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A COMPARATIVE STUDY OF JOB SATISFACTION OF TWO-YEAR  
COMMUNITY/JUNIOR COLLEGE AND FOUR-YEAR UNIVERSITY  
PHYSICAL EDUCATION FACULTY

THESIS

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By

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This investigation was undertaken to compare the degree of job satisfaction of physical education faculty who were employed at community/junior colleges and four-year universities. The relationship of selected demographic variables (sex, age, contract longevity, teaching experience, and highest degree completed) to faculty job satisfaction was also investigated. Faculty (N = 70) who were employed in community/junior colleges and universities in the Dallas-Fort Worth area were chosen as subjects for the study. Two instruments were utilized to collect the data. These were the Personal Data Inventory (PDI) and the Purdue Teacher Opinionnaire (PTO).

Analysis of the data indicated that university faculty and community/junior college faculty differed significantly in their perceptions of job satisfaction in the specific areas of teacher rapport with immediate supervisor, curriculum issues, and school facilities and services. Four demographic variables (sex, age, contract longevity, and teaching experience) were significantly related to ten specific areas of job satisfaction and to the subjects' total job satisfaction.

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## CHAPTER I

### INTRODUCTION

Job satisfaction, according to Dunn and Stephens (1972), is the sum of positive feelings an employee has about his or her job. Vroom (1964) reports that positive attitudes toward the job may be considered as job satisfaction while negative attitudes toward the job are considered as job dissatisfaction. Being an indicator of a person's morale and attitudes toward one's job, job satisfaction is a concept that has held the attention of researchers from several different academic areas. The concept of job satisfaction has been extensively researched in business and industry.

Within the last decade, research concerning job satisfaction of faculty has been done in various educational settings. This topic has been of particular interest to individuals with responsibilities in school management. Due to the difficulties in definitions and methodology, much of the research concerning faculty job satisfaction has produced inconclusive results (Daniel, 1971). Only recently have college and university faculty members been selected as subjects for empirical study by researchers. The American College: A Psychological and Social Interpretation of Higher Learning, edited by Sanford (1962), was the first widely disseminated book which looked at faculty in higher education. More recent works (Garrison, 1967; Brawer, 1968;

and Cohen and Brawer, 1969; 1972) have looked at two-year college faculty from the research perspective. It has been noted by many authors that differences between faculties in two-year and four-year colleges exist. One of the most frequently cited differences is in the expectation of each to produce research. Faculty in the two-year colleges are under limited, if any, pressure to engage in research activities, while the reverse is true for faculty members in four-year colleges and universities. Garrison (1967) summed up the essential role of the two-year college faculty as typically working with the absence of an imperative to do research. He described the two-year college faculty member as a student-centered rather than a subject-oriented instructor who must work with students having an extraordinary range of abilities and motivations.

In light of Garrison's summary, a study by Trent (1972) indicated that a notable number of two-year college faculty would rather teach at a four-year college because of the generally lighter teacher load, increased status, and higher salary commonly associated with university or four-year college faculty. Opposite findings have also been registered. Mills (1968) found that most faculty in two-year colleges were happy and had no desire to leave. To date, a conspicuous dearth of research on job satisfaction has been done in physical education at the four-year college or university level. No research was found which concerned itself solely with the job satisfaction of physical education faculty at the two-year community/junior college level.

With regard to selected demographic variables such as sex, age, contract longevity, teaching experience, and highest degree held, and



the relationship of each to job satisfaction, the research literature has produced conflicting evidence. Chase (1951) and Peck (1936) reported contrasting results with regard to sex. Looking at the relationship between age and job satisfaction, (Wood, 1973; Buxton, 1971; and Sergiovanni, 1966), yielded opposite conclusions. In general, the research reviewed indicated that as the number of years of teaching increased, the level of job satisfaction increased. Findings by Butler (1961) and Wood (1973) indicated this positive linear relationship. In studying the relationship between the level of job satisfaction and highest degree held, Plant (1966) and Wood (1973) obtained opposite findings. Plant concurred while Wood did not.

#### Purpose of the Study

The purpose of this study was to compare the degree of job satisfaction of physical education faculty who were employed at two types of institutions in higher education. The study was undertaken to determine the existence of any significant differences between the two groups. The relationship of selected demographic variables to faculty job satisfaction was also investigated.

#### Statement of the Problem

The main problem was to determine if a significant difference in job satisfaction existed between physical education faculty employed at two-year community/junior college and four-year university institutions of higher learning. Also, this study was undertaken to determine if significant relationships existed between the job satisfaction of the physical education faculty and selected demographic

variables (i.e., sex, age, contract longevity, teaching experience, and highest degree completed).

### Hypotheses

- Hypothesis 1. There will be no significant difference in job satisfaction, as perceived by the physical education faculty who were employed at two-year community/junior college and four-year university institutions of higher education.
- Hypothesis 2. There will be no significant difference between job satisfaction and the sex of the physical education faculty.
- Hypothesis 3. There will be no significant difference between job satisfaction and the age of the physical education faculty.
- Hypothesis 4. There will be no significant difference between job satisfaction and contract longevity of the physical education faculty.
- Hypothesis 5. There will be no significant difference between job satisfaction and the teaching experience of the physical education faculty.
- Hypothesis 6. There will be no significant difference between job satisfaction and the highest degree completed (i.e., bachelor's, master's, doctorate) by the physical education faculty.

