A STUDY OF THE FACTORS INFLUENCING JOB SATISFACTION AMONG TEXAS HIGH SCHOOL BAND DIRECTORS

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

Barbara Ann Qualls, M.Ed.
Denton, Texas
December, 1986
Qualis, Barbara A., A Study of the Factors Influencing Job Satisfaction Among Texas High School Band Directors. Doctor of Philosophy (Secondary Education), December, 1986, 75 pp., 9 tables, bibliography, 73 titles.

The problem with which this study was concerned was that of measuring and examining the level of job satisfaction among Texas high school band directors. The specific methodology included a quantitative comparison through confirmatory factor analysis of the factor structures of the sample of 109 Texas high school band directors and the norming population of 1460 industrial workers.

There were two purposes for conducting the study. First, the relationships between an assortment of demographic variables and measured job satisfaction were examined. The second purpose was to measure the degree of fit of the Frederick Herzberg Dual-Factor Theory to the factor structure of the sample. Correlation, t ratio, and one-way analysis of variance were used to compare the demographic variables with measured job satisfaction. Confirmatory factor analysis through LISREL was used to examine and compare factor structures.

Job satisfaction was measured with the Minnesota Satisfaction Questionnaire which was developed and tested through the Work Adjustment Project, Industrial Relations Center at the University of Minnesota. The twenty-item short-form retained the general reliability and validity measures of
the 100-item long form. The Demographic Data Sheet is a researcher-constructed document used to gather data for use in classifying respondents by educational background, school classification, and out-of-Texas teaching experience. Respondents were also asked to indicate chronological age and number of years creditable teaching experience.

Only when classified by educational background and school classification were respondents found to have significant differences in satisfaction scores. Those band directors who hold degrees in fields other than music have significantly lower satisfaction scores than those who have only music degrees. Directors from larger UIL classification schools have higher measured levels of job satisfaction than do those in smaller Texas schools.

While there are strong similarities between the factor structures of the sample group and the norming population, the sample contained three distinct factors. The third factor, not identified in the norming population structure, was defined by the constructs of Social Status, Social Service, Authority, Ability Utilization, and Achievement. It was concluded that the Herzberg Dual-Factor Theory does not completely explain vocational adjustment among Texas high school band directors.
# TABLE OF CONTENTS

LIST OF TABLES .......................................................... page v

Chapter

I. INTRODUCTION ..................................................... 1

Statement of the Problem
Purposes of the Study
Hypotheses
Significance of the Study
Definition of Terms
Limitations
Instruments
Procedures for Collection of Data
Procedures for Analysis of Data
Chapter Bibliography

II. REVIEW OF RELATED LITERATURE ............................ 17

Theoretical Discussions of Vocational
Adjustment
Empirical Studies Exploring the Relationships
of Assorted Variables with Job
Satisfaction
Studies Relating to Teacher Job Satisfaction
Chapter Bibliography

III. PROCEDURES ...................................................... 37

Population
Selection of Data Producing Sample
Instruments
Procedures of Collecting Data
Design of the Study
Procedures for Analysis of Data
Chapter Bibliography

IV. ANALYSIS OF DATA .............................................. 45

Major Findings
Additional Findings
Chapter Bibliography
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>56</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations for Further Study</td>
<td></td>
</tr>
<tr>
<td>APPENDICES</td>
<td>64</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>70</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>t Test Between Music and Non-Music Degree Holders</td>
<td>46</td>
</tr>
<tr>
<td>II.</td>
<td>Cross Tabulation of Respondents' Scores by Educational Group</td>
<td>47</td>
</tr>
<tr>
<td>III.</td>
<td>t Test Between In and Out of State Experience Groups</td>
<td>48</td>
</tr>
<tr>
<td>IV.</td>
<td>Cross Tabulation of Respondents' MSQ Scores by Out-of-State Teaching Experience</td>
<td>48</td>
</tr>
<tr>
<td>V.</td>
<td>ANOVA Summary Table for UIL Classifications and MSQ</td>
<td>49</td>
</tr>
<tr>
<td>VI.</td>
<td>Descriptive Statistics for UIL Classification and MSQ</td>
<td>50</td>
</tr>
<tr>
<td>VII.</td>
<td>Summary of Results for MSQ and Norming Matrices</td>
<td>51</td>
</tr>
<tr>
<td>VIII.</td>
<td>Scales, Means, and Standard Deviations for MSQ Items</td>
<td>52</td>
</tr>
<tr>
<td>IX.</td>
<td>Factor Assignment of Satisfaction Items</td>
<td>53</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The recent spate of commissioned reports on the condition of public school education in the United States has illustrated many areas in need of remediation. One such area concerns the attitude of teachers, with the implied assumption that happy, satisfied and self-realized teachers are more effective than those who are not. Some sources of teacher dissatisfaction center on the controversy concerning whether or not teachers are "professionals" or "workers" and a certain amount of inflexibility in defining the teacher's role has been exhibited by teachers' unions and representative groups by demands for collective bargaining while at the same time offering resistance to competency testing and merit pay (Gallup, 1984).

In light of the focus of national attention on education and the issues specifically involving teachers, it is evident that there exists a level of job dissatisfaction among teachers. The umbrella term "teachers" encompasses an overwhelmingly large group of individuals and although the degree of dissatisfaction of the entire group could certainly be measured, the resulting ratio would have little meaning in terms of remediation or explanation but would instead serve as
a public relations press tool by interested parties on any one of several sides of the controversy.

For the last thirty years or so, the structure for music education in Texas public schools, created by the Texas University Interscholastic League and the Texas Music Educators Association, has served as a national model for excellence. Both the UIL and TMEA have existed as organizations independent of the Texas Education Agency but working in cooperation with it in areas of development of materials and efforts toward an horizontal and integrated curriculum. Both the UIL and TMEA have established self-governing policies concerning membership, performance practices, and student eligibility requirements. Member schools (of UIL) or individual members (of TMEA) have been subject to penalties assessed by duly elected or appointed boards when rule or regulation infractions occurred.

In the special session of the Texas Legislature called by Governor Mark White in summer 1984, House Bill No. 72 was passed (Texas, 1984). House Bill 72 addresses many of the identified issues in Texas education in need of reform. As a result of its multipurpose nature, the document has numerous far-reaching implications. One such implication severely alters the traditional self-governing functions of the UIL and TMEA. Participation of students in those activities deemed "extra-curricular" is strictly limited. That limitation, as well as the companion limitations of rehearsal time, travel
time, competition limits, and academic eligibility, have dramatically altered the environment traditionally surrounding band, orchestra and choir programs in Texas high schools in terms of autonomy and expectations (Cormack, 1984).

Because the nature of the job of a Texas high school band director is high-profile, stressful, time-demanding and somewhat transient, many directors have not remained in the field for the full term to retirement. The areas of universal concern to teachers (compensation, status, recognition and reward, administrative policies) also impact band directors. However, the new strictures imposed by House Bill 72 have negatively redefined the realistic expectations of achievement and success available to band directors in Texas. For this reason, it is assumed that some level of job dissatisfaction exists among high school band directors in Texas. The sources of the dissatisfaction may be ephemeral and some may not be subject to remediation. It is important, however, to identify those sources so that realistic methods of coping with job dissatisfaction among Texas band directors may be devised.

The Dual-Factor theory of vocational adjustment posited by Frederick Herzberg has been utilized as the foundation for studies exploring job satisfaction for almost 30 years. The Dual-Factor theory involves an examination of those factors affecting job satisfaction which can be described, very roughly, as extrinsic and those which are intrinsic. The dual-factor theory explores the two basic needs of man --
seeking pleasure while avoiding pain. Herzberg alternately refers to that dual effort as the Adam-Abraham conflict, dual factor theory, First Level and Second Level Factors, and motivation-hygiene theory. Despite the specific nomenclature used, the basic concept providing structure to Herzberg's work is that job satisfaction is one construct which can be measured on a continuum from a complete absence of the construct to complete satisfaction of the various demands of the construct.

