluth, MN 55811
- Chairman Hazel M. Johnson
Department of Nursing
Gustavus Adolphus College
St. Peter, MN 56082
- Associate Dean Melba
Leichsenring
School of Nursing
Mankato State Univ.
Box 27
Mankato, MN 56001
- Chairman Katherine Ness
Department of Nursing
St. Olaf College
Northfield, MN 55057
- Dean Irene G. Ramey
School of Nursing
University of Minnesota
Minneapolis, MN 55455
- Head Ann R. Sawyer
Department of Nursing
Winona State Univ.
Johnson & Sanborn
Winona, MN 55987
- Interim Dean Susan H. Russell
School of Nursing
Mississippi College
Clinton, MS 39056
- Dean Edrie J. George
School of Nursing
Univ. of Mississippi
2500 N. State St.
Jackson, MS 39216
- Dean Sr. Elizabeth C.
Harkins
School of Nursing
Univ. of Southern
Mississippi
Box 95, Southern Sta.
Hattiesburg, MS 39401
- Dean Flora A. Blackstock
School of Nursing
William Carey College
Tuscan Avenue
Hattiesburg, MS 39401
- Chairman Norma Lee Lewis
Department of Nursing
Avila College
11901 Wornall Rd.
Kansas City, MO 64145
- Head Kathy D. Robinson
Department of Nursing
Central Missouri St. Univ.
Warrensburg, MO 64093
- Dean St. Mary Teresa Noth
School of Nursing and
Allied Health Professions
St. Louis University
3525 Caroline St.
St. Louis, MO 63104
- Dean Gladys A. Courtney
School of Nursing
University of Missouri
TD-4 West, Room 135
Columbia, MO 65212
- Chairperson Carolyn H. Brose
Department of Nursing
William Jewell College
Liberty, MO 64068

- Head Therese Sullivan
Department of Nursing
Carroll College
Capitol Hill
Helena, MT 59601
- Chairman Andrea R. Lindell
Department of Nursing
Univ. of New Hampshire
Garrison Ave.
Durham, NH 03824
- Dean Anna M. Shannon
School of Nursing
Montana State Univ.
Bozeman, MT 59717
- Chairperson Alice M. Perry
Department of Nursing
Fairleigh Dickinson Univ.
Rutherford, NJ 07070
- Dean Sr. Rosalie Sitzmann
School of Nursing
Creighton University
2500 California St.
Omaha, NE 68178
- Dean Beverly H. Bowns
College of Nursing
Rutgers, The State Univ.
392 High St.
Newark, NJ 07102
- Chairperson Alma C. York
Department of Health
Sciences
Union College
Lincoln, NE 68506
- Chairman Alice C. Boehret
Department of Nursing
Rutgers, The State Univ.
Camden College of Arts
and Sciences
311 N. 5th Street
Camden, NJ 08102
- Dean Rena E. Boyle
College of Nursing
University of Nebraska
Medical Center
42d & Dewey Aves.
Omaha, NE 68105
- Acting Dean Elizabeth G.
Baumgartner
College of Nursing
Seton Hall University
South Orange, NJ 07079
- Dean Vera R. Brand
Orvis School of Nursing
University of Nevada
Reno, NV 89557
- Director
Division of Nursing
Trenton State College
P. O. Box 940
Trenton, NJ 08625
- Dean Mary Ann Michel
School of Nursing
Univ. of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154
- Dean
School of Nursing
William Paterson College
of New Jersey
300 Pompton Rd.
Wayne, NJ 07470
- Director Mary R. Bruton
Department of Nursing
St. Anselm's College
St. Anselm's Dr.
Manchester, NH 03102
- Dean Carmen R. Westwick
College of Nursing
University of New Mexico
Albuquerque, NM 87131

- Dean June S. Rothberg
School of Nursing
Adelphi University
Garden City, NY 11530
- Dean Virginia L. Barker
College of Nursing and
Health Care
Alfred University
Box 517
Alfred, NY 14802
- Dean Marian H. Hosford
School of Nursing
The City College of the City
Univ. of New York
Convent Ave. at 138 St.
New York, NY 10031
- Associate Dean Helen F.
Pettit
School of Nursing
Columbia University
630 W. 168th St.
New York, NY 10032
- Chairperson Bernice
Schneeberger
Division of Nursing
D'Youville College
320 Porter Ave.
Buffalo, NY 14201
- Chair Mary C. Sees
Department of Nursing
Hartwick College
Oneonta, NY 13820
- Chairman M. Leah Gorman
Department of Nursing
Herbert H. Lehman College
of the City University
of New York
Bedford Park Blvd., W.
Bronx, NY 10468
- Dean
Hunter College-Bellevue
School of Nursing
Hunter College
440 E. 26th St.
New York, NY 10010
- Chairman
Division of Nursing
Keuka College
Keuka Park, NY 14478
- Chairman Margaret Fuchs
Department of Nursing
Long Island Univ.
Richard L. Conolly Col.
University Plaza
Brooklyn, NY 11201
- Chairperson Patricia W.
Keenan
Department of Nursing
Mallow College
1000 Hempstead Ave.
Rockville Centre, NY 11570
- Chairperson Sr. Leona
DeBoer
Division of Nursing
Mount Saint Mary College
Liberty St.
Newburgh, NY 12550
- Head Erlene P. McGriff
Division of Nursing
New York University
429 Shimkin Hall,
Washington Sq.
New York, NY 10003
- Chairperson Gean M. Mathwig
Dept. of Theoretical
Bases in Nursing Sci.
New York University
429 Shimkin Hall,
Washington Sq.
New York, NY 10003

Dean Sr. Aloise Anne
Zasowska
College of Nursing
Niagara University
Niagara University, NY 14109

Dean Marjorie Ramphal
School of Nursing
Pace University Graduate
School of Nursing
Elm Road
Briarcliff Manor, NY 10510

Chairman Dorothy M.
Whittingham
Division of Nursing
Roberts Wesleyan College
2301 Westside Dr.
Rochester, NY 14624

Chairperson Olga Andruskiw
Department of Nursing
Russell Sage College
45 Ferry St.
Troy, NY 12180

Chairperson Patricia Ann
Evans
Department of Nursing
Skidmore College
Saratoga Springs, NY 12866
and
325 E. 38th St.
New York, NY 10016

Chairperson
Department of Nursing
State Univ. of New York
College of Arts & Sciences
Plattsburgh, NY 12901

Dear Margaret G. Tyson
School of Nursing
State University of New York
at Binghamton
Binghamton, NY 13901

Dean Jeannette R. Spero
School of Nursing
State Univ. of New York
at Buffalo
Cary Hall
Main St. Campus
Buffalo, NY 14214