### Delimitations

The delimitations in this investigation on job satisfaction include the following:

1. The parameters of this study included only two-year community/junior college and four-year university settings.
2. The population was limited to full-time physical education faculty employed in selected colleges and universities in the Dallas-Fort Worth area.
3. The study was also limited to two-year community/junior colleges having transfer programs in physical education and four-year universities having a major or minor in physical education.
4. The study was limited to the use of two instruments: a Personal Data Inventory (PDI) with selected demographic variables and the Purdue Teacher Opinionnaire (PTO). The PTO was modified for use in the higher education setting.

### Limitations

The limitations in this investigation on job satisfaction included the following:

1. The responses from the subjects revealed through the administration of the Purdue Teacher Opinionnaire (PTO) were viewed as their best perceptions at that time.
2. Any findings and conclusions derived from this investigation concerned only the population within these parameters.

### Definition of Terms

The following definitions were operationally defined and presented for the purpose of this study:

Job Satisfaction. The degree of contentment towards one's job and work environment in the areas of teaching, salary, class load, curriculum issues, status, community support of education, school facilities and services, community pressures, and total satisfaction as measured by the Purdue Teacher Opinionnaire.

Job Dissatisfaction. The degree of discontentment with one's job and work environment.

Two-Year Community/Junior College. A public or private institution of higher education offering two years of college education and having transfer programs in physical education.

Four-Year University. A public or private senior institution of higher education offering a major or minor in physical education.

Full-Time Faculty Member. A two-year community/junior college or four-year university instructor who is employed on a salaried basis with teaching being his or her primary responsibility.

Purdue Teacher Opinionnaire (PTO). An instrument designed by Bentley and Rempel (1970) to measure job satisfaction.

Personal Data Inventory (PDI). An instrument designed by Kepple (1978) and modified by this researcher to elicit five items of information from the respondents.

Contract Longevity. A term used in this study to denote a position of security for the faculty at the institutions under investigation.

Contract longevity is designed by the length of one's current contract (i.e., one-year, three-year) and tenure status.

Teaching Experience. A term that denotes the number of years a faculty member has taught at his or her present institution.

### Significance of the Study

The significance of the study is twofold. First of all, it is important for instructional personnel in higher education to know the factors which tend to contribute to job satisfaction and dissatisfaction of faculty associated with institutions of higher learning. Individuals seeking jobs in the higher education setting could possibly use empirical data concerning job satisfaction in higher education to help them determine whether they might want to teach at either a two-year college or a four-year university. This investigation compares the job satisfaction of physical educators of two-year colleges with four-year universities and should supply empirical evidence regarding this topic. The findings of the study may help potential and current higher education faculty decide where they might be more satisfied with their jobs.

Secondly, the fact that most people spend a large percentage of their lives in work-related activity may initially serve as justification for attempting to better understand the work environment and related problems of college physical educators. It is generally agreed that job satisfaction is important to the success of any organization. The vast impact that positive faculty morale has on the success of educational programs has become a realization to educational administrators (Moorhead, 1979 and Hutchenson, 1980). A working knowledge

of faculty job satisfaction can give administrators a tool to take action to eliminate negative effects within the organization and successfully accomplish the goals of the institution. There is little empirical evidence available on job satisfaction among physical educators, particularly in the two-year college and the four-year university settings. This study should provide direct scientific evidence concerning job satisfaction, as perceived by the physical education faculty associated with these institutions of higher learning. By identifying the sources of satisfaction and dissatisfaction of these individuals, and their implications, the findings may provide some insight into the area of job satisfaction concerning faculty members, who teach at different institutions of higher education.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

During the past decade, a voluminous amount of research has been reported in the literature on job satisfaction. This investigator has divided the review of related literature into sections in order to systematically review and present information from the research literature which is pertinent to this investigation.

The first section of this chapter reviews literature from the field of business and industry to enhance one's understanding of job satisfaction. The second section of this chapter presents literature pertaining to job satisfaction of teachers in higher education and physical education. Also, studies are reviewed which relate job satisfaction to the demographic variables of sex, age, contract longevity, teaching experience, and highest degree completed.

#### Classical Job Satisfaction Studies: Business and Industry

The study of job satisfaction is a relatively recent development. Mayo's (1933) studies at the Western Electric Company in the 1920's were the first serious attempts to explain the conditions of job satisfaction. The Hawthorne studies conducted at Western Electric convinced Mayo and his associates that factors of a social nature were affecting worker job satisfaction. Since the Hawthorne studies, research has been conducted on the nature, causes, and correlates of

job satisfaction. An extensive review of the literature on job satisfaction covering the past decade and one-half reveals that the field of business management and industry has systematically accumulated a large body of knowledge concerning the behavior of individuals and their organizations. Several major theories concerning job satisfaction have been presented and debated.

#### The Motivator -- Hygiene Theory

Frederick Herzberg (Herzberg, 1966; Herzberg, Mausner, & Snyderman, 1959) was the chief proponent of a specific theory of job motivation. His theory became known as the "Two-Factor Theory" and also the "Motivation-Hygiene Theory." He hypothesized that the satisfiers (motivators) were related to the actual content of the work; whereas the qualities of the job that led to dissatisfaction (hygiene factors) were associated with the work environment. Motivation factors (satisfiers) were described as achievement, recognition, the work itself, responsibility, and possibility of advancement. Hygiene factors (dissatisfiers) were delineated as organizational policy and administration, supervision, salary, working conditions, and interpersonal relations (i.e., superiors, subordinates, and co-workers). Based upon the assumption that motivation factors in one's job cause satisfaction, while hygiene factors cause dissatisfaction, Herzberg and his associates (1959) designed a study to test these assumptions. The major support for his theory rests on a detailed study of 200 engineers and accountants who worked for several different firms in the Pittsburgh area. A semistructured interview was used to ascertain each subject's



feelings about his or her job. Herzberg modified the critical-incident technique to collect his data. Each subject was asked to recall incidents where he felt extremely good or bad about his job. In analyzing the data, motivation factors were found to be satisfiers since they fulfilled the individual's need for self-actualization and growth, and were related only to the job itself. Hygiene factors, which were related more to the environment of the job, were found to be the cause of job dissatisfaction. Crucial to the understanding of the motivator-hygiene theory is the idea that these two factors are thought to be separate and distinct from one another. Herzberg concluded that the performance factors contributed more to job satisfaction while the environmental factors brought about feelings of job dissatisfaction. The Motivator - Hygiene Attitude Model identifies the opposite of satisfaction as no satisfaction, while the opposite of dissatisfaction is no dissatisfaction.