Likewise, job dissatisfaction is a different construct, also measured on a continuum but not the opposite of job satisfaction. Two separate and distinct sets of needs and factors define each construct. The absence of dissatisfaction is not equivalent to the presence of satisfaction (Herzberg, et al., 1957,1967; Herzberg, 1966). The Herzberg theory has stood the test of time in industrial and business vocational adjustment and should also be sufficient to categorize the sources of dissatisfaction among Texas high school band directors.

Statement of the Problem
The problem of this study was to examine the level of job satisfaction among Texas high school band directors.

Purposes of the Study
The primary purposes of this study were:

1. To measure the level of job satisfaction among
Texas high school band directors.

2. To compare the level of job satisfaction of Texas high school band directors classified by age, by educational background, by number of years of experience, by UIL school classification, and by the presence of out-of-state teaching experience.

3. To examine the applicability of the Herzberg Dual-Factor theory to Texas high school band directors' job satisfaction scores.

Hypotheses

1. There will be a significant negative correlation between the variables of age and Minnesota Satisfaction Questionnaire (MSQ) score.

2. There will be a significant negative correlation between the variables of years experience and MSQ score.

3. Band directors who hold a Master's degree or higher in a field other than music or music education will have significantly lower mean scores than those who hold a Bachelor's degree or a Master's degree in music or music education.

4. Band directors who have had out-of-Texas teaching experience will have significantly higher mean scores than those who have no such experience.

5. There will be no significant differences among the mean MSQ scores of respondents from the five UIL classifications.
6. There will be no significant difference between the factor structures of the responding sample and the norming population.

Significance of the Study

The early implementation of the Texas Education Reform Act (HB 72) has had a strong impact on the working conditions of Texas high school band directors. Student participation strictures, limited rehearsal time, and new competition guidelines are only a few of the changes in the traditional high school band environment mandated by the Reform Act. Information related to levels of job satisfaction could suggest methods for complying with the Reform Act provisions while maintaining the traditional excellence of Texas public school music programs.

Definition of Terms

The following terms will have restricted meaning and are thus defined for this study:

1. **Job satisfaction.** Job satisfaction will refer to the score on the Minnesota Satisfaction Questionnaire (MSQ) measuring the degree of the psychological construct of job satisfaction present in an individual respondent or group of respondents.

2. **Ability utilization, achievement, etc.** The 20 subscales of the MSQ are defined in operational terms in the subsection *Instruments.*
3. **Band director(s)**. Band directors are those dues-paying members of the High School Band Division of the Texas Music Educators Association. While membership is voluntary, virtually all Texas band teachers hold membership because such membership is required for student competitive activity.

4. **School classification**. The UIL school classifications of A (134 and less), AA (135-274), AAA (275-649), AAAA (650-1304), AAAAA (1305 and over) based on average daily attendance will constitute school classification.

5. **Educational background**. Three different degree choices to describe educational background were offered each respondent: Master's degree or higher in music or music education, Master's degree or higher in a field other than music or music education, and Bachelor's degree.

**Limitations**

The respondents to the Minnesota Satisfaction Questionnaire, while randomly selected, were fundamentally volunteers. The data thus collected were subject to the criticism inherent in volunteer responses (Borg, 1979).

The short form MSQ, while exhibiting an acceptable level of reliability and validity, was the only measure of the construct "job satisfaction" collected.

The several demographic variables collected do not cover all the alternatives for explaining variation in scores. It is also possible that one or more selected demographic variables may have served as a proxy for another variable or
group of variables.

In assessing a collection of categorical demographic variables in relation to a measured score, it is possible to confuse the functions of prediction and correlation (Pedhazur, 1982).

Instruments

The instruments used in this study include the **Demographic Data Sheet (DDS)** and the short form **Minnesota Satisfaction Questionnaire (MSQ)**. The MSQ incorporated scales relevant to both intrinsic and extrinsic aspects of satisfaction (Weiss, et al., 1967). Factor analysis of this 20-scale instrument yielded two factors of satisfaction — easily identifiable as intrinsic and extrinsic — accounting for 57% and 43% of common variance respectively. This questionnaire consisted of 100 items and required an administration time of about 20 minutes.

Because the Work Adjustment Project at the University of Minnesota depended on volunteer participants, it was important to shorten administration time of the instrument as much as possible within the limits set by the research objective and psychometric standards. Consequently, one concern of the research staff was to develop a short form of the MSQ.

The short form MSQ was constructed from twenty items, each item representing one of the 20 MSQ scales. The items chosen were those items which correlated most highly with their respective scale scores in the original MSQ data. These
items are:

1. Ability utilization.
2. Achievement.
3. Activity.
4. Advancement.
5. Authority.
6. Company policies and practices.
7. Compensation.
9. Creativity.
10. Independence.
11. Moral values.
12. Recognition.
15. Social service.
17. Supervision - human relations.
20. Working conditions.

Directions for the short form MSQ are identical to those for the long form. The respondent is directed to ask himself: "On my present job, this is how I feel about (the item)...." Five response alternatives are provided for each item: Very Dissatisfied; Dissatisfied; Neither (dissatisfied nor
satisfied); Satisfied; and Very Satisfied. For scoring, these response alternatives are weighted 1 to 5 respectively. Administration of the 20-item short form MSQ takes about five minutes.

Using the short form MSQ, norming data were obtained for a total group of 1460 men. The largest group consisted of engineers (N=390); and the smallest, of assemblers (N=76). Forty-nine of the total group of 1460 men did not fit into the six occupational categories used.

For the total group, the highest mean was obtained on Security, while Advancement had the lowest mean. Relatively high means were also observed for Activity, Independence and Variety. Supervision-Human Relations and Advancement were the most variable items, and Moral Values the least variable. Low variabilities were also observed for Activity, Independence and Authority.

All correlations were positive, with a range from .16 to .73. High correlations were obtained between Creativity and Responsibility (.73); between the two Supervision items (.64); and between Achievement and Ability Utilization (.60). These high correlations are similar in magnitude to those obtained on the long form MSQ, although in general the items intercorrelated at a lower level than did scale scores. Median item intercorrelation for the short form was .32, compared with a median scale intercorrelation for the long form of .45. In addition, the lowest correlation between items was .16,
while that between scales was .21; and the highest correlation between items was .73, compared with .86 between scales. In general, however, the pattern and magnitude of intercorrelations among the short form MSQ items was similar to that among the long form MSQ scales.

Research in job satisfaction has invariably found occupational differences in level and variability of expressed satisfaction. To determine whether the short form MSQ differentiated occupations in this manner, the six occupational groups were compared in terms of differences in level and variability on the three satisfaction scales.

One-way analysis of variance was used to test the significance of differences in mean satisfaction scores among the six groups (Weiss, et. al., 1967.)

The Demographic Data Sheet (DDS) is a set of questions constructed by the researcher concerning the information necessary for classification of the respondents. No cumulative score or subscore was sought.

The following information about each respondent was asked:

1. age
2. educational background
3. years experience
4. school classification
5. out-of-state experience
Procedures for Collection of Data

The Population

The active membership of the high school Band Division of the Texas Music Educators Association was selected for participation in this study. The active membership list, secured through the office of the TMEA Executive Secretary, contains the names and addresses of 1596 members whose dues were paid for school year 1985-86. Specifically excluded from the population were TMEA members whose primary job assignment is in the choral, orchestral, elementary, or junior high band divisions or corporate members.

The Sample

One hundred fifty members of the High School Band Division of TMEA were selected randomly. The 1596 members names (listed in chronological order of receipt of dues) was consecutively numbered 1 through 1596. A microcomputer random number generator function selected without replacement 150 numbers from the 1596. Stratified sampling, while desirable, was not possible because the membership list acquired from TMEA offices contained only names and addresses. Those 150 numbers were matched with the corresponding numbers assigned to names of TMEA members. A target response rate of two-thirds was set and more than the requisite 100 responses were received without further follow-up.
Research Design

Demographic categorical information was collected for each respondent through the DDS. The overall scores (general satisfaction) gleaned from the MSQ were also reported as Factor I and Factor II subscores using the factor method from the norming procedure as well as in terms of factors identified in the study sample.