Dean Audrey J. Conley
College of Nursing
State Univ. of New York
Downstate Medical Ctr.
450 Clarkson Ave.
Brooklyn, NY 11203

Dean Ellen T. Fahy
School of Nursing
State Univ. of New York
at Stony Brook
Stony Brook, NY 11790

Dean Thetis M. Group
School of Nursing
Syracuse University
426 Ostrom
Syracuse, NY 13210

Dean Loretta C. Ford
School of Nursing
University of Rochester
601 Elmwood Ave.
Rochester, NY 14642

Chairman Mildred Nelson
Department of Nursing
Wagner College
631 Howard Ave.
Staten Island, NY 10301

Chairman Sue E. Hunter
Department of Nursing
Atlantic Christian College
Wilson, NC 27893

Dean Ruby L. Wilson
School of Nursing
Duke University
Durham, NC 27710

Dean Evelyn L. Perry
School of Nursing
East Carolina Univ.
Greenville, NC 27834

Acting Chairman Beverly F.
Craig
Department of Nursing
Lenoir-Rhyne College
Box 292
Hickory, NC 28601

Dean Naomi W. Wynn
School of Nursing
N. C. Agricultural &
Technical St. Univ.
312 N. Dudley St.
Greensboro, NC 27411

Acting Chairman Johnea D.
Kelley
Department of Nursing
N. C. Central Univ.
Fayettesville St.
Durham, NC 27707

Dean Laurel Archer Copp
School of Nursing
Univ. of N.C. at Chapel Hill
Carrington Hall
Chapel Hill, NC 27514

Dean Louise C. Schlachter
College of Nursing
Univ. of N.C. at Charlotte
Charlotte, NC 28213

Dean Eloise R. Lewis
School of Nursing
Univ. of N.C. at Greensboro
McIver St.
Greensboro, NC 27412

Associate Dean Marjorie Baker
for Nursing
Western Carolina Univ.
Cullowhee, NC 28723

Director Mary S. Isom
Division of Nursing
Winston-Salem St. Univ.
P. O. Box 13326
Winston-Salem, NC 27102

Chairman Joelyn Scriba
Department of Nursing
Jamestown College
Jamestown, ND 58401

Chairperson Sr. Kathryn
Zimmer
Division of Nursing
Mary College
Apple Creek Rd.
Bismarck, ND 58501

Dean Elizabeth Zinser-Powell
College of Nursing
University of North Dakota
Grand Forks, ND 58202

Director Ruth L. Kelly
Bowling Green State Univ. -
Univ. of Toledo Consortium
Nursing Program (in cooper-
ation with the Medical
College of Ohio)

Dean Frieda I. Shirk
School of Nursing
Capital University
2199 E. Main St.
Columbus, OH 43209

Dean Jannetta MacPhail
Francis Payne Bolton
School of Nursing
Case Western Reserve Univ.
2121 Abington Rd.
Cleveland, OH 44106

Acting Chairperson
Marva Graham
Department of Nursing
College of Mt. St. Joseph
on the Ohio
Mt. St. Joseph, OH 45051

Dean Linnea Henderson
School of Nursing
Kent State Univ.
Kent, OH 44242

Director Edna L. Fritz
School of Nursing
Ohio State University
1585 Neil Ave.
Columbus, OH 43210

Dean Lillian DeYoung
College of Nursing
University of Akron
302 E. Buchtel Ave.
Akron, OH 44325

Dean Jeanette R. Spero
College of Nursing & Health
Univ. of Cincinnati
3110 Vine St.
Cincinnati, OH 45221

Acting Dean Clare S. Critzer
Division of Nursing
Ursuline College
2550 Lander Road
Pepper Pike, OH 44124

Dean Gergrude Torres
School of Nursing
Wright State University
Dayton, OH 45435

Chairman M. Elizabeth Wiebe
Department of Nursing
Central State University
100 N. University Dr.
Edmond, OK 73034

Chairman Juanita Millsap
Department of Nursing
Oklahoma Baptist Univ.
500 W. University
Shawnee, OK 74801

Dean Tomine Tjelta
Anna Vaughn Sch. of Nursing
Oral Roberts Univ.
7777 South Lewis
Tulsa, OK 74102

Dean Gloria R. Smith
College of Nursing
Univ. of Oklahoma
Health Service Center
P. O. Box 26901
Oklahoma City, OK 73190

Dean Ira Trail
College of Nursing
University of Tulsa
600 S. College
Tulsa, OK 74104

Dean Carol A Lindeman
School of Nursing
Univ. of Oregon Health
Sciences Center
3181 S.W. Sam Jackson
Park Rd.
Portland, OR 97201

Dean Patricia L. Chadwick
School of Nursing
University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203

Chairman Rena M. Lawrence
Department of Nursing
Albright College
13th and Exeter Sts.
Reading, PA 19604

Acting Chairperson Olive
P. Jumet
Department of Nursing
Carlow College
3333 Fifth Ave.
Pittsburgh, PA 15213

Chairperson Barbara Brown
 Department of Nursing
 College Misericordia
 Dallas PA 18612

Dean Rosemarie R. Parse
 School of Nursing
 Duquesne Univ.
 600 Forbes Ave.
 Pittsburgh, PA 15219

Chairman Sr. Mary
 Barbara Flynn
 Division of Nursing
 Gwynedd-Mercy College
 Gwynedd Valley, PA 19437

Chairman Alice K. Phillips
 Department of Nursing
 Holy Family College
 Grant and Frankford Ave.
 Philadelphia, PA 19114

Chairperson Mary Alice
 Holland
 Division of Professions
 Our Lady of Angels College
 Aston, PA 19014

Head Janet A. Williamson
 Department of Nursing
 Pennsylvania St. Univ.
 15 Human Development Bldg.
 University Park, PA 16802

Chairman Virginia J. Harris
 Department of Nursing
 Temple University
 College of Allied Health
 Professions
 3307 Broad St.
 Philadelphia, PA 19140

Chairman Charlotte E. Voss
 Department of Bac. Nursing
 Thomas Jefferson Univ.
 College of Allied
 Health Sciences
 11th and Walnut Sts.
 Philadelphia, PA 19107

Dean Claire M. Fagin
 School of Nursing
 University of Pennsylvania
 420 Service Dr./5X
 Philadelphia, PA 19104

Dean Enid Goldberg
 School of Nursing
 University of Pittsburgh
 3500 Victoria St.
 Pittsburgh, PA 15261

Dean Dorothy Jean Novello
 Erie Institute of Nursing
 Department of Nursing
 Villa Maria College
 2551 W. Lake Rd.
 Erie, PA 16505

Dean M. Louise Fitzpatrick
 College of Nursing
 Villanova Univ.
 St. Mary's Hall
 Rte. 320, Spring Mill and
 County Line Rds.
 Villanova, PA 19085