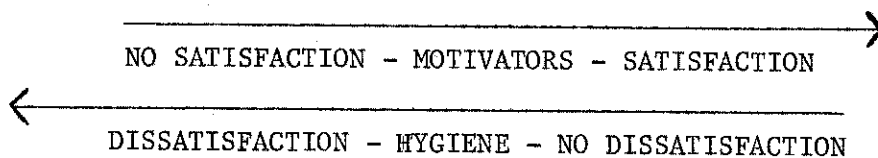


Figure 1. Motivator - Hygiene Attitude Model

### The Traditional Theory

The traditional theory of job satisfaction in essence is a contradiction of Herzberg's two-factor theory concerning the relationships between satisfaction with job factors and overall job satisfaction. The traditional theory states that satisfaction is a continuum ranging from very satisfied to very dissatisfied thus denoting linear relationships.

relationships between satisfaction with job variables and overall job satisfaction.



Figure 2. Traditional Attitude Model

One traditional model of job satisfaction advocated by Gruneberg (1976) defines job satisfaction as the total body of feelings that an individual has about his or her job. This total body of feelings involves weighing up the sum total of influences of the job itself, the pay, the promotion prospects, and the nature of supervision. If the sum total of influences gives rise to feelings of job satisfaction, the individual is job satisfied. If the sum total of influences gives rise to feelings of job dissatisfaction, the individual is job dissatisfied. Improving any of these influences will lean in the direction of job satisfaction. Making one of the influences less satisfactory will lean in the direction of job dissatisfaction.

#### Studies in Support of Herzberg's Theory

Several of the job satisfaction studies done in business and industry in recent years have attempted to replicate, modify, or extend Herzberg's original study in various ways. Nine replications were discussed in Herzberg's (1966) book, Work and the Nature of Man. Studies employing the same critical incident methodology as Herzberg have provided essentially the same results in a variety of settings and across many occupational groups.

One of the first attempts at replicating the Herzberg study was done by Anderson (1961) in a Veterans' Administration Hospital in Utah. In surveying hospital employees, the results tended to support Herzberg's theory. Work factors, achievement, recognition, advancement, and responsibility, accounted for the high attitude sequences. The factors of work environment tended to account for low attitude sequences.

A study by Friedlander (1964) supported Herzberg's findings. Using 82 civilian scientists and engineers as the sample, data were collected using an open-end personal interview method so that each subject could respond in whatever context he or she wished. The findings showed that at the .001 level of significance, intrinsic factors such as interest in the work itself, promotional opportunity, and technical freedom were responsible for job satisfaction. Extrinsic factors dealing with work environment which created job dissatisfaction included deterioration of the technical program, if the superior disliked the employee's performance, and the desire for higher pay.

Myers (1964), in a six year study at Texas Instruments, employed Herzberg's critical-incident methodology using 282 male scientists. For most of the individuals, the greatest satisfaction and the strongest motivation were derived from intrinsic factors. Achievement headed the list as the most favorable response followed by responsibility, growth, advancement, work itself, and earned recognition. Extrinsic factors, such as company policy and administration, pay, competence of supervisors, and working conditions were responsible for overall job dissatisfaction.

A study by Ford (1969) further documented Herzberg's findings. In one study at American Telephone and Telegraph, data were collected on 104 women in customer service using a 16 item critical-incident questionnaire. In the areas of achievement, recognition, responsibility, and advancement, the women showed that Herzberg's theory of work holds that the possibility for deep satisfaction with one's job lies with the task itself. The surroundings of the task can produce dissatisfaction, but not long-run satisfaction.

#### Non-Supportive Studies

Although widely accepted by professionals, Herzberg's two-factor theory has been criticized, debated, and disputed.

Vroom (1964), Schneider and Locke (1971) argued that Herzberg's critical-incident method of gathering data accounted for the findings and other methods were required to test the theory adequately. Vroom (1964) repudiated the "story-telling" method used by Herzberg which he argued accounted for the associations found. He suggested that when things go well, people like to take credit, but tend to protect themselves when things go poorly by blaming the environment for the failures. The argument was amplified in the following statement:

it is...possible that obtained differences between stated sources of satisfaction and dissatisfaction stem from defensive processes within the individual respondent. Persons may be more likely to attribute the causes of satisfaction to their own achievements and accomplishments on the job. On the other hand, they may be more likely to attribute their inadequacies or deficiencies, but to factors in the work environment, i.e., obstacles presented by company policies or supervision (Vroom, 1964, p. 129).

Kahn (1961) arrived at a similar conclusion as a result of reviewing the book, Motivation to Work. He suggested that the findings by Herzberg were in part the result of relying entirely on a description of one's attitudes, the factors which occasioned them, and their consequences behaviorally.

House and Wigdor (1966), in one of the most extensive attempts to refute the viability of Herzberg's theory, criticized the theory on the following grounds: (1) that the theory is methodologically bound (2) that the theory is based on faculty research (3) that the theoretical framework and findings were inconsistent with past evidence on job satisfaction and motivation. In viewing job satisfaction from a traditional approach, these researchers suggested that a given factor can cause job satisfaction for one person and job dissatisfaction for another person. Thus, contradicting the separate continuum aspect of the motivator-hygiene theory.