The independent variables were age, educational background, years experience, school classification, and out-of-state experience. Age was reported as a continuous variable. Educational background was reported in three levels: Master's degree or higher in music or music education, Master's degree or higher in a field other than music, and Bachelor's degree only. Years experience was reported as a continuous variable. School classification was reported as one of the five levels of classification determined by school average daily attendance for UIL classification. Out-of-state teaching experience was reported in two levels: Yes and No. The dependent variable was the Minnesota Satisfaction Questionnaire score.

Procedures for Analysis of Data

Hypothesis One was tested by calculating the correlation between the continuous variables of age and MSQ score.

Hypothesis Two was tested by calculating the correlation between the continuous variables of years experience and MSQ score.
Hypothesis Three was tested by calculating the t-test of the difference between the independent means of the respondents in the two educational background categories. The two levels of Masters in Music or Music Education and Bachelors degree only were combined.

Hypothesis Four was tested by calculating the t-test of the difference between the independent means of the respondents in the two in-out-of-state teaching experience categories.

Hypothesis Five was tested by calculating the analysis of variance among means of the respondents in the five UIL classification categories.

Hypothesis Six was tested by confirmatory factor analysis. An item correlation matrix was constructed and factor analyzed using a principal factor solution and rotated to a varimax solution. The resultant factor loadings were compared to the factor loadings obtained in the norming process of the short form MSQ by means of confirmatory factor analysis. The chi-square goodness-of-fit test was used to determine to what extent the factor pattern of the sample reflects the factor pattern of the norming group.


Cormack, B. (1985). Editor's column. Southwestern Musician Combined with the Texas Music Educator, 53(10), 4-5.


CHAPTER II

REVIEW OF RELATED LITERATURE

There is an overwhelming assortment of literature dealing with the construct of job satisfaction. The specific areas selected for support of this study are arbitrarily divided into three categories: theoretical discussions of vocational adjustment, empirical studies exploring the relationships of an assortment of independent variables with job satisfaction as the dependent variable, and studies relating specifically to teacher job dissatisfaction.

The subjects of worker attitude and vocational adjustment have become a topic of significant concern in the industrialized world. Much of the interest centers around productivity as a function of worker satisfaction (Herzberg, 1966). Hopkins (1983) has proposed a new model of job satisfaction which incorporates job environment factors and job characteristics with the added facet of the impact of unionization. Jones' (1980) theory of job dissatisfaction deals with the influence of general mid-life crisis which in 80% of his subjects also included career crises. Two reasons (and often both) were commonly reported as reasons for career maladjustment: long incubating rebellion against others' expectations and a feeling, upon arrival at career goals, of "Is-that-all-there-is?" Jones' method of classifying
discontented workers falls in three stages: the Diverted, the Renewers, and the Seekers.

Several generalized observations can be made concerning vocational adjustment as a function of adolescent experience and education. In the United States, a person's occupational choice is less a single decision than a (partly irreversible) series of decisions made mainly during his teens. Occupational choice is much more restricted in the lower social classes than in the upper classes because of fewer opportunities for education and training, lowered expectations, ignorance of alternatives, need for early income, lack of informed and sympathetic adult advice, and the greater operation of chance (Berelson and Steiner, 1964).

One study of people twenty-five years and over in six cities found that "accidental circumstances were largely responsible for the occupations held by 23% of all men and 37% of all women. The socially underprivileged young person had seen less, read less, heard about less, had experienced less variety in his environment in general, and is simply less aware of the world's possibilities than is the socially privileged young person" (Lazarsfeld, 1974). The higher the status of the occupation, the more voluntary are the entrants to it and the more stable their occupational decision. The lower occupations are more likely to be entered reluctantly, as a last resort. From a study of American college students, the fields in which career-shoppers are few, are principally
the established professions which require intensive specialized training beginning even at the undergraduate level. On the psychological side, this sort of early and constant specialization can build up the feelings of involvement, investment, and identification that tend to anchor the student to his field. His regular interaction with other people who are likewise becoming specialists reinforces this process. In sociological terms, one would predict that the student who has selected one of these fields and stayed with it throughout his college career has been more successfully socialized to the values, standards, and subculture of his profession than has his counterpart who has shopped around for a career during his early college years (Goldsen et al., 1960).

Given a reasonable free choice, people maintain some correspondence between their career plans and their occupational values. For example, in the study of American college students, it was found that there is a close relationship between people's career plans and their occupational values. Those college students planning to go into business have the largest proportions who say they want to "earn a great deal of money" during their lives. Those students going into artistic fields, journalism, the sciences, teaching, and certain other professions are particularly likely to say they desire creative outlets for their personal capacities as a principal goal during their lives. Those
students planning to enter medicine, teaching, personnel work, and hotel administration have the highest proportion saying that "opportunity to be helpful to others" is a principal goal in their future lives (Goldsen et al., 1960).

With regard to satisfaction on the job: the better (perceived) the monetary returns and fringe benefits of the job, the higher the job satisfaction. The greater the responsibility, authority, prestige, or importance associated with the position, the higher the job satisfaction. Work satisfaction varies greatly with occupation. Highest percentages of satisfied workers are usually found among professionals and businessmen. In a given plant, the proportion satisfied is higher among clerical workers than among factory workers, just as in general labor force samples it is higher among middle-class than among manual working-class occupations. Within the manual working-class, job satisfaction is highest among skilled workers, lowest among unskilled laborers and workers on assembly lines (Blauner, 1960).

In an extension of an earlier study of global job satisfaction (Quinn, Staines, and McCollough, 1974), Weaver (1980) found that there were no substantial changes in overall levels of job satisfaction through 1978, and a number of correlates of job satisfaction remained unchanged. Blacks were less satisfied with their jobs than whites, there were no sex differences in job satisfaction, and there was a positive
association between job satisfaction and education, age, income, and occupation. The data reported provide evidence that across the years from 1972 to 1978, there were no significant changes in global job satisfaction among full-time employees in the United States and that there were no important modifications in relationships reported over the previous decade between job satisfaction and race, sex, level of education, age, personal income, and occupation. It appears, therefore, that the global measure of job satisfaction has been very stable and may be somewhat unresponsive to changes in society (Weaver, 1980).

Extreme dissatisfaction with one's career is often referred to as burnout. Burnout has been defined as emotional exhaustion, depersonalization, and a sense of reduced personal accomplishment (Maslach and Pines, 1979). These three aspects form the basis of a widely used instrument for measuring burnout, the Maslach Burnout Inventory (MBI). Sources of burnout identified by Maslach are: unsatisfactory involvement with people, unsatisfactory job setting, and personal characteristics. The focus of Maslach's work is in the human service professions with a great deal of emphasis on case studies: nurses, caretakers of severely handicapped or terminally ill, pediatrics workers, psychotherapists, physicians, social workers, teachers, and the clergy.

Festinger's (1956) theory of cognitive dissonance has some implications for the explanation of vocational
adjustment. Although not formulated as a theory pertaining to vocational adjustment, many examples are based on job-related situations and much of the empirical data which support the theory were gathered through vocational adjustment studies. The terms dissonance and consonance, used throughout Festinger's book, refer to relations which exist between pairs of elements. These elements refer to cognition, the things a person knows about himself, about his behavior, and about his surroundings. These elements are referred to as knowledges. Some of the elements represent knowledge about oneself: what one does, what one feels, what one wants or desires, and what one is. Other elements of knowledge concern the world in which one lives: what is where, what leads to what, what things are satisfying or painful and inconsequential or important. Two elements are in a dissonant relation if, considering those two alone, the obverse of one element would follow from the other. That is, x and y are dissonant if not-x follows from y. For example, if a person knew there were only friends in his vicinity and also felt afraid, there would be a dissonant relation between those two cognitive elements. The core of the theory of dissonance bears more than a passing resemblance to Jean Piaget's theory of cognitive development and the concept of "readiness." Stated simply, there are three key points to the theory of cognitive dissonance:

1. There may exist dissonant or "nonfitting" relations among cognitive elements.
2. The existence of dissonance gives rise to pressures to reduce the dissonance and to avoid increases in dissonance.