Dean Janette L. Packer
 Center of Nursing
 Widener College
 14th and Chestnut Sts.
 Chester, PA 19013

Director Daisy Torres
 Department of Nursing
 Catholic Univ. of
 Puerto Rico
 Los America Ave.
 Ponce, PR 00731

Associate Dean
 School of Nursing
 Univ. of Puerto Rico
 College of Related Health
 Professions
 Medical Sciences Campus
 Rio Piedras, PR 00936

Chairperson Rene M. Maddox
 Department of Nursing
 Rhode Island College
 600 Mt. Pleasant Ave.
 Providence, RI 02908

Acting Chairperson Catherine E.
 Graziano
 Department of Nursing
 Salve Regina College
 1 Ochre Point Ave.
 Newport, RI 02840

Dean Barbara L. Tate
 College of Nursing
 University of Rhode Island
 Kingston, RI 02881

Dean Geraldine Labecki
 College of Nursing
 Clemson University
 Clemson, SC 29631

Dean Marcia Curtis
 College of Nursing
 Medical University of
 South Carolina
 171 Ashley Ave.
 Charleston, SC 29403

Dean Betty M. Johnson
 College of Nursing
 Univ. of South Carolina
 Columbia, SC 29208

Chairman Joyce (Stuelpnagel)
 Nelson
 Department of Nursing
 Augustana College
 Sioux Falls, SD 57102

Acting Chairperson Sr.
 Marcine Quintus
 Department of Nursing
 Mount Marty College
 1100 W. 5th St.
 Yankton, SD 57078

Dean Carol J. Peterson
 College of Nursing
 South Dakota St. Univ.
 Brookings, SD 57007

Acting Chairman Wynella B.
 Badgett
 Dept. of Bac. Degree Nsg.
 East Tennessee St. Univ.
 P. O. Box 22240A
 Johnson City, TN 37601

Director Ina M. Longway
 Division of Nursing
 Southern Missionary College
 Collegedale, TN 37315

Director Marjorie Sczekan
 Department of Nursing
 Univ. of Tennessee at
 Chattanooga
 615 McCallie Ave.
 Chattanooga, TN 37401

Dean Sylvia E. Hart
 School of Nursing
 Univ. of Tennessee,
 Knoxville
 1200 Volunteer Blvd.
 Knoxville, TN 37916

Acting Dean Norma Jean
 Long
 College of Nursing
 University of Tennessee
 800 Madison Ave.
 Memphis, TN 38163

Dean Sara K. Archer
School of Nursing
Director of Nursing
Vanderbilt
Vanderbilt University
Godchaux Hall
Nashville, TN 37240

Dean Geddes McLaughlin
School of Nursing
Baylor University
3616 Worth St.
Dallas, TX 75246

Chairman Sandra Blassingame
Division of Nursing
Dallas Baptist College
3000 Florina Drive
Dallas, TX 75211

Dean Glendola Nash
College of Science, Math
and Health Professions
Houston Baptist Univ.
7502 Fondren
Houston, TX 77074

Director Sr. Teresa Stanley
Division of Nursing
Incarnate Word College
4301 Broadway
San Antonio, TX 78209

Chairman Nancy Schoenrock
Department of Nursing
Mary Hardin-Baylor College
MH-6 Station
Belton, TX 76513

Dean Jewellean Mangaroo
College of Nursing
Prarie View A&M Univ.
2600 Southwest Freeway,
Suite 600
Houston, TX 77098

Dean Virginia R. Jarratt
Harris College of Nursing
Texas Christian University
2900 S. University Dr.
Fort Worth, TX 76129

Dean
College of Nursing
Texas Woman's University
Box 23026, T.W.U. Sta.
Denton, TX 76204

Dean Shirley Dooling
School of Nursing
University of St. Thomas
3812 Montrose Blvd.
Houston, TX 77006

Dean Myrna Pickard
School of Nursing
Univ. of Texas at Arlington
Arlington, TX 76019

Dean Billye J. Brown
School of Nursing
Univ. of Texas at Austin
1700 Red River
Austin, TX 78701

Dean Eileen M. Jacobi
School of Nursing
Univ. of Texas at El Paso
1101 N. Campbell St.
El Paso, TX 79902

Dean Dorothy M. Damewood
School of Nursing
Univ. of Texas Medical Br.
Galveston, TX 77550

Dean Arlowayne Swort
School of Nursing
University of Texas
Health Science Center
at Houston
1100 Holcombe Blvd.
Houston, TX 77030

Dean Parry L. Hawken
 School of Nursing
 University of Texas Health
 Science Center
 7703 Floyd Curl Dr.
 San Antonio, TX 78284

Dean Hazel M. Aslakson
 School of Nursing
 West Texas St. Univ.
 W. T. Box 969
 Canyon, TX 79016

Dean Maxine J. Cope
 College of Nursing
 Brigham Young Univ.
 2240 SFLC
 Provo, UT 84602

Dean Madeleine Leininger
 College of Nursing
 University of Utah
 25 S. Medical Dr.
 Salt Lake City, UT 84112

Director Jean Milligan
 School of Nursing
 University of Vermont
 216 Rowell Bldg.
 Burlington, VT 05401

Chairperson Vida S. Huber
 Department of Nursing
 Eastern Mennonite College
 Harrisonburg, VA 22801

Chairman Evelyn Cohelan
 Department of Nursing
 George Mason University
 4400 University Dr.
 Fairfax, VA 22030

Chairman Fostine G. Riddick
 Department of Nursing
 Hampton Institute
 Hampton, VA 23668

Chairman Nancy Goodrich
 Division of Health Services
 Marymount College of
 Virginia
 2807 N. Glebe Rd.
 Arlington, VA 22207

Chairperson Janet A. Rodgers
 Department of Nursing
 Old Dominion University
 Norfolk, VA 23508

Chairperson Carol D. Batra
 Department of Nursing
 Radford College
 Radford, VA 24142

Dean Rose Marie Chioni
 School of Nursing
 University of Virginia
 McLeod Hall
 Charlottesville, VA 22903

Dean Doris B. Yingling
 School of Nursing
 Virginia Commonwealth Univ.
 Medical College of Virginia
 1220 E. Broad St.
 Richmond, VA 23298

Dean Laura C. Dustan
 Intercollegiate Center for
 Nursing Education
 Intercollegiate Center for
 Nursing Education
 S. 10 Cedar St.
 Spokane, WA 99204

Director Doris G. Stucke
 School of Nursing
 Pacific Lutheran Univ.
 Tacoma, WA 98447

Director Della Tiede
 School of Health Sciences
 Seattle Pacific Univ.
 3307 Third Ave., W.
 Seattle, WA 98119