Other viewpoints besides Gruneberg's (1976) oppose Herzberg's two-factor theory. Ewen, Smith, Hulin and Locke (1966) and Graen (1966) supported the traditional theory over the two-factor theory as an alternative formulation of job satisfaction. According to these researchers, the two-factor theory hypothesizes two sets of job variables--job content or "satisfier" variables and job context or "dissatisfier" variables. Moreover, these two sets of variables are assumed to contribute to overall job satisfaction in a different manner. Job-content variables are assumed to account primarily for variance on the satisfaction portion of the continuum of job satisfaction - dissatisfaction. Job-context variables account for the variance on the dissatisfaction

portion of the continuum of job satisfaction - dissatisfaction. Thus, the two-factor theory predicts nonlinear relationships between satisfaction with job variables and overall job satisfaction.

The traditional theory, on the other hand, hypothesizes that if the presence of a variable contributes to job satisfaction, the absence of that variable contributes to job dissatisfaction and vice versa. Therefore, the traditional theory predicts essentially linear relationships between job variables and overall job satisfaction. Two articles by Ewen, Smith, Hulin, and Locke (1966) and Graen (1966) in the business and industrial settings have presented evidence indicating that the two-factor theory does not hold true for the variables of work itself, promotion, or pay. Using 319 male and female office workers as their sample, these investigators distributed the Job Description Index, with the following five job variables; work itself, promotion, pay, supervision, and co-workers, to these employees for them to fill out. The researchers found that dissatisfaction with the job-content variables (work itself and promotion) contributed to overall dissatisfaction and that satisfaction with the job-context variable (pay) contributed to overall satisfaction. Taken as a whole, the results of these studies clearly supported the traditional theory at the expense of the two-factor theory. A .001 level of significance was reached with these variables in relation to job satisfaction - dissatisfaction.

#### Section Summary

This section presented job satisfaction studies which supported or contradicted Herzberg's motivator-hygiene theory. The literature reviewed in this section from the field of business and industry

illustrates that although Herzberg's two-factor theory has been utilized successfully, it has also been repudiated by several investigators. As a result, there should be more in depth investigations into job satisfaction to verify further either Herzberg's theory or the traditional approach to job satisfaction.

### Research in Higher Education

The realm of higher education has recently become a source of considerable research on job satisfaction. Numerous studies dealing with factors influencing job satisfaction and dissatisfaction have appeared in Eric and Dissertation Abstracts International. With limited success, a large number of these studies have attempted to test Herzberg's theoretical model.

### Four-Year College and University Job Satisfaction Studies

One landmark investigation of job satisfaction was conducted by Eckert (1959) and associates of 706 college and university teachers in Minnesota, using a questionnaire-interview technique. The study ascertained what factors accounted for the teachers' satisfaction and dissatisfaction with their careers. The findings in this study generally substantiated and supported the motivator-hygiene theory in that satisfaction centered around the work itself while dissatisfaction was associated with inadequate salary and poor working conditions.

Avakian (1971), using the critical-incident method, studied 50 faculty members from two liberal arts colleges and two universities in New York State. Each subject was asked to describe incidents which could be associated with feelings of satisfaction or dissatisfaction

with regard to one's job. Achievement, recognition, and the work itself related significantly to job satisfaction. The factors of institutional policy and administration, supervision, salary, and interpersonal relations with administrators related significantly to the job dissatisfaction of faculty members. The findings presented tended to support the Herzberg two-factor theory.

Morris (1973) employed a semi-structured interview methodology to gather data from a group of faculty members representing nine colleges. His purpose was to ascertain which factors produced or prevented job satisfaction among faculty personnel in private liberal arts colleges. He found that factors intrinsic to the work-content were statistically significant at the .05 level and produced job satisfaction. Statistical significance was also associated with extrinsic factors related to the job-context which produced feelings of job dissatisfaction.

Leon's (1974) study of 500 college and university professors and Robbin's (1975) study of professors of educational administration also supported Herzberg's theory by concluding that achievement, work itself, recognition, and responsibility were related to job satisfaction. Institutional administrative policy, working conditions, and supervision were related to job dissatisfaction.

The research of Moxley (1977) partially supported Herzberg's theory. The motivators of achievement, recognition, and growth opportunities, were significant satisfiers at the .001 level. The motivator of advancement tended toward the opposite direction but not to a significant degree. One motivator, responsibility, acted as a significant hygiene factor (.001 level). The majority of the hygiene factors such as



salary, supervision, and administrative policies, were significant dissatisfiers as predicted. However, the hygiene factor of interpersonal relations with students served as a significant motivator.

#### Two-Year College Job Satisfaction Studies

Trent (1972) conducted 15 case studies of junior colleges in the state of California. He surveyed 205 faculty to determine how they felt about their present jobs at the two-year colleges where they were employed. The results of the survey indicated that approximately 30% of the faculty surveyed would rather teach at a four-year college or university because of the generally lighter teaching load, increased status, and higher salary commonly associated with faculty therein. The other 70% of the faculty had no desire to leave the junior college setting primarily because they were under limited pressure to conduct research in order to keep up professionally.

In addition to studies conducted at the four-year institutions of higher education, studies in two-year college settings have also attempted to replicate Herzberg's motivator-hygiene theory. A study by Wozniak (1973) supported Herzberg's two-factor theory, with the use of the Job Description Index questionnaire. For 138 music instructors in 64 two-year institutions, achievement, work itself, recognition, responsibility, and personal relations with students were significantly related to job satisfaction. Institutional administrative policy, working conditions, and supervision were related to job dissatisfaction.