3. Manifestations of the operation of these pressures include behavior changes, changes of cognition, and circumspect exposure to new information and new opinions (Festinger, 1956).

Perhaps the single most complete theory of vocational adjustment is that of Frederick Herzberg. The dual-factor theory emerged from job attitude studies of a group of Pittsburgh engineers and accountants. The original data gathering instrument was an open-ended interview of the sort used in qualitative research for oral histories (Bogden and Biklen, 1982). The information thus gathered was analyzed for content, the interview process was refined, and replicated studies with different subjects were added to the emerging theory (Herzberg, Mauser, and Snyderman, 1967.) The Herzberg theory operates under a variety of names. Animal-Human, Adam-Abraham refer to the duality of man's nature and are roughly analogous to the pleasure-pain principle and Maslow's Hierarchy of Needs pyramid. As those conflicting aspects of man's nature apply to vocational adjustment, Herzberg uses the terms Dual-Factor or Motivation-Hygiene. Those aspects of work which lead to satisfaction are considered motivators while those factors which ward off pain are hygienes. Depending on the individual worker's orientation, a single factor could function as either a motivator or a hygiene. For
example, compensation can be a hygiene if a worker mentally equates hours on the job to material items his compensation will buy. Likewise, another worker may equate his compensation with a measure of his value to the company, his level of success, his role definition in the company hierarchy; and for him, compensation is a motivator (Herzberg, 1966).

An extremely important facet of the Herzberg theory, and one frequently oversimplified by those attempting to apply the theory to specific situations of work, is that the two concepts of job satisfaction and job dissatisfaction are not just the two ends of the same measurement. One is not to assume that the absence of dissatisfaction implies the presence of satisfaction. In fact, Herzberg's theory goes far beyond vocational adjustment and attempts to classify mental health and mental illness as two unique, mutually independent states (Herzberg, 1966). Thus, for example, extrinsic-intrinsic, when used as terms within the Herzberg theory, represent complex constructs which are not dichotomous terms and certainly imply a more involved situation than merely "environment" and "task". That oversimplification and others similar to it have marred much of the empirical study attributed to measurements using the Herzberg theory (Hinton, 1968).

Many studies attempting to explain or predict job satisfaction as a function of other variables have been
undertaken both as an academic exercise and as a method to enhance worker productivity. Centers and Bugenthal (1966) found that male workers achieved the greatest amount of job satisfaction through intrinsic work factors while female workers were more easily motivated by extrinsic factors. Intrinsic factors were identified as opportunities for advancement and a sense of value. Extrinsic factors identified included salary and job security.

A frequently used predictor variable for job satisfaction is compensation. One facet of Herzberg's Dual-Factor theory is supported by Schwab (1974) whose study revealed that an adequate pay system does contribute to motivation to work but not to job satisfaction. The operative word in the previous observation, however, is adequate. When workers perceive pay inequity, whether it is in the form of overreward or underreward, motivation to work is stifled (Pritchard, Dunnette, and Jorgenson, 1972). Similar findings in a replicate of the study supported the original thesis (Pritchard, 1973).

Job success and job satisfaction are not synonymous. Betz (1971) found that no adequate equation for prediction of job success could be formulated for either gender when job satisfaction was reported as "medium" or "low." His findings generally reflect Centers and Bugenthal in that productivity in combination with supervisor evaluation are strongly correlated to high satisfaction among male employees while
productivity alone correlated strongly with high satisfaction among female employees.

The independent variables of age and gender are frequently chosen as explainers for vocational adjustment. A study of white male and female respondents to three national sample surveys revealed, for both sexes, a moderate but consistent positive correlation between age and job satisfaction. The correlation may result from influences associated with aging or cohort membership, or both. Tests, through partial correlation analysis, of one "aging" and one "cohort" explanation yield largely negative evidence. However, the correlation among males seems likely to result to some degree from an increase with aging in extrinsic job rewards. Perhaps the most important contribution of this study (Glen, Taylor, and Weaver, 1977) is to demonstrate, beyond reasonable doubt, that job satisfaction varies (or recently has varied) directly with age among females as well as males in the United States. In addition, the authors stress the generally overlooked fact that a cohort explanation is a plausible alternative to the "aging" explanations tendered by almost all authors who have written about the association of job satisfaction with age.

An attempt at a causal explanation between performance and satisfaction (Wanous, 1974) fell short of its goal, but a by-product of the study showed that early employees (lacking tenure) expressed a higher degree of job satisfaction than did
more experienced employees, lending credibility to the theories of burnout. Low tenure (length of time in a position) seems to elicit better performance ratings while higher tenure appears to bring with it lower performance ratings and mitigating social issues (Norris and Niebuhr, 1984). Linked to performance and evaluation is the worker's perception of the supervisor's skill in management (Arvey and Dewhirst, 1976). A non-empirical study (Wanous, 1976) offered an explanation about how tenure caused a change in perception leading to a change in performance and finally to change in satisfaction. Related to tenure, Richards (1984) found that one's satisfaction in the first job is an important predictor for later "fit."

Just as pay and job satisfaction are related but not reciprocal (Schwab, 1974), general life satisfaction strongly influences job satisfaction (Schmitt and Mellon, 1980). However, job satisfaction was found to exist independently of general life satisfaction. Kalleberg (1977) presented a strong case for the importance of studying job satisfaction improvement as a worthy cause in itself, not related to worker productivity. The affective domain was found, through path analysis, to be the area in which most respondents reported significant influences on job satisfaction -- job interest, value, and opportunity for advancement (Enderlein, 1975). Hashemi (1985) reported a general, but weak, support of the Herzberg Dual-Factor theory in the job satisfaction of college
Discussions of job satisfaction as that subject relates specifically to teachers are almost all centered around an educational buzz word -- burnout. A few which do not concentrate on burnout still lean toward negative teacher attitudes, dissatisfaction, and disillusionment (Gallup, 1984; Spector, 1984; Cormack, 1984; Owuamanam, 1984; Amodio, 1981).

Teacher burnout, in all its manifestations, is a major source of job dissatisfaction. Most of the factors identified as influencing job satisfaction in industrial settings, are also present in the educational arena. Various studies identifying sources of teacher burnout tend to reveal the same problems: deterioration of student interest and participation, mid-life crisis, restrictive work routine, lack of opportunity for personal creativity, slow progress, budget cutbacks, public criticism, length of time on the job, professional disillusionment, and inadequate pay (Bardo, 1979; Cardinell, 1981; Smith and McWilliams, 1980; Scrivens, 1979).

In addition to pinpointing sources of burnout, several explanations and descriptions of the process are included. Jones and Emanuel (1981) divide the burnout experience into three stages: heating up, boiling, and explosion. A corresponding model of recovery is offered: focus on self, then the stressful environment, and finally on improving professional skills.

A frequent suggestion for burnout cure is improvement of
the teacher-administrator relationship. Principals are urged to have teachers change to different grade levels, build teacher self-esteem through positive reinforcement, involve teachers in decision making, communicate with each staff member, push for professional growth, promote physical and mental well-being, actively involve parents, and "keep yourself tuned up" (Reed, 1979). In addition, the importance of the relationship between teacher and principal is stressed by Williams (1978) and Weller (1982). Both hold the school principal responsible for helping teachers successfully navigate upward through Mazlow's identified needs hierarchy. The too-rigid bureaucracy of schools stifles the creativity of "good" teachers (Ricken, 1980). In an explanation of why teachers leave the profession, LeBar (1984) contends that the trendiness of education robs a teacher of individuality, thus they "don't burn out, we walk out."

Farber (1984) and Zabel, Bettmer, and Zabel (1984) conclude the same general thesis concerning burnout among highly specialized teachers. Lack of challenges, emotional exhaustion, depersonalization, lack of a sense of accomplishment all contribute to dissatisfaction. Administrative support, role clarification, and participation in significant decision making are suggested as cures. Foster (1980) discusses the phases through which a specialist teacher passes: survival, transition, creativity, and burnout. Penny (1982) found that burnout is a result of multi-faceted stress
and that teacher burnout is not limited to workaholics.