Dean Patricia A. Ferris
 School of Nursing
 Seattle University
 900 Broadway
 Seattle, WA 98122

Dean Rheba de Tornay
 School of Nursing
 University of Washington
 T318, Health Sciences Center
 Seattle, WA 98195

Dean Wynelle J. Huff
 School of Nursing
 Walla Walla College
 College Place, WA 99324

Chairperson Jean H. Roy
 Department of Nursing
 Alderson-Broadbudd College
 Philippi, WV 26416

Dean Lorita D. Jenab
 School of Nursing
 West Virginia Univ.
 Medical Center
 Morgantown, WV 26506

Chairman Florence Elliott
 Department of Nursing
 West Virginia Wesleyan Col.
 Middleton Hall
 Buckhannon, WV 26201

Chairperson Vivien DeBack
 Division of Nursing
 Alverno College
 3401 S. 39th St.
 Milwaukee, WI 53215

Chairman Sr. Mary Greda
 Touchett
 Faculty of Nursing and
 Health Science
 Marian College of Fond du Lac
 45 S. National Ave.
 Fond du Lac, WI 54935

Dean Sr. M. Rosalie Klein
 College of Nursing
 Marquette University
 3029 N. 49th St.
 Milwaukee, WI 53210

Dean Suzanne Van Ort
 School of Nursing
 Univ. of Wisconsin-Eau Claire
 Garfield & Park Ave.
 Eau Claire, WI 54701

Dean Valencia N Prock
 School of Nursing
 Univ. of Wisconsin-Madison
 600 Highland Ave.
 Madison, WI 53706

Dean Mary E. Conway
 School of Nursing
 Univ. of Wisconsin-Milwaukee
 1909 E. Hartford Ave.
 Milwaukee, WI 53211

Dean Hildegarde Siegel
 College of Nursing
 Univ. of Wisconsin-Oshkosh
 800 Algoma Blvd.
 Oshkosh, WI 54901

Chairman Sr. Grace Clare
 Beznouz
 Department of Nursing
 Viterbo College
 815 S. 9th St.
 La Crosse, WI 54601

Dean Marion M. Schrum
 School of Nursing
 University of Wyoming
 Box 3065, University Sta.
 Laramie, WY 82071

APPENDIX C

Survey Instrument

PART I

Instructions for LPC and Group Atmosphere Scores and Sample Scales

People differ in the ways they think about those with whom they work. This may be important in working with others. Please give your immediate, first reaction to the following items.

Following are pairs of words which are opposite in meaning, such as Very Neat and Not Neat. You are asked to describe someone with whom you have worked by placing an "X" in one of the eight spaces on the line between the two words. Each space represents how well the adjective fits the person you are describing, as if it were written:

Very Neat: _____ : _____ : _____ : _____ | _____ : _____ : _____ : _____ : Not Neat
 8 7 6 5 4 3 2 1
 Very Quite Some- Slightly Slightly Some- Quite Very
 Neat Neat what Neat Untidy what Untidy Untidy
 Neat Untidy

For example: If you were to describe the person with whom you are able to work least well, and you ordinarily think of him as being *quite neat*, you would put an "X" in the second space from the words Very Neat, like this:

Very Neat: _____ : X : _____ : _____ | _____ : _____ : _____ : _____ : Not Neat
 8 7 6 5 4 3 2 1
 Very Quite Some- Slightly Slightly Some- Quite Very
 Neat Neat what Neat Untidy what Untidy Untidy
 Neat Untidy

If you ordinarily think of the person with whom you can work least well as being only *slightly neat*, you would put your "X" as follows:

Very Neat: _____ : _____ : _____ : X | _____ : _____ : _____ : _____ : Not Neat
 8 7 6 5 4 3 2 1
 Very Quite Some- Slightly Slightly Some- Quite Very
 Neat Neat what Neat Untidy what Untidy Untidy
 Neat Untidy

If you would think of him as being *very untidy*, you would use the space nearest the words Not Neat.

Very Neat: _____ : _____ : _____ : _____ | _____ : _____ : _____ : X : Not Neat
 8 7 6 5 4 3 2 1
 Very Quite Some- Slightly Slightly Some- Quite Very
 Neat Neat what Neat Untidy what Untidy Untidy
 Neat Untidy

Look at the words at both ends of the line before you put in your "X". Please remember that there are *no right or wrong answers*. Work rapidly; your first answer is likely to be the best. Please do not omit any items, and mark each item only once.

P A R T II
Demographic Data Questionnaire

- (1) Your age _____
- (2) Highest degree held. Check one of the following.
 1 () BS
 2 () MS
 3 () Ph D or EdD
- (3) Subject or discipline in which highest degree held. Check one of the following.
 1 () Nursing
 2 () Education
 3 () Business (management)
 4 () Counselling
 5 () Sociology
 6 () Other - specify _____
- (4) Number of faculty for whom you are responsible. Check one of the following.
 1 () 1 - 4
 2 () 5 - 9
 3 () 10 - 19
 4 () 20 - 29
 5 () 30 - 39
 6 () 40 or more
- (5) Number of degrees offered by your college or school of nursing. Example: AD, BSN. Check one of the following.
 1 () 1
 2 () 2
 3 () 3
 4 () 4
 5 () Other - specify _____
- (6) Years of experience in administration, including present position. Check one of the following.
 1 () 1 - 2
 2 () 2 - 4
 3 () 5 - 9
 4 () 10 - 15
 5 () 16 - 25
 6 () 26 or more
- (7) Years of experience in administration in present job situation. Check one of the following.
 1 () 1
 2 () 2
 3 () 3 - 5
 4 () 6 - 10
 5 () 11 or more
- (8) Is your university or college unionized? Check one of the following.
 1 () Yes
 2 () No
- (9) Number of years your university or college has been unionized. Check one of the following.
 1 () Less than 2 years
 2 () 2 - 5 years
 3 () 6 - 10 years
 4 () 11 - 20 years
 5 () More than 20 years
- (10) Number of hierarchical layers below your position. Example: Division chairperson, department chairperson or subject coordinator. Check one of the following.
 1 () 1
 2 () 2
 3 () 3
 4 () 4
- (11) Workshops or courses taken in the area of management since last degree. Check one of the following.
 1 () None
 2 () Few
 3 () Many
- (12) Opportunity provided for management training on the job. Check one of the following.
 1 () Never
 2 () Seldom
 3 () Occasionally
 4 () Frequently
- (13) Opportunities available for advancement to management in institution where employed. Check one of the following.
 1 () None
 2 () Few
 3 () Many

PART III

Following is a list of 21 job characteristics identified as important by nursing faculty.
Check one of each of the four columns on the Left and Right side of the page.