Findley's (1976) study of business teachers from two-year colleges in Colorado also supported Herzberg's model by concluding that intrinsic

factors such as achievement, work itself, and responsibility were significant to job satisfaction at the .05 level while extrinsic factors were a source of job dissatisfaction for these teachers. Partial support for Herzberg's theory was indicated by Jamann (1975). This study, involving nursing faculty, supports in part Herzberg's two-factor theory. The most important satisfiers which were significant at the .01 level were found to be the work itself, security, and a challenging assignment. The primary dissatisfiers at the .01 level of significance were management policies and recognition. The achievement motivator was a significant factor in both satisfaction and dissatisfaction.

A study which did not support Herzberg's theory was conducted by Morehead (1979). The concept of job satisfaction was investigated for 173 faculty in 12 public regional community colleges and 4 state technical colleges in the state of Connecticut with the use of Wood's (1976) Faculty Job Satisfaction/Dissatisfaction Scale. Contrary to the Herzberg theory, the findings showed that hygiene factors were significantly (.001 level) more associated with overall satisfaction than were the motivator factors. Motivator factors and hygiene factors were significantly correlated with each other and with job satisfaction and thus they were similar rather than opposite. They appeared to be neither undimensional nor independent constructs.

#### A Comparative Study

A comparative analysis of job satisfaction as perceived by faculty of selected associate degree and baccalaureate schools of nursing was done by Hutcherson (1980). A total of 274 full-time faculty members

participated in the study in order to ascertain whether the faculty of associate degree nursing programs and baccalaureate nursing programs differed in their perceptions of job satisfaction in the areas of job responsibilities, job security, salary and benefits, professional development, interpersonal relationships, and physical environment and facilities. The findings showed that associate degree nursing faculty and baccalaureate degree nursing faculty differed in their perceptions of job satisfaction significantly at the .05 level in the areas of job responsibilities, salary and benefits, and facilities and environment. Baccalaureate faculty indicated greater dissatisfaction with job responsibilities while associate degree faculty indicated greater dissatisfaction with salary and benefits, and facilities and environment. The two faculties did not differ in their perceptions of job satisfaction in the areas of job security, professional development, and interpersonal relationships.

#### A Study Using the PTO

A study by Thornton (1977) was conducted using instructors at Lawson State Community College in Alabama. Using the Purdue Teacher Opinionnaire as a measure of job satisfaction, Thornton found a significant correlation at the .05 level existed between overall job satisfaction and teaching effectiveness as measured by student evaluations of teaching. When considering the individual facets of the PTO, a correlation was found between teaching effectiveness and rapport with immediate supervisor, perception of facilities and services, and satisfaction with teaching. No correlation with effectiveness was found for

rapport with peers, salary, teaching load, curriculum issues, teacher status, and community pressure.

#### Section Summary

This section explored the concept of job satisfaction in higher education. With limited success in attempting to replicate Herzberg's two-factor theory, studies involving two-year colleges and four-year colleges and universities have been presented. The literature reviewed in this section demonstrates that Herzberg's theory has some viability in its use in higher education, even though the studies reviewed showed mixed results for Herzberg's theoretical model of job satisfaction. Most of the studies done in higher education have been descriptive in nature. No comparison of job satisfaction, with the exception of Hutcherson's (1980) study of nursing faculty, has been attempted between two-year college and four-year college and university faculty. It appears that there is a need for more comparative studies to be undertaken to determine what differences, if any, exist among faculty who are employed at various institutional levels or settings.

#### Research in Physical Education

Scant research on job satisfaction in the discipline of physical education and athletics was found. Only a handful of studies have been completed which attempted to investigate this subject.

Daniel (1971) sought to study the relationship between role differentiation and the job satisfaction of faculty members in the departments of physical education and athletics in Ontario universities. Full-time faculty members (N = 208) were administered a questionnaire designed

to elicit information on job descriptions, personal data, and other information. The findings of the study suggested that a positive relationship existed between levels of job satisfaction and the fulfillment of role expectations by the role incumbent. The greater the congruency between expectation and role fulfillment, the greater the job satisfaction was for that role incumbent. Furthermore, overall subjects tended to be equally satisfied with the nature of their work, characteristics of supervision, and relationships with their colleagues. Dissatisfaction centered around financial returns and promotional opportunities.

Morgan (1974) investigated factors influencing job satisfaction and dissatisfaction of physical education and athletic personnel in selected small liberal arts colleges. Full-time faculty members of physical education and athletic units (N = 197) were administered a two-part questionnaire designed to elicit information relative to specific sequences and events which were perceived as having contributed to personal job satisfaction--dissatisfaction. These factors, which were identified in former investigations and borne out of research conducted in business and industry (i.e., Herzberg's motivator-hygiene theory), were applied to the field of higher education. The factors from past research which influenced job satisfaction were thought to be achievement, work itself, recognition, responsibility, and advancement, while factors related to the work environment were considered sources of job dissatisfaction. These were: policy and administration, supervision, salary, interpersonal relations (superiors, subordinates, and co-workers), job security, possibility of growth,

status, working conditions, and personal life. A third part of the questionnaire sought to obtain information regarding specific demographic variables such as age, sex, tenure, highest degree held, administration, and church-related or non-church related college. The findings of the study suggested that the physical education and coaching personnel rated ten factors (achievement, work itself, interpersonal relations, responsibility, job security, recognition, possibility of growth, and status), as bringing about feelings of job satisfaction. Partial support for Herzberg's theory was evident from the results. With respect to the demographic variables, the results of this study suggested that significant differences did occur in terms of how the respondents perceived the influence of a given factor (i.e., tenure, sex) upon derived feelings of job satisfaction and dissatisfaction.