An interesting theory about burnout is that it is a result of the psychological process of "learned helplessness" (Greer and Wethered, 1984). Teachers, given a great deal of responsibility and little authority, gradually revert to "learned helplessness" behavior as a result of the perception that there is no relationship between their responses and outcomes.

Virtually all the literature pertaining to job satisfaction among music teachers is in the form of unpublished dissertations. The general findings, however, do not reveal that their job satisfaction is markedly different from that of all teachers.

The variables of policy and administration, personal life, working conditions, supervision, achievement, and recognition were found to influence job satisfaction among music faculty at two year colleges (Wozniak, 1973). None of the significant predictor variables is uniquely related to music teachers. Bullock (1974) found that the personality traits which describe superior instrumental music teachers are no different from those traits exhibited by all other instrumental music teachers. Likewise, job satisfaction between the two groups was not significantly different nor was their job satisfaction different from the general population of teachers. Phelps (1982) surveyed secondary music teachers in Idaho and found the reported job attitudes almost
exactly parallel to those reported in a national survey of all teachers (Gallup, 1984).

Only one remarkably different study was found. Ritter (1974) surveyed a group of interscholastic head coaches and found no evidence to support Herzberg's Dual-Factor theory. It should be noted, however, that Ritter's job satisfaction score was a simple summation of the Herzberg factors in addition to six modified or researcher-added factors. Such an instrument and especially such a scoring procedure should preclude any definitive conclusion. Tampering with Herzberg's identified factors is the sort of practice which earlier drew criticism (Hinton, 1968).
CHAPTER BIBLIOGRAPHY


Cormack, B. (1985). Editor's column. Southwestern Musician Combined with the Texas Music Educator, 53(10), 4-5.


CHAPTER III

PROCEDURES

This study attempted to measure the level of job satisfaction among Texas high school band directors and examine the relationships between job satisfaction and several demographic variables. This chapter outlines the study.

Population

The active membership of the high school band division of the Texas Music Educators Association was selected for participation in this study. The active membership list, secured through the office of the TMEA Executive Secretary, contained the names and addresses of 1596 members whose dues were paid for school year 1985-86. Specifically excluded from the population were TMEA members whose primary job assignment was in the choral, orchestral, elementary, or junior high band divisions or corporate members.

Selection of Data Producing Sample

One hundred fifty members of the High School Band division of TMEA were selected randomly. The 1596 members' names (listed in chronological order of receipt of dues) were consecutively numbered 1 through 1596. A microcomputer random number generator function selected without replacement 150 numbers from the 1596. Those 150 numbers were matched with
Instruments

The instruments used in this study were the short form Minnesota Satisfaction Questionnaire and a researcher-constructed Demographic Data Sheet. The short form MSQ is a twenty item document with each item representing one of the five item scales of the twenty-scale long form. The constructs measured by each individual item are listed in Chapter 1. Each respondent was directed to ask himself: "On my present job, this is how I feel about (the item)...." Five response alternatives are provided for each item: Very Dissatisfied; Dissatisfied; Neither (dissatisfied or satisfied); Satisfied; and Very Satisfied. For scoring, the response alternatives were weighted 1 to 5 respectively.

The short form MSQ item correlation matrix was factor analyzed using a principal factor solution and the Kaiser criterion. The resulting principal factor matrix was rotated to a varimax solution. The factor analysis yielded two common factors, which accounted for about 39% of the total variance. Factor I accounted for about 56% of the common variance, while Factor II accounted for the remaining 44%.

Factor I was defined by loadings for Variety (.66), Responsibility (.62), Ability Utilization (.60), Creativity (.60), Social Service (.57), and Independence (.56). Twelve of the twenty satisfaction items had relatively high loadings on Factor I. Factor II was defined primarily by the two
Supervision items (Supervision-Human Relations, -.72, and Supervision-Technical, -.67). Other items loading above .40 on this factor were Company Policies and Practices, Recognition, Advancement, Compensation, and Working Conditions, in that order. The only item of the 20 which did not load above .40 on either factor was Co-Workers. The first factor appears to be an intrinsic factor, concerned with response-specific reinforcers, while Factor II appears to be an extrinsic factor relating to the work environment, primarily supervision (Weiss, et al., 1967).

Individual satisfaction on the Factor I and Factor II dimensions was measured with the use of factor scores. Factor scores were developed in two ways: (1) exact factor scores were computed using the regression solution; and (2) integer factor scores were computed using only those items loading .40 or greater on a factor. For integer factor scoring, Factor I items included Activity, Independence, Variety, Social Status, Moral Values, Security, Social Service, Authority, Ability Utilization, Responsibility, Creativity, and Achievement, while Factor II items included Supervision-Human Relations, Supervision-Technical, Company Policies and Practices, Compensation, Advancement, and Recognition. Co-workers and Working Conditions were not included in either factor. Hoyt internal consistency reliability coefficients were also computed for the scores generated by each method. Hoyt reliability coefficients for the integer factor scores were
much higher for both Factor I and II. Thus, a more adequate degree of reliability was achieved using integer factor scores, rather than exact scores, with this data. As a result, integer factor scores were used in further analysis involving the satisfaction scales.

Hoyt internal consistency reliability coefficients for the three satisfaction scales were computed separately for each of the six occupational groups. These results indicated adequate reliabilities for each of the groups. The lowest coefficient was .78 for janitors and maintenance men, and clerks, for Factor II. The largest between-group difference in reliabilities was for Factor I, between assemblers (.83) and engineers (.91). In general, Factor II scores were less reliable than either Factor I or General Satisfaction, but this could be due to the number of items in the scales. The highest reliability coefficients for the three scales were obtained for the engineer group.

Intercorrelations among the three satisfaction scales were calculated, for total group and the six occupational groups. Correlations between Factor I and Factor II were .60 for total group, and varied from .53 to .68 for the occupational groups. These correlations were higher than desired. However, the relatively high reliabilities obtained allow for considerable specific variance for each of the scales.

Correlations of the General Satisfaction scale with
Factor I and Factor II scales were relatively high, since they represented part-whole correlations. These correlations varied from .79 (with Factor II, for engineers) to .94 (with Factor I, for clerks) (Weiss, et al., 1967).

The Demographic Data Sheet consisted of five items dealing with information about the individual respondent for use as independent variables: age, experience, out-of-Texas experience, educational background, and school classification.

Procedures of Collecting Data

The 150 TMEA high school band division members selected were mailed a copy of the MSQ with directions. On the reverse side, each respondent was asked to indicate age, number of years teaching experience, educational background, school classification, and out-of-Texas teaching experience. A necessary response rate of two-thirds was expected, with follow-up procedures in place. Over one hundred responses were returned so that no follow-up was necessary. Those respondents requesting a copy of results were sent item averages, the individual's MSQ score, and demographic percentages.

Design of the Study

Demographic categorical information was collected for each respondent through the DDS. The independent variables were age, educational background, years experience, school classification, and out-of-Texas experience. Age was reported
as a continuous variable. Educational background was reported in three levels: Master's degree or higher in music or music education, Master's degree or higher in a field other than music, and Bachelor's degree only. Years experience was reported as a continuous variable. School classification was reported as one of the five levels of classification determined by school average daily attendance for UIL classification. Out-of-Texas experience was reported in two levels: Yes and No. The dependent variable was the Minnesota Satisfaction Questionnaire score.

This study utilized five types of statistical analysis: Pearson product-moment correlation coefficient, t test, one-way ANOVA, factor analysis, and confirmatory factor analysis.