IDEAL JOB				CHARACTERISTICS	PRESENT JOB			
Check one of the four columns indicating your perception of the importance of the characteristic					Check one of the four columns indicating your perception of the importance of the characteristic			
Most important	Next in importance	Some importance	No importance		Completely satisfactory	Satisfactory, but should be better	Barely satisfactory	Completely unsatisfactory
				1. Physical surroundings where I work.				
				2. Opportunity to be a good teacher.				
				3. My salary.				
				4. Fringe benefits (retirement and so on).				
				5. Being left alone at work.				
				6. Tenure or the probability of tenure.				
				7. Opportunity to work with supportive colleagues.				
				8. A dean who lets me define my own responsibilities and fulfill them in my own way.				
				9. A voice in nursing school policy.				
				10. A dean who is available and tells me what is expected of me.				
				11. Time and facilities to do quality research.				
				12. A position in an attractive community.				
				13. A position in a nationally recognized school of nursing.				
				14. A position involving a minimum of teaching.				
				15. Having responsibility and being important in nursing school activities.				
				16. Bright and stimulating students.				
				17. Being evaluated without reference to race, ethnicity, or sex.				
				18. Adequate library facilities.				
				19. Opportunity to keep clinical knowledge current.				
				20. A position in a location permitting my spouse to follow his career.				
				21. Adequate laboratory facilities.				

APPENDIX D

Correspondence with Subjects in the Study

Job satisfaction and related variables associated with persons in your position are an important component of the effective performance of the organization in which you work. Little research has been conducted on this topic.

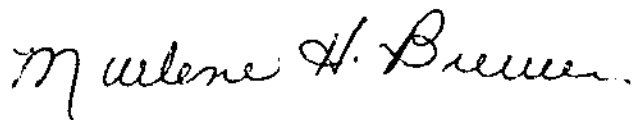
As a doctoral student at North Texas State University, I am conducting a study under the direction of Dr. Dwane Kingery. The study examines selected variables indicative of nurse middle manager educators perception of ideal and present job characteristics most important to job satisfaction.

To complete this study your assistance is needed. A questionnaire is enclosed which is composed of three parts. Part I requests information concerning your leadership style and group atmosphere. Part II requests demographic data. Part III requests responses to most important job characteristics in the ideal and in your present job situation most important to job satisfaction. It should take about thirty minutes to complete the three parts. The questionnaire is preceded with an identification page for use in follow-up for those institutions who have not returned completed questionnaires. This page will be separated from the questionnaire when returned. Your responses will be kept strictly confidential and will become an anonymous part of the collected data. Neither your responses nor your institution will be in any way connected with the returned data. The number in the upper right hand corner represents your geographic region.

These questionnaires are being sent to all 292 accredited baccalaureate programs in nursing throughout the United States to persons in your position.

A copy of the questionnaire and a self-addressed stamped envelope are enclosed. Please complete the questionnaire and return it to me by April 1, 1980. Your time and cooperation in this effort are greatly appreciated.

Sincerely yours,



Marlene H. Brewer

This page will be used only for purposes of follow-up for institutions who have not returned completed questionnaires. To assure complete confidentiality and anonymity of responses, this page will be separated from the completed questionnaire when returned.

Please do not remove this page before returning, or another questionnaire will be sent to you, due to the inability to identify which institutions have returned questionnaires.

If you would like to have the final results of the research study, please place an "X" in the space. _____

Thank you again for your participation in this project.

APPENDIX E

Letters of Permission

4600 Ridgecrest Drive
Arlington, TX 76017
July 24, 1979

Dr. Charles M. Bonjean
The Hogg Foundation for Mental Health
The University of Texas at Austin
Austin, Texas 78752

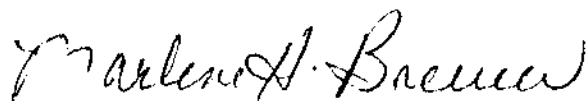
Dear Dr. Bonjean:

It was a real pleasure talking to you last week. I am really excited about my dissertation which is taking shape and am looking forward to the use of your job satisfaction instrument. The instrument will be the dependent variable utilized in conjunction with eleven selected independent variables. The population will consist of middle managers in nursing education.

I would very much appreciate your written permission allowing me to use the job satisfaction instrument.

Thank you for placing me on the list to receive your article which is in the process of being published. I would be happy to forward the results of my study to you when it is completed.

Sincerely yours,



Marlene H. Brewer



THE HOGG FOUNDATION
FOR MENTAL HEALTH

130

THE UNIVERSITY OF TEXAS · AUSTIN, TEXAS 78712 / AREA CODE 512 PH. 471-5041

July 30, 1979

Ms. Marlene H. Brewer
4600 Ridgecrest Drive
Arlington, Texas 76017

Dear Marlene:

You certainly have our permission to use the job satisfaction instrument in your dissertation research. We wish you the best on this project and will be most interested in your findings. If you have any questions or if we can be of any assistance, please let us know.

The paper concerning changes in job satisfaction over a six year period in one school of nursing is still in rough draft form. We plan to submit it for publication later in the summer and hope for the best. I'll send you a copy at that time.

Sincerely,

Charles M. Bonjean
Hogg Professor of Sociology

dd

4600 Ridgecrest Drive
Arlington, TX 76017
July 19, 1979

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Attention: Manager, Copyrights & Permissions

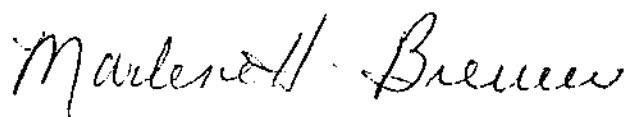
Dear Copyright Manager:

I am interested in obtaining copies and/or permission to use the LPC and group atmosphere scales as they appear in the book, "A Theory of Leadership Effectiveness" by Fred E. Fiedler, McGraw-Hill Book Company, 1967, as they appear on pages 267, 268, and 269.

Currently, I am involved in research on a doctoral dissertation and would like to use the scales to measure the leadership style and group atmosphere as perceived by nurse middle manager educators.

Your prompt attention to my request will be greatly appreciated.

Sincerely yours,

A handwritten signature in cursive script that reads "Marlene H. Brewer". The signature is written in dark ink and is positioned above the typed name.

Marlene H. Brewer

McGraw-Hill Book Company

1221 Avenue of the Americas
New York, New York 10020
Telephone 212/997-2613



Copyrights and Permissions Department

August 2, 1979

Ms. Marlene H. Brewer
4600 Ridgcrest Drive
Arlington, TX 76017

Dear Ms. Brewer:

Permission is hereby granted for the use of the following material for the purpose specified in your letter of July 19, for one-time non-commercial use only in your doctoral dissertation.