Johnson and Parkhouse (1979) investigated the relationship between selected personality traits of administrators and their faculty's satisfaction with specific aspects of their job. The subjects of this study were 112 department chairpersons and 71 faculty members of physical education departments at colleges and universities across the country. The Cattell's 16PF personality inventory was used to identify chairpersons' personality traits and the Job Description Index (JDI) was used to evaluate faculty job satisfaction covering five areas: work, supervisor, colleagues, pay, and promotional opportunity. The findings of the study suggested that all five job satisfaction subscales were significantly related to total job satisfaction and the total JDI score was also significantly related to six of the personality factors

of the chairpersons. Furthermore, when job satisfaction was analyzed by the faculty's demographic data, differences were found by faculty rank, marital status, sex, and experience.

Oliver, Johnson, Herman, and Driftmeir (1981) investigated the relationship of job satisfaction, role perception, and perceived success of collegiate athletic administrators, using athletic directors and associate athletic directors of 25 colleges as subjects. The purpose of this investigation was to analyze the job satisfaction of athletic directors, specifically looking at the effect on job satisfaction of the perception of the athletic director's role and degree of success as viewed by self and the associate athletic director. The athletic directors were asked to complete three instruments related to their job. These were (1) a 50-item job satisfaction instrument which yielded three sub-scores and a total role perception score, and (3) a 13-item perceived success questionnaire. The associate directors were asked to complete two instruments related to their athletic director positions. These were the 28-item role perception and 13-item perceived success instruments. The findings of the study suggested that athletic directors and their associates had different perceptions of the role of the athletic director in promoting effective interpersonal relationships and of the degree of the athletic director's success. Two of the twelve job satisfaction sub-scores, those related to personal satisfaction and personal initiative, accounted for 94 percent of the variation in the total satisfaction score, while role perceptions and perceived success scores accounted for a very small

percent of the variation in total job satisfaction when perception scores were used as the set of independent variables.

Oyster (1975) surveyed the perceptions of college women physical educators concerning changes in departmental structure, job satisfaction and graduate work was undertaken. This study reflected the feelings and impressions of women physical education teachers in 1975 at a time when few of the women held major administrative positions. Most women taught, published, and anticipated future graduate work in the area of teacher preparation and curriculum. Only half the women had published. The findings of this study suggested that the majority of women in separate departments saw women as more professionally productive in 1975 than in 1970, and 73 percent thought job and personal satisfaction to be higher. Most women in combined departments saw improved professional productivity for both men and women, but less job satisfaction for women.

#### Section Summary

This section described job satisfaction research in physical education. A conspicuous dearth of research on job satisfaction in physical education was illustrated by the fact that only a handful of studies have been found which attempted to investigate this subject. The literature reviewed in this section concerned variables such as personality traits, role differentiation, role perception, and perceived success and their relationship to job satisfaction. One study attempted to extend Herzberg's theory to the field of physical education. The studies reviewed were concerned with relationships between



variables. This investigator believes that, as in higher education, studies of a comparative nature should be explored in physical education. The present investigation was undertaken to do just that; to compare the job satisfaction of the physical education faculty associated with two-year and four-year institutions of higher learning.

### Demographic Variables

The literature reviewed in the following section deals primarily with the relationship of selected variables to job satisfaction and dissatisfaction. The review focuses upon the variables of sex, age, contract longevity, teaching experience, and highest degree completed.

#### Sex

Outside the field of education, one empirical investigation was found which supported the position that sex does make a difference in attitudes towards jobs. Herzberg (1957) and his associates in a review of studies conducted in industry found evidence which suggested that there were greater variations among women in their job attitudes than men. These variations might have been due to how women viewed their work in general, along with the seemingly lower societal expectations of professional success for women outside the home.

Within the field of higher education, Rudd and Wiseman (1962) and Eckert and Stecklein (1961) reported obtaining a high measure of overall satisfaction for both men and women. However, certain differences were noted as specific contributors to feelings of satisfaction and dissatisfaction among male and female faculty. Sources of dissatisfaction for both male and females centered around hygiene factors,

i.e., large classes, poor facilities, poor human relations, and teaching loads. On the other hand, women placed greater stress on human values than did men. Women were less inclined toward emphasis on professional endeavors than men. However, men valued the independence and freedom of college teaching more than women.

Seegmiller (1977) found that while females were more satisfied than males with their personal relations in teaching, they were more dissatisfied than males in matters concerning salary and feelings about competence of superiors. Wood (1973) found no significant differences between the sexes in regard to job satisfaction.

In Morgan's (1971) study of physical education and athletic personnel, he concluded that regarding overall job satisfaction, no significant differences were ascertained between males and females. However, Morgan found that females were significantly more dissatisfied than males, regarding the factor policy and administration.

Kepple (1978) investigated the relationship between selected status characteristics and job satisfaction of two-year college faculty. With regard to the variable of sex, he concluded that although a tendency for male two-year college faculty to be more satisfied than females was evident, the tendency was not deemed significant.

#### Age

With regards to age and job satisfaction, at least three different points of view were expressed. These were (1) that satisfaction increased as age increased; (2) that a U-shaped relationship existed between age and satisfaction, that is, satisfaction apparently was

high in the early and latter employment years, but low during the intervening middle years; (3) that no relationship existed at all between age and job satisfaction.

Two studies supported the first position. Hoppock (1960) conducted a longitudinal study in which an instrument was used to gather measures on factors related to job satisfaction. Among his findings, Hoppock indicated that job satisfaction consistently increased with age.