Procedures for Analysis of Data

The 109 usable questionnaires were scored. According to the instructions for scoring the MSQ, responses of "1" through "5" were weighted 1 through 5. The responses to the DDS questions were coded as follows:

Educational Background

1 - Master's degree or higher in music or music education
2 - Master's degree or higher in a field other than music or music education
3 - Bachelor's degree only

School classification

1 - A
2 - AA
3 - AAA
4 - AAAA
5 - AAAAA

Out-of-Texas band teaching experience
1 - Yes
2 - No

Age - continuous variable
Years Experience - continuous variable

Statistics Packages for the Social Sciences (SPSS) and Linear Structural Relations (LISREL) were utilized for computation of statistical tests. Hypotheses were tested for significant differences between the means through t test and one-way ANOVA. Factor structures were compared with confirmatory factor analysis (Long, 1983).
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF DATA

Major Findings

The results of this investigation into the factors influencing job satisfaction among Texas band directors is presented in two parts. The first section is the analysis of data directly relevant to the five hypotheses presented in Chapter I dealing with the demographic variables of age, years experience, out-of-state teaching experience, school classification, and educational background. The second part deals with the sixth hypothesis and the application of confirmatory factor analysis.

Hypothesis One

The correlation between the demographic variable of age and MSQ total score was positive, not a negative one as hypothesized. The weak positive correlation, .2417 (N=109), is statistically significant at the .01 level.

The data offer no evidence supporting retention of Hypothesis One. Therefore, it must be concluded that as the age of the respondent increases, there is a weak tendency toward a rising MSQ score.

Hypothesis Two

The correlation between the demographic variable of years
experience and MSQ total score, .2029, is statistically significant at the .05 level. Because age and the number of years teaching experience are closely related, the two correlations of the demographic variables with MSQ are similar. Both are weak positive correlations. As in Hypothesis One, the data offer no evidence supporting retention of Hypothesis Two.

**Hypothesis Three**

Eighty of the 109 respondents reported college degrees in music or music education. The remaining 29 respondents reported a Master's degree or higher in a field other than music or music education. Table I displays the results of the t test of the difference between the two group means.

**TABLE I**

<table>
<thead>
<tr>
<th>Degree held</th>
<th>Number of cases</th>
<th>Mean</th>
<th>SD</th>
<th>F-value</th>
<th>2-tail probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Degrees Only</td>
<td>80</td>
<td>78.5125</td>
<td>10.579</td>
<td>2.08</td>
<td>0.012</td>
</tr>
<tr>
<td>Music + another field</td>
<td>29</td>
<td>66.7931</td>
<td>15.256</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>72.6528</td>
<td>12.917</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The hypothesis that the difference between the two group means is significant, is retained. Respondents with degrees
in fields other than music tend to score lower than those with only music degrees.

Because the requirements for certification for teaching secondary instrumental music in Texas public schools include the equivalent of a Bachelor's degree in music, it is assumed that all 109 respondents had earned at least a Bachelor of Music degree. Hypothesis Three deals with a comparison of the MSQ scores of those respondents who also have pursued degrees in fields other than music with their colleagues who have only music degree(s). With MSQ scores recoded, Table II displays a cross tabulation of respondents' scores by educational group.

**TABLE II**

CROSS TABULATION OF RESPONDENTS' SCORES BY EDUCATIONAL GROUP

<table>
<thead>
<tr>
<th>Degree held</th>
<th>MSQ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 60</td>
</tr>
<tr>
<td>Music degree only</td>
<td>4</td>
</tr>
<tr>
<td>Music + another field</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

Hypothesis Four

Eighty-three of the 109 respondents reported having taught only in Texas. Twenty-six have taught in another
state. Table III displays the results of the $t$ test of the
difference between the two group mean MSQ scores.

**TABLE III**

<table>
<thead>
<tr>
<th>Location/experience</th>
<th>Number Cases</th>
<th>Mean</th>
<th>SD</th>
<th>F-value</th>
<th>2-tail probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some out of state experience</td>
<td>26</td>
<td>70.46</td>
<td>14.93</td>
<td>1.54</td>
<td>.152</td>
</tr>
<tr>
<td>Texas experience only</td>
<td>83</td>
<td>76.93</td>
<td>12.04</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>73.695</td>
<td>13.49</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

With MSQ scores recoded, Table IV displays a cross
tabulation of respondents' scores by out-of-state teaching experience.

**TABLE IV**

<table>
<thead>
<tr>
<th>Location/experience</th>
<th>Below 60</th>
<th>61-70</th>
<th>71-80</th>
<th>81-90</th>
<th>91-100</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some out of Texas</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>None out of Texas</td>
<td>5</td>
<td>16</td>
<td>24</td>
<td>29</td>
<td>9</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>23</td>
<td>29</td>
<td>36</td>
<td>11</td>
<td>109</td>
</tr>
</tbody>
</table>

MSQ Score

83

76.1%

100%
Even though the direction of the mean difference is opposite that of the research hypothesis, the probability level (.152) also indicates that Hypothesis Four is rejected. There is no significant difference between mean scores of respondents when classified by Texas and out-of-Texas experience.

**Hypothesis Five**

**Table V**

ANOVA SUMMARY TABLE FOR UIL CLASSIFICATIONS AND MSQ

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2005.73</td>
<td>4</td>
<td>501.43</td>
<td>3.204</td>
</tr>
<tr>
<td>Within Groups</td>
<td>16276.31</td>
<td>104</td>
<td>156.50</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18282.04</td>
<td>108</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table V displays the result of a one-way analysis of variance between the means of respondents in the five UIL classifications and indicates that UIL classification does have a significant effect on MSQ score. The F value is significant at the .05 level. The Student-Newman-Kuels procedure indicated significant differences between the scores of respondents from UIL classes 3A, 4A, and 5A when compared with respondents from class 1A. The mean scores listed in Table VI reveal a sharp increase in MSQ scores between respondents from class 1A and 2A to class 3A, then moderate
increases between classes 3A, 4A, and 5A. The null hypothesis is rejected. There is a significant difference in MSQ scores among respondents from schools with different UIL classifications.

### TABLE VI

DESCRIPTIVE STATISTICS FOR UIL CLASSIFICATION AND MSQ

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>95% confidence interval for mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A (9)</td>
<td>64.33</td>
<td>10.65</td>
<td>3.55</td>
<td>56.14 to 72.52</td>
</tr>
<tr>
<td>2A (12)</td>
<td>68.75</td>
<td>16.11</td>
<td>4.65</td>
<td>58.52 to 78.98</td>
</tr>
<tr>
<td>3A (16)</td>
<td>77.06</td>
<td>11.86</td>
<td>2.97</td>
<td>70.74 to 83.38</td>
</tr>
<tr>
<td>4A (29)</td>
<td>77.14</td>
<td>12.56</td>
<td>2.33</td>
<td>72.36 to 81.92</td>
</tr>
<tr>
<td>5A (43)</td>
<td>77.77</td>
<td>11.94</td>
<td>1.82</td>
<td>74.09 to 81.44</td>
</tr>
<tr>
<td>Total (109)</td>
<td>75.39</td>
<td>13.01</td>
<td>1.25</td>
<td>72.92 to 77.86</td>
</tr>
</tbody>
</table>

**Hypothesis Six**

The designers of the MSQ identified two common factors among the scores of the norming population. The sample respondents' scores yielded three common factors. Application of confirmatory factor analysis (CFA) tests the hypothesis that those two factor structures are not statistically different. CFA has four identified purposes: (1) to deal with missing data problems, (2) in testing the equality of partial and part correlation across populations, (3) in comparing regression weights between populations given multiple
indicators of independent and dependent variables, and (4) for growth model comparisons (Wertz, Rock, and Grandy, 1979). In this study, the third purpose is utilized. CFA involves a method named covariance structure analysis because the implications of the simultaneous regressions are studied primarily at the level of correlations or covariances. The main statistical problems involved are those of estimating the parameters of one or several competing models and evaluating the relative goodness-of-fit of competing models by significance tests (Bentler and Bonett, 1980).