Fiedler: A THEORY OF LEADERSHIP EFFECTIVENESS

PP.267, 268 & 269

This permission is granted with the understanding that your use of the material is limited to the specified purpose and that a credit line will be footnoted on the first page of each quotation covered by this permission or on the copyright page of the volume in which the material appears. Where illustrations are used, the credit line should appear after the legend. The acknowledgment should read:

"From (title of book) by (author). Copyright (c) (date and owner). Used with permission of McGraw-Hill Book Company".

Sincerely,

A handwritten signature in cursive script that reads 'Pat Colombari'.
Pat Colombari (Mrs.)
Permissions Supervisor

PC:p1

APPENDIX F

Unabridged Tables Utilized in Data Analysis

TABLE I
 BANK ORDERING OF CHARACTERISTICS OF THE
IDEAL JOB SETTING
 UNABRIDGED

Rank Order	Characteristic
1	Opportunity to work with supportive colleagues
2	A voice in nursing school policy
3	Opportunity to be a good teacher
4	A dean who lets me define my own responsibilities and fulfill them in my own way
5	Adequate library facilities
6	Being evaluated without reference to race, ethnicity, or sex
7	Bright and stimulating students
8	Opportunity to keep clinical knowledge current
9	A dean who is available and tells me what is expected of me
10	My salary
11	Adequate laboratory facilities
12	Fringe benefits (retirement and so on)
13	Time and facilities to do quality research
14	Having responsibility and being important in nursing school activities
15	A position in a nationally recognized school of nursing
16	A position in a location permitting my spouse to follow his career
17	Physical surroundings where I work
18	Tenure or the probability of tenure
19	Being left alone at work
20	A position in an attractive community
21	A position involving a minimum of teaching

TABLE II
 RANK ORDERING OF CHARACTERISTICS OF THE
PRESENT JOB SETTING
 UNABRIDGED

Rank Order	Characteristic
1	Being evaluated without reference to race, ethnicity, or sex
2	Having responsibility and being important in nursing school activities
3	A position in a location permitting my spouse to follow his career
4	A voice in nursing school policy
5	A position in an attractive community
6	Tenure or the probability of tenure
7	Bright and stimulating students
8	Opportunity to be a good teacher
9	A dean who lets me define my own responsibilities and fulfill them in my own way
10	A position in a nationally recognized school of nursing
11	Physical surroundings where I work
12	A position involving a minimum of teaching
13	Opportunity to work with supportive colleagues
14	Being left alone at work
15	A dean who is available and tells me what is expected of me
16	Fringe benefits (retirement and so on)
17	Adequate library facilities
18	Adequate laboratory facilities
19	My salary
20	Opportunity to keep clinical knowledge current
21	Time and facilities to do quality research

BIBLIOGRAPHY

Books

- Argyle, Michael, The Social Psychology of Work, London, The Penguin Press, 1972.
- Blake, Robert R., and Jane S. Mouton, Corporate Excellence Through Grid Organization Development, Houston, Gulf Publishing Company, 1968.
- Blau, Peter M., The Organization of Academic Work, New York, John Wiley & Sons, 1973.
- Burton, William H., and Leo T. Brueckner, Supervision, A Social Process, 3rd ed., New York, Appleton-Century-Crofts, Inc., 1958.
- Etzioni, Amitai, Modern Organizations, Englewood Cliffs, Prentice-Hall, Inc., 1964.
- Fiedler, Fred E., A Theory of Leadership Effectiveness, New York, McGraw-Hill Book Company, 1967.
- Fruchter, Benjamin, Introduction to Factor Analysis, New York, Von Nostrand, 1954.
- Herman, Henry H., Modern Factor Analysis, Chicago, University of Chicago Press, 1976.
- Hersey, Paul and Kenneth Blanchard, Management of Organizational Behavior: Utilizing Human Resources, 3rd ed., Englewood Cliffs, Prentice-Hall, Inc., 1977.
- Herzberg, Frederick, Work and the Nature of Man, New York, World Publishing Co., 1966.
- Herzberg, Frederick, Bernard Mauser, and Barbara Synderman, The Motivation to Work, New York, John Wiley & Sons, 1959.
- Hoppock, Robert, Job Satisfaction, New York, Harper and Brothers, 1935.
- Huck, Schuyler W., William H. Cormier, and William G. Bounds, Jr., Reading Statistics and Research, New York, Harper and Row, 1974.

- Isaac, Stephen, and William B. Michael, Handbook in Research and Evaluation, San Diego, Edits Publishers, 1971.
- Jackson, John H., and Cyril P. Morgan, Organization Theory, A Macro Prospective, Englewood Cliffs, Prentice-Hall, Inc., 1978.
- Jackson, John H., Organization Theory, A Macro Perspective, Englewood Cliffs, Prentice-Hall, Inc., 1978.
- Kahn, Robert L., and others, Organizational Stress: Studies in Role Conflict and Ambiguity, New York, John Wiley and Sons, 1964.
- Katz, Daniel and Robert L. Kahn, The Social Psychology of Organization, New York, John Wiley and Sons, 1965.
- Kemerer, Frank R., Unions on Campus, San Francisco, Jossey-Bass, 1975.
- Kim, Jae-on and Charles W. Mueller, Factor Analysis, Beverly Hills, Sage Publications, 1978.
- Lawley, D. N., and A. E. Maxwell, Factor Analysis as a Statistical Method, New York, Elsevier Publishing Co., 1971.
- Lawrence, Paul F., and Jay W. Lorsch, Organization and Environment, Managing Differentiation and Integration, Cambridge, Harvard University Press, 1967.
- Nie, Norman, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences, New York, McGraw-Hill Book Co., 1970.
- Porter, Lyman W., Edward E. Lawler, and Richard Hackman, Behavior in Organizations, New York, McGraw-Hill Book Co., 1975.
- Porter, Lyman W., and Edward E. Lawler, Managerial Attitudes and Performances, Homewood, The Dorsey Press, 1968.
- Roscoe, John T., Fundamental Research Statistics for the Behavioral Sciences, 2nd ed., New York, Holt, Rinehart and Winston, 1975.

Schumacher, Ernst F., Small Is Beautiful, London, Blond and Briggs, 1973.

Vroom, Victor H., Work and Motivation, New York, John Wiley and Sons, 1964

Walker, Helen M., and Joseph Lev, Statistical Inference, New York, Holt, Rinehart and Winston, 1953.

Articles

Alutto, Joseph A., and James A. Belasco, "Determinants of Attitudinal Militancy Among Nurses and Teachers," Industrial and Labor Relations Review, 27 (January, 1974), 216-227.

Anderson, Lester W., "Teacher Morale and Student Achievement," Journal of Educational Research, 46 (May, 1953), 693-698.