In a study done by Kepple (1978) on selected characteristics and job satisfaction, the age of the faculty was found to have a significant relationship to job satisfaction. Older faculty members (50 or over) were found to have higher levels of job satisfaction than younger faculty.

With respect to the second point of view, Buxton (1971) surveyed subjects from the education departments in four Big Eight universities and a corresponding number of smaller state supported institutions. He hypothesized a U-shape relationship between age and satisfaction, based on the assumption that the very young teacher will be challenged by his new position while the old teacher will settle in a position having accepted his or her status. The findings failed to support his hypothesis in that the results showed that a significant, positive linear relationship existed between age and job satisfaction.

The third position, that no direct consistent relationship existed between job satisfaction and age, has received support by Wickstrom (1971) and Avakian (1971) in their studies of faculty in the field of higher education. Moorehead (1979) investigated faculty job satisfaction in the public regional community colleges and the state technical

colleges of Connecticut. The findings revealed that at the .05 level of significance there was no relationship between age and job satisfaction

#### Contract Longevity

In discussing contract longevity and its relationship to job satisfaction, this concept will be interchangeably used with tenure status. Two generally understood purposes of tenure are to help insure the faculty members academic freedom and to insure job security (Kepple, 1978). The relationship between tenure and job satisfaction has not been definitively established by research. Monroe (1972) suggested that from the viewpoint of individual faculty members, a tenured contract is highly prized and a prerequisite for faculty satisfaction.

Reinecker's (1972) study on tenure status and its relationship to job satisfaction illustrated that a significant relationship did exist. An instrument was selected to gather information on a sample of 634 tenured teachers in central Pennsylvania. The findings showed that a high proportion of tenured teachers valued intrinsic factors which produced more job satisfaction than the extrinsic factors related to their work.

In a study by Moxley (1977), faculty who held tenure were found to be significantly more satisfied with working conditions than non-tenured faculty. Sergiovanni (1966) yielded the opposite conclusion by reporting that no significant relationship existed between job satisfaction and tenure status.

Morgan (1971) found that non-tenured faculty were significantly more dissatisfied than tenured faculty with regard to the factors of work itself and interpersonal relations with subordinates. Kepple (1978) concluded that tenured faculty at two-year colleges appeared to be more satisfied than two-year college faculty members who were non-tenured.

### Teaching Experience

In general, the research reviewed indicated that as the number of years of teaching increased the level of job satisfaction increased, but in some studies cited opposite conclusions were ascertained.

Butler (1961) indicated that the degree of job satisfaction among teachers is related to length of service because satisfied teachers tend to stay in the profession while dissatisfied ones find employment elsewhere.

Huber's (1969) study of college professors, Kurth and Mills' (1968) study of community college faculty in Florida, and Kepple's (1978) study of two-year college faculty across the nation found that as age increased job satisfaction increased. Wood (1973) found a positive linear relationship existed between years of experience and job satisfaction.

Contrary to the above findings, the results of Buxton's (1971) and Moorehead's (1979) studies of college faculty in selected colleges showed that no significant relationship existed between teaching experience and faculty job satisfaction.

### Highest Degree Completed

In studying the relationship between the level of teacher job satisfaction and highest degree completed, researchers have reached different conclusions.

Plant (1966) found positive relationships between teacher job satisfaction and highest degree earned. Holders of doctoral degrees tended to be more satisfied than holders of other degrees.

In Wood's (1973) study of faculty in the North Carolina system of community colleges, opposite conclusions were reached with regard to highest degree earned and job satisfaction. The findings showed that the highest level of formal education was related negatively to job satisfaction at a significant level. Holders of master's degrees were more satisfied than doctoral degree holders.

Kepple (1978) reached a similar conclusion to Wood's findings. The level of job satisfaction tended to be negatively related to the highest degree earned, but his results were not significant at the .01 level.

Moorehead (1979) found that a weak non-significant relationship ( $r = .73$ ) existed between educational level and job satisfaction. His findings showed that the most satisfied group by educational level was the doctoral level group.

### Section Summary

This section discussed demographic variables and their relationships to job satisfaction. With regard to selected demographic variables and their relationship to job satisfaction, the literature seemingly

produced conflicting evidence. For example, the literature was divided between sexes in the amount of satisfaction derived from one's job, and that one or the other demonstrated more satisfaction. Likewise, there was empirical evidence to support each of three positions with regard to the variable age: 1) satisfaction increased with age, 2) a U-shaped relationship existed between the two, and 3) positively no relationship existed between age and satisfaction. With regard to tenure, teaching experience, and highest degree completed, opposite conclusions were also reached as evidenced by the literature reviewed in this section. After reviewing literature on these selected demographic variables and their relationship to job satisfaction, it appears that additional research studies are needed to attempt to resolve the conflicting views of the research presented in this section.

#### Chapter Summary

Since the Hawthorne studies in the 1920's, an abundance of job satisfaction studies have been conducted. In this chapter the concept of job satisfaction was reviewed. The ideas of Herzberg and Gruneberg regarding the nature of human beings and organizations have been utilized in the construction of two different models of job satisfaction. Compared to the traditional model which considers dissatisfaction to be the opposite of satisfaction on a single continuum, is Herzberg's motivation-hygiene model which holds that factors causing satisfaction and dissatisfaction lie on separate continuums and have separate and distinct causes. The motivation-hygiene theory has both its advocates and its critics. Some critics feel it is methodologically bound and

theoretically inconsistent and studies which in various ways depart from the semistructured interview formal seemingly show less support for the theory. Advocates find Herzberg's theory insightful and valid. Most of the research in education on job satisfaction has employed exact or slight modifications of the methodology utilized by Herzberg.