### TABLE VII

**SUMMARY OF RESULTS FOR MSQ AND NORMING MATRICES**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Hypothesis</th>
<th>Chi-Square</th>
<th>DF</th>
<th>P-value</th>
<th>Goodness-of-fit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>H_2</td>
<td>356.05</td>
<td>210</td>
<td>0.01</td>
<td>0.782</td>
<td>Rejected</td>
</tr>
<tr>
<td>B</td>
<td>H_{n=2}</td>
<td>1951.76</td>
<td>308</td>
<td>0.01</td>
<td>0.140</td>
<td>Rejected</td>
</tr>
<tr>
<td>C</td>
<td>H_A</td>
<td>10941.30</td>
<td>372</td>
<td>0.01</td>
<td>0.320</td>
<td>Rejected</td>
</tr>
<tr>
<td>D</td>
<td>H_{A \theta}</td>
<td>10987.12</td>
<td>392</td>
<td>0.01</td>
<td>0.313</td>
<td>Rejected</td>
</tr>
<tr>
<td>E</td>
<td>H_{A \theta}</td>
<td>10990.99</td>
<td>395</td>
<td>0.01</td>
<td>0.314</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

The results of the five parameter tests of the CFA model (Joreskog, 1969) are given in Table VII. Test A compares the covariance matrices of the two populations (norming group and study sample) to a theoretical pooled matrix and is expected to be rejected. Test B measures the statistical equivalence of the number of factors in the two groups.
Because test B was rejected, the study sample does not have the two-factor structure identified in the norming population.

Additional Findings

Additional findings include the listing of all means and standard deviations for each item on the MSQ and ordering the item means. The ordered scales, with means and standard deviations, are listed in Table VIII.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4.27</td>
<td>.75</td>
<td>Creativity</td>
</tr>
<tr>
<td>8</td>
<td>4.22</td>
<td>.88</td>
<td>Co-workers</td>
</tr>
<tr>
<td>1</td>
<td>4.21</td>
<td>.91</td>
<td>Ability utilization</td>
</tr>
<tr>
<td>16</td>
<td>4.20</td>
<td>.96</td>
<td>Social status</td>
</tr>
<tr>
<td>3</td>
<td>4.12</td>
<td>1.00</td>
<td>Activity</td>
</tr>
<tr>
<td>11</td>
<td>4.05</td>
<td>1.17</td>
<td>Moral values</td>
</tr>
<tr>
<td>15</td>
<td>4.00</td>
<td>1.05</td>
<td>Social service</td>
</tr>
<tr>
<td>20</td>
<td>3.99</td>
<td>1.10</td>
<td>Working conditions</td>
</tr>
<tr>
<td>2</td>
<td>3.98</td>
<td>.94</td>
<td>Achievement</td>
</tr>
<tr>
<td>4</td>
<td>3.96</td>
<td>1.04</td>
<td>Advancement</td>
</tr>
<tr>
<td>7</td>
<td>3.93</td>
<td>.98</td>
<td>Compensation</td>
</tr>
<tr>
<td>17</td>
<td>3.91</td>
<td>1.02</td>
<td>Supervision-human relations</td>
</tr>
<tr>
<td>18</td>
<td>3.83</td>
<td>1.03</td>
<td>Supervision-technical</td>
</tr>
<tr>
<td>10</td>
<td>3.62</td>
<td>.87</td>
<td>Independence</td>
</tr>
<tr>
<td>19</td>
<td>3.40</td>
<td>1.09</td>
<td>Variety</td>
</tr>
<tr>
<td>5</td>
<td>3.30</td>
<td>1.37</td>
<td>Authority</td>
</tr>
<tr>
<td>6</td>
<td>3.26</td>
<td>1.33</td>
<td>Company policies/practices</td>
</tr>
<tr>
<td>13</td>
<td>3.17</td>
<td>1.24</td>
<td>Responsibility</td>
</tr>
<tr>
<td>14</td>
<td>3.08</td>
<td>1.11</td>
<td>Security</td>
</tr>
<tr>
<td>12</td>
<td>2.90</td>
<td>1.17</td>
<td>Recognition</td>
</tr>
</tbody>
</table>

Those items which have means at 4.00 or higher (indicating satisfied/very satisfied) are items which deal with service to others, relationships with others, and the
activities of the job itself. The lower mean items deal with scales which measure broader concepts of company policies and practices, responsibility, security, and recognition. Compensation fell in the middle area, but the mean (3.93) indicates a concern only slightly less than satisfied.

TABLE IX
FACTOR ASSIGNMENT OF SATISFACTION ITEMS

<table>
<thead>
<tr>
<th>Item</th>
<th>Norming Population Factor</th>
<th>Sample Group Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activity</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>2. Independence</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>3. Variety</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>4. Social status</td>
<td>I</td>
<td>III</td>
</tr>
<tr>
<td>5. Supervision-Human relations</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td>6. Supervision-technical</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td>7. Moral values</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>8. Security</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>9. Social service</td>
<td>I</td>
<td>III</td>
</tr>
<tr>
<td>10. Authority</td>
<td>I</td>
<td>III</td>
</tr>
<tr>
<td>11. Ability</td>
<td>I</td>
<td>III</td>
</tr>
<tr>
<td>12. Company policies and practices</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td>13. Compensation</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td>14. Advancement</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td>15. Responsibility</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>16. Creativity</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>17. Working conditions</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>18. Co-workers</td>
<td>--</td>
<td>I</td>
</tr>
<tr>
<td>19. Recognition</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td>20. Achievement</td>
<td>I</td>
<td>III</td>
</tr>
</tbody>
</table>

The factor structure of the norming population closely parallels the identified Dual-Factor theory of Frederick Herzberg. The sample group, however, does not conform, as
there are three factors identified in the sample group. Table IX displays the overlapping factor assignments of the scales from the MSQ scores of both groups.

While they are not equivalent, there are certainly similarities between the two factor structures. The items defining the norming group Factor I were those with factor loadings above .56: Variety, Responsibility, Ability utilization, Creativity, Social Service, and Independence. Four of those six items were also included in the sample group Factor I. The only discrepancy between the two Factor II's was Working Conditions. The primary difference was in the existence of a third factor in the sample group: Social Status, Social Service, Authority, Ability Utilization, and Achievement. Each of the items in the sample group Factor III had high means and are included in the norming groups Factor I.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The attitudes of teachers toward teaching have been surveyed and polled extensively but one of the most common classificatory divisions has been between elementary and secondary teachers. This study was an attempt to examine the vocational adjustment of one segment of the teacher population, high school band directors in Texas. In addition, this study was an examination of the closeness of fit between vocational adjustment of Texas high school band directors and the industrial workers who served as the norming group for the Minnesota Satisfaction Questionnaire.

The related literature for this study was reported in three sections. Section One, on theoretical discussions of vocational adjustment, determined that although there are widely diverse explanations of vocational adjustment, positive adjustment (job satisfaction) is most likely to exist when the worker's expectation from the job and the reality are in harmony. Expectation is defined in many ways, including involvement, preparation, investment, monetary reward, and voluntary entry into the specific field of work. The concept of harmony between extrinsic and intrinsic work motivators is thoroughly presented by the Herzberg Dual-
Factor theory. Section Two, on the assortment of variables predicting job satisfaction previously studied, monetary reward was determined to be a motivation to work, but not a source of job satisfaction. Likewise, job success was not found to be a source of satisfaction. While age and satisfaction tend toward a moderate positive correlation, burnout reverses that tendency among many workers. Burnout, like job satisfaction, was not found to be a function of either pay or job success. Section Three, dealing with studies specifically related to job satisfaction among teachers, revealed no sources of satisfaction or burnout different from those in the general working population. Burnout, as a vocational phenomenon, was found to be highest in the human service fields, including teaching. Teachers in highly specialized areas were found to be more susceptible to burnout and resultant job dissatisfaction than other teachers.

The group used for this study, Texas high school band directors, was selected in part because of the high turnover rate among its members. In addition, the Educational Reform Act (HB 72) placed new strictures on the traditional structure of Texas high school band programs which has created a redefinition of the band director's role and expectations.

The instrument used to measure job satisfaction was the short form Minnesota Satisfaction Questionnaire. The short form MSQ contains 20 items, each of which represents a
construct measured by five related items on the long form. Both instruments were developed through the Work Adjustment Project at the University of Minnesota.

Findings

Major Findings

Hypothesis one--Research hypothesis one is stated, "There will be a significant negative correlation between the variables of age and MSQ score."

Results indicated that the correlation between age and MSQ (.24) is a weak, positive one. Thus, the hypothesis was rejected. Further, each of the 20 items of the MSQ correlated positively with age.