Angus, Monica, "Job Satisfaction in Two Schools of Nursing," Dimensions in Health Service, 56 (August, 1979), 35-37.

Baehr, Melaney E., and Richard Renck, "The Definition and Measurement of Employee Morale," Administrative Science Quarterly, 3 (September, 1958), 157-184.

Bagozzi, Richard P., "Salesforce Performance and Satisfaction as a Function of Individual Difference, Interpersonal and Situational Factors," Journal of Marketing Research, 15 (November, 1978), 517-531.

Becker, Howard S., "Notes on the Concept of Commitment," American Journal of Sociology, 66 (July, 1960), 32-40.

Becker, Howard S., and James Casper, "The Elements of Identification with an Occupation," American Sociological Review, 21 (June, 1956), 341-347.

Bigoness, William J., "Correlates of Faculty Attitudes Toward Collective Bargaining," Journal of Applied Psychology, 63 (April, 1978), 228-233.

Blocker, Clyde E., and Richard C. Richardson, "Twenty-five Years of Morale Research: A Critical Review," Journal of Educational Sociology, 36 (January, 1963), 200-210.

- Bonjean, Charles M., and Gary C. Vance, "A Short-form Measure of Self-Actualization," The Journal of Applied Behavioral Science, 4 (July-September, 1968), 299-312.
- Brayfield, Arthur H., and Walter H. Crockett, "Employee Attitudes and Employee Performance," Psychological Bulletin, 52 (September, 1955), 392-424.
- Buchanan, II, Bruce, "Building Organizational Commitment: The Socialization of Managers in Work Organizations," Administrative Science Quarterly, 19 (December, 1974), 533-546.
- Burke, Ronald J., "Are Herzberg's Motivation and Hygienes Undimensional?" Journal of Applied Psychology, 50 (August, 1966), 317-321.
- Child, Irving L., "Morale: A Bibliographical Review," Psychological Bulletin, 38 (June, 1941), 393-420.
- Davis, Harry H., and others, "Morale, Opinions and Attitudes of Teachers," Review of Educational Research, 23 (October, 1963), 407-414.
- Ewen, Robert B., "Some Determinants of Job Satisfaction: A Study of the Generality of Herzberg's Theory," Journal of Applied Psychology, 48 (June, 1964), 161-163.
- Fournet, Glenn P., M. K. Distefano, and Margaret W. Pryer, "Job Satisfaction: Issues and Problems," Personnel Psychology, 19 (Summer, 1966), 165-183.
- Friedlander, Frank, "Job Characteristics as Satisfiers and Dissatisfiers," Journal of Applied Psychology, 48 (December, 1964), 388-392.
- Futrell, Charles M., "Measurement of Salespeople's Job Satisfaction: Convergent and Discriminant Validity of Corresponding INDSALES and Job Descriptive Index Scales," Journal of Marketing Research, 16 (November, 1979), 594-597.
- Getman, Julius G., and Stephen B. Goldberg, "The Behavioral Assumptions Underlying NLRB Regulation of Campaign Misrepresentations; An Empirical Evaluation," Stanford Law Review, 28 (January, 1976), 263-284.

- Getman, Julius G., Stephen G. Goldberg, and Jeanne B. Herman, "The National Labor Relations Voting Study: A Preliminary Report," Journal of Legal Studies, 1 (June, 1972), 233-258.
- Getzels, J. W., and E. G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (Winter, 1957), 438-441.
- Gordon, George G., "The Relationship of 'Satisfiers' and 'Dissatisfiers' to Productivity, Turnover and Morale," American Psychology, 20 (July, 1965), 499.
- Grandjean, Burke D., Linda H. Aiken, and Charles M. Bonjean, "Professional Autonomy and the Work Satisfaction of Nursing Educators," Nursing Research, 25 (May-June, 1976), 216-221.
- Guion, Robert M., "Some Definitions of Morale," Studies in Personnel and Industrial Psychology, edited by David Fleishmann, Homewood, The Dorsey Press, Inc., 1961, 62-65.
- Hall, Douglas T., and Khalil E. Nougaim, "An Examination of Maslow's Need Hierarchy in an Organizational Setting," Organizational Behavior and Human Performance, 3 (February, 1968), 12-35.
- Hall, Jay, and Susan N. Donnell, "Managerial Achievement: The Personal Side of Behavioral Theory," Human Relations, 32 (January, 1979), 77-101.
- Hamner, W. Clay, and Frank J. Smith, "Work Attitudes as Predictors of Unionization Activity," Journal of Applied Psychology, 63 (August, 1978), 415-421.
- Herzberg, Frederick, "Motivation, Morale and Money," Psychology Today, 1 (March, 1968), 42-67.
- Horowitz, Joseph L., and William E. Sedlacek, "Initial Return on Mail Questionnaires: A Literature Review and Research Note," Research in Higher Education, Volume 2, No. 4 (1974), 361-367.
- House, Robert and Lawrence A. Wigdor, "Herzberg's Dual-factor Theory of Job Satisfaction and Motivation: A Review of the Evidence and a Criticism," Personnel Psychology, 20 (Winter, 1967), 369-389.

- Hoyt, Donald P., and Donald K. Spangler, "The Measurement of Administrative Effectiveness of the Academic Department Head," Research in Higher Education, 10, No. 4 (1979), 291-303.
- Hrebiniak, Lawrence G., and Joseph A. Alutto, "Personal and Role-related Factors in the Development of Organizational Commitment," Administrative Science Quarterly, 17 (December, 1972), 555-573.
- Hurka, S. J., "The Impact of Managerial Orientation on Need Satisfaction," Hospital Topics, 57 (September-October, 1979), 18-20.
- Jauch, Lawrence R., and Uma Sekaran, "Employee Orientation and Job Satisfaction Among Professional Employees in Hospitals," Journal of Management, 4 (Spring, 1978), 43-56.
- Lindsay, Carl A., Edmond Marks, and Leon Gorlow, "The Herzberg Theory: Critique and Reformulation," Journal of Applied Psychology, 51 (August, 1967), 330-339.
- Lynn, Naomi B., and Richard E. Vaden, "Public Administrators: Some Determinants of Job Satisfaction," The Bureaucrat, 8 (Summer, 1979), 66-71.
- _____, "Toward A Non-sexist Personnel Opportunity Structure: The Federal Executive Bureaucracy," Public Personnel Management, 8 (July-August, 1979), 209-215.
- Marris, Robin, "The Modern Corporation and Economic Theory," The Corporate Economy, edited by Robin Marris and Adrian Wood, Cambridge, Massachusetts, Harvard University Press, 1971, 39-61.
- Maslow, Abraham H., "A Theory of Human Motivation," Twentieth Century Psychology, edited by Peter L. Harriman, New York, The Philosophical Library, 1946, 22-48.
- Mathis, Claude, "The Relationship Between Salary Policies and Teacher Morale," Journal of Educational Psychology, 50 (December, 1959), 275-279.
- Miller, Delbert C., "Morale of College-Trained Adults," American Sociological Review, 5 (December, 1940), 880-889.

- Miller, Delbert C., "Economic Factors in the Morale of College-trained Adults," American Journal of Sociology, 47 (September, 1941), 139-157.
- Morris, James H., Richard M. Steers, and James L. Koch, "Influence of Organization Structure on Role Conflict and Ambiguity for Three Occupational Groupings," Academy of Management Journal, 22 (March, 1979), 58-71.
- Neumans, Yoram, "Determinants of Faculty Attitudes Toward Collective Bargaining in University Graduate Departments: An Organizational Climate Approach," Research in Higher Education, 10, No. 2 (1979), 123-138.
- Odewahn, Charles A., and M. M. Petty, "A Comparison of Levels of Job Satisfaction, Role Stress, and Personal Competence Between Union Members and Nonmembers," Academy of Management Journal, 23 (March, 1980), 150-155.
- Pfeffer, Jeffrey, and John Lawler, "Effects of Job Alternatives, Extrinsic Rewards, and Behavioral Commitment on Attitude Toward the Organization: A Field Test of the Insufficient Justification Paradigm," Administrative Science Quarterly, 25 (March, 1980), 38-56.
- Redefer, Frederick L., "Factors that Affect Teacher Morale," Nation's Schools, 63 (February, 1959), 59-62.
- _____, "Studies of Teacher Morale," School and Society, 92 (January, 1964), 63-64.
- Roach, Darrell E., "Dimensions of Employee Morale," Personnel Psychology, 11 (Autumn, 1958), 419-431.
- Rump, E. E., "Size of Psychiatric Hospitals and Nurses' Job Satisfaction," Journal of Occupational Psychology, 52 (December, 1979), 255-265.
- Schreisheim, Chester A., "Job Satisfaction, Attitudes Toward Unions, and Voting in a Union Representation Election," Journal of Applied Psychology, 63 (October, 1978), 548-552.

- Sergiovanni, Thomas J., "New Evidence on Teacher Morale: A Proposal for Staff Differentiation," North Central Association Quarterly, 42 (Winter, 1968), 259-266.
- Smart, John C., and Barry R. Morstain, "Assessment of Job Satisfaction Among College Administrators," Research in Higher Education, 3, No. 1 (1975), 1-9.
- Smith, Russell L., and Anne H. Hopkins, "Public Employee Attitudes Toward Unions," Industrial and Labor Relations Review, 32 (July, 1979), 484-495.
- Soper, W. Barlow, "A Brief Note on a Preliminary Study of Life Satisfaction for Male University Faculty of Differing Chronological Ages," Experimental Aging Research, 5 (October, 1979), 435-440.
- Stagner, Ross, "Motivational Aspects of Industrial Morale," Personnel Psychology, 11 (Spring, 1958), 64-78.
- Super, Donald E., "A Theory of Vocational Development," American Psychologist, 8 (May, 1953), 185-190.
- Tompkins, Ellsworth, and Galen Jones, "The Genesis of Morale," School Review, 58 (March, 1950), 156-161.
- Trusty, Francis, and Thomas Sergiovanni, "A Proposal for Restructuring Teacher Roles," Educational Administrative Quarterly, 2 (Autumn, 1966), 168-181.
- Woodward, Joan and Jeffrey Rackham, "The Measurement of Technical Variables," Industrial Organization: Behavior and Control, edited by Joan Woodward, New York, Oxford University Press, 1970, 92-113.

Publications of Learned Organizations

- Ladd, Jr., Everett Carl, and Seymour Martin Lipset, Professors, Unions, and American Higher Education, Berkeley, California, The Carnegie Commission on Higher Education, 1973.
- National League for Nursing, Baccalaureate Education in Nursing: Key to a Professional Career in Nursing, 1978-1979, New York, National League for Nursing, 1978.

Government Documents

Bentley, Ralph R., and Aruno M. Rempel, Changing Teacher Morale: An Experiment in Feedback of Identified Problems to Teachers and Principals, Final Report, Project 5-0151, U. S. Office of Education, Bureau of Research, Washington. Government Printing Office, 1967.

Unpublished Materials

- Bowers, Orville F., "Elements of Institutional Climate Pertaining to Faculty Morale in Colleges," unpublished doctoral dissertation, University of Missouri, Columbia, Missouri, 1968.
- Brooks, James D., "An Analysis of Community College Faculty Morale and Selected Factors," unpublished doctoral dissertation, Department of Adult Education, North Carolina State University at Raleigh, Raleigh, North Carolina, 1970.
- Deveau, Rojer J., "The Relationships Between the Leadership Effectiveness of First-Line Supervisors and Measures of Authoritarianism, Creativity, General Intelligence and Leadership Style," unpublished doctoral dissertation, School of Education, Boston University, Boston, Massachusetts, 1976.
- Gist, Ronald C., "Organizational Structure and Teacher Job Satisfaction," unpublished doctoral dissertation, University of Denver, Denver, Colorado, 1979.
- Hansen, M. C., "A Study of the Relationship Between Faculty Morale and Influence Structure in Five Selected Junior Colleges," unpublished doctoral dissertation, Department of Education, University of Texas, Austin, Texas, 1964.
- Harrison, M. G., "Job Satisfaction Among Faculty Members in A Large Black Southern University," unpublished doctoral dissertation, The Louisiana State University and Mechanical College, Baton Rouge, Louisiana, 1979.
- Hasle, Frederick, G., "An Assessment of Differences in Morale Between and Among Selected Union and Non-Union Community College Faculty," unpublished doctoral dissertation, Oregon State University, Corvallis, Oregon, 1978.

- Koplyay, J. B., "Relationships Between Teachers' Morale, Organizational Climate, and School Salary Policies in Selected Suburban Schools," unpublished doctoral dissertation, Department of Educational Psychology, Northwestern University, Evanston, Illinois, 1966.
- Newton, T. A., "An Investigation of the Relationship Between Job Satisfaction and Social Interaction for Professors of Educational Administration," unpublished doctoral dissertation, Oklahoma State University, Stillwater, Oklahoma, 1979.
- Powers, David D., "The Relationships Between Faculty Morale and Perceived Leader Behavior of Department Chairmen at a Florida Metropolitan Community College," unpublished doctoral dissertation, University of Miami, Coral Gables, Florida, 1973.
- Richardson, Jr., R. G., "Staff Morale: An Investigation Involving the Development and Testing of a Differential Morale Attitude Inventory," unpublished doctoral dissertation, Department of Education, University of Texas, Austin, Texas, 1963.