Hypothesis two--Research hypothesis two is stated, "There will be a significant negative correlation between the variables of years experience and MSQ score."

Results indicated that the correlation between years experience and MSQ (.20) is a weak, positive one. As hypothesis one, hypothesis two was rejected. Also similar to hypothesis one, each of the 20 items of the MSQ correlated positively with years of experience.

Hypothesis three--Research hypothesis three is stated, "Band directors who hold a Master's degree or higher in a field other than music or music education will have significantly lower mean scores than those who hold a Bachelor's degree or a Master's degree in music or music education."
Results indicated that respondents who hold Master's degrees or higher in fields other than music have significantly lower mean MSQ scores than respondents who hold only music degrees. The directional hypothesis was retained ($F=2.08$, $P=.01$).

**Hypothesis four**—Research hypothesis four is stated, "Band directors who have had out-of-Texas teaching experience will have significantly higher mean scores than those who have no such experience."

Results indicated that respondents who have taught outside of Texas have slightly lower mean MSQ scores than those who have taught only in Texas, thus Hypothesis four was rejected. While the direction of the mean difference is opposite that of the research hypothesis, the probability level (.152) also indicates that Hypothesis four is rejected. There is no significant difference between mean scores of respondents when classified by in-Texas and out-of-Texas teaching experience.

**Hypothesis five**—Null hypothesis five is stated, "There will be no significant differences among the mean MSQ scores of respondents from the five UIL classifications."

Results indicated that there are significant differences among mean MSQ scores of respondents from the five UIL classifications. The null hypothesis was rejected. The $F$-value was 3.204 while the probability was .0159. The respondents from larger schools (3A, 4A, 5A) tend to score
higher on the MSQ than do those from smaller schools (1A,2A).

Hypothesis six—Null hypothesis six is stated, "There will be no significant difference between the factor structures of the responding sample and the norming population."

Results indicated that the two groups do have different factor structures. Exploratory factor analysis of each of the data sets resulted in three common factors for the sample group and two for the norming group. Confirmatory factor analysis procedures allow for the examination of statistical differences between the two groups (Joreskog, 1969). The first test (Problem A) compared the statistical equivalence of the covariance matrices of each group with a theoretical pooled covariance matrix. Problem A goodness-of-fit was .782 with a significant probability value. Problem B measured the statistical equivalence of the number of factors in the two groups. Problem B goodness-of-fit value was .140 with a significant probability value. However, the relatively low goodness-of-fit value precluded further tests. The null hypothesis was rejected.

Conclusions

Based on interpretations of the data in this study, the following conclusions are made.

Hypothesis One

It may be concluded that age is not an accurate predictor of job satisfaction among Texas band directors. Older
directors tend to value highly the following aspects of band teaching: relationships with co-workers, responsibility, and security.

**Hypothesis Two**

The number of years of creditable teaching experience is highly correlated to age, so that conclusions drawn concerning the age variable are applicable to the variable of number of years teaching experience.

**Hypothesis Three**

Directors who hold degrees in a field other than music tend to score lower on the MSQ. More than twice as many respondents hold only music degrees than those who have pursued a degree outside music or music education.

**Hypothesis Four**

Having taught outside of Texas has little or no bearing on a Texas band director's job satisfaction.

**Hypothesis Five**

UIL classification is an important factor in determining job satisfaction of band directors. Directors from 3A, 4A, and 5A schools score significantly higher than those from 1A and 2A schools.

**Hypothesis Six**

Although there are similarities between the factor structures of the responses on the MSQ of the norming group
and the sample group, those two structures are significantly different. The norming group's responses yielded two factors which reflect the Dual-Factor theory of Frederick Herzberg. The sample group's responses, however, yielded three factors. Two of the sample group's factors closely correspond to Herzberg's identified factors, but the third factor in the sample group (defined by Social Status, Social Service, Authority, Ability Utilization, and Achievement) departs from the Dual-Factor theory.

The data indicate that, for this sample, the constructs which constitute Factor III indicate a divergence from Herzberg's identified intrinsic and extrinsic factors.

Recommendations for Implementation

The following recommendations for implementation are made as a result of this study.

1. Salary should not be considered a major motivational factor for Texas high school band directors.

2. The aspects of the job which are least satisfying to Texas band directors are related to relationships with school administration.

3. UIL activities geared specifically toward small schools should be planned.
Recommendations for Further Study

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

1. This study should be replicated with the same respondents at a later time in order to determine if changes in attitude have occurred.

2. A similar study should be conducted with respondents from a different group of specialist teachers to determine if the attitudes found are isolated with Texas high school band directors.

3. A study should be instituted in college music schools in order to determine what current action is being taken to prepare prospective band directors for dealing with the identified sources of job dissatisfaction.

4. This study should be conducted in other states so that differences in attitudes of band directors can be compared.

5. The confirmatory factor analysis procedure should be used more frequently in order to determine applicability of both theory and measuring instruments to specific groups.
APPENDIX A

MINNESOTA SATISFACTION QUESTIONNAIRE
APPENDIX A

MINNESOTA SATISFACTION QUESTIONNAIRE

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers and those of thousands of other people throughout the nation, we hope to get a better understanding of the things people like and dislike about their jobs.

Note: The Minnesota Satisfaction Questionnaire is an instrument designed to measure general satisfaction among employees in a wide variety of working situations. Terminology may not reflect the specific educational environment in which you work.

-- Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

-- if you feel that your job gives you more than you expected, circle the "VS" (Very Satisfied):

-- if you feel that your job gives you what you expected, circle the "S" (Satisfied):

-- if you cannot make up your mind whether or not the job gives you what you expected, circle the "N" (Neither Satisfied nor Dissatisfied):

-- if you feel that your job gives you less than you expected, circle the "DS" (Dissatisfied);

-- if you feel that your job gives you much less than you expected, circle the "VDS" (Very Dissatisfied).

Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.

Do this for all statements. Please answer every item.

Be frank and honest. Give a true picture of your feelings about your present job.
Ask yourself: How satisfied am I with this aspect of my job?

VS means I am very satisfied with this aspect of my job.

S means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

DS means I am dissatisfied with this aspect of my job.

VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about:

1. Being able to keep busy all the time
   VS S N DS VDS

2. The chance to work alone on the job
   VS S N DS VDS

3. The chance to do different things from time to time
   VS S N DS VDS

4. The chance to be "somebody" in the community
   VS S N DS VDS

5. The way my boss handles his men
   VS S N DS VDS

6. The competence of my supervisor in making decisions
   VS S N DS VDS

7. Being able to do things that don't go against my conscience
   VS S N DS VDS

8. The way my job provides for steady employment
   VS S N DS VDS

9. The chance to do things for other people
   VS S N DS VDS
10. The chance to tell people what to do
   VS S N DS VDS

11. The chance to do something that makes use of my abilities
   VS S N DS VDS

12. The way company policies are put into practice
   VS S N DS VDS

13. My pay and the amount of work I do
   VS S N DS VDS

14. The chances for advancement of this job
   VS S N DS VDS

15. The freedom to use my own judgement
   VS S N DS VDS

16. The chance to try my own methods of doing the job
   VS S N DS VDS

17. The working conditions
   VS S N DS VDS

18. The way my co-workers get along with each other
   VS S N DS VDS

19. The praise I get for doing a good job
   VS S N DS VDS

20. The feeling of accomplishment I get from the job
   VS S N DS VDS
APPENDIX B

DEMOGRAPHIC DATA SHEET
APPENDIX B

DEMOGRAPHIC DATA SHEET

Please circle the number for each of your answers.

Educational background:

1 Master's degree or higher in music or music education
2 Master's degree or higher in a field other than music or music education (include education degrees)
3 Bachelor's degree only

School classification:

1 A
2 AA
3 AAA
4AAAA
5 AAAAA

Have you had out-of-Texas band teaching experience?

1 Yes
2 No

How old are you? ____________

How many years of creditable TEA experience have you served as a band director? ____________
BIBLIOGRAPHY

Books


Journal Articles


Public Documents


Texas, Revised Statutes, Title 87 (1984).
Unpublished Materials