In the section dealing with research pertaining to two-year and four-year institutions of higher education and physical education, the studies were basically descriptive in nature. No attempt, with the exception of one study, was made to compare the job satisfaction of faculty associated with these different institutions of higher learning. The thesis investigation by this researcher was undertaken to compare the job satisfaction and the physical education faculty associated with two-year and four-year institutions of higher learning. No direct attempt to test Herzberg's theory or the traditional model of job satisfaction was undertaken in this study. Several previous studies in higher education have either partially or totally supported Herzberg's theoretical model of job satisfaction. However, with the use of the Purdue Teacher Opinionnaire, some general observations of factors contributing to satisfaction--dissatisfaction were made.

With regard to the selected demographic variables of sex, age, tenure, teaching experience, and highest degree completed and their relationship to job satisfaction, conflicting results have been found by past researchers. More research into these five areas is needed to attempt to resolve these conflicting views. The investigation was undertaken to try to draw some relationships between each of these



demographic variables and the job satisfaction of the physical education faculty associated with two-year and four-year institutions of higher education.

## CHAPTER III

### RESEARCH METHODOLOGY

The purpose of this study was to compare the degree of job satisfaction of physical education faculty who were employed at two types of institutions of higher education. The purpose of this chapter is to discuss the methodology employed in this research. This discussion, in order of presentation, is devoted to an explanation of the research design, subjects, instrumentation, procedures for data collection, and statistical analysis of the data.

#### Research Design

This investigation was comparative in nature. The study was concerned with determining whether significant differences existed in job satisfaction, as perceived by physical education faculty who were employed at two-year community/junior college and four-year university institutions of higher education. The relationship between selected demographic variables and faculty job satisfaction was also investigated.

#### Variables

The independent variables in this study were the two institutional levels of higher education (two-year community/junior college and four-year university settings) and the five selected demographic variables which included sex, age, contract longevity, teaching experience, and highest degree held. The Personal Data Inventory (PDI)

was utilized to gather demographic information. (See Appendix A). The dependent variable in this study was the job satisfaction of the faculty. The measurement of this variable was a result of the responses of the sample of teachers on the Purdue Teacher Opinionaire. (See Appendix B).

### Subjects

Institutions which provided the appropriate settings and the needed population were identified. Two-year community/junior colleges and four-year universities in the Dallas-Fort Worth area were chosen for the study. Specifically, eight two-year community/junior colleges were utilized in this investigation and each one was associated with the Dallas County Community College District (DCCCD) or the Tarrant County Junior College District (TCJCD). (See Appendix C for a complete listing of the participating institutions). The four-year universities involved in this study were: The University of Texas at Arlington, Texas Woman's University, Texas Christian University and Southern Methodist University. The two-year colleges offered transfer programs in physical education while the four-year universities offered a major or minor in physical education. A total of 70 full-time physical education faculty members were identified as the subjects for this study. The subjects were contacted individually to secure their willingness to participate in the study. Each faculty member, who was approached, agreed to participate in the research. Thirty-five subjects were employed at the community/junior colleges and thirty-five subjects

were employed at the four-year universities. Each of the individuals who participated in the study held at the minimum, the academic rank of instructor and was appointed no later than September, 1980.

### Instrumentation

Two instruments were utilized to collect the data in order to test the hypotheses of the study. These were the Personal Data Inventory (PDI) and the Purdue Teacher Opinionnaire (PTO). (See Appendix A and B).

#### Personal Data Inventory

The researcher used a modified version of the PDI, originally designed by Kepple (1978), to elicit five items of personal information. Included in the PDI were items which requested information about the following: sex, age, contract longevity, teaching experience, and highest degree completed. The rationale for selecting these characteristics was the apparent dearth of conclusive evidence regarding their relationship to job satisfaction.

#### Purdue Teacher Opinionnaire

The PTO was selected to measure faculty job satisfaction. This instrument was developed by Bentley and Rempel (1970) and is validated for group measurement with 100 median item scores grouped by the following ten factors: (1) teacher rapport with principal; (2) satisfaction with teaching; (3) rapport among teachers; (4) teacher salary; (5) teacher load; (6) curriculum issues; (7) teacher status;

(8) community support of education; (9) school facilities and services; (10) community pressures. Total score reliability is reported at .87, while individual factor scores have reliabilities ranging from .62 for the community pressures factor to .88 for the teacher rapport with principal factor (Rosner, 1972).

The following is a brief description of the 10 factors included in the Purdue Teacher Opinionnaire (Bentley and Rempel, 1970):

Factor 1. "Teacher Rapport with Principal" dealt with the teacher's feelings about the principal, the professional competency, interest in teachers and their work, ability to communicate, and the skill in human relations of the principal.

Factor 2. "Satisfaction with Teaching" pertained to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in her/his job, enjoys her/his status, and believes in the future of teaching as an occupation.

Factor 3. "Rapport Among Teacher" focused on a teacher's relationship with other teachers. The items here solicited the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his/her peers.

Factor 4. "Teacher Salary" pertained primarily to the teacher's feeling about salaries and salary policies. Were salaries based on teacher competency? Were salary policies administered fairly and justly, and did teachers participate in the development of these policies? Did they compare favorably with salaries in other school systems?

Factor 5. "Teacher Load" dealt with such matters as record-keeping, clerical work, "red tape", community demands on teacher time, extra-curricular load, and keeping up-to-date professionally.

Factor 6. "Curriculum Issues" solicited teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7. "Teacher Status" sampled feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher felt he or she is an accepted member of the community.

Factor 8. "Community Support of Education" dealt with the extent to which the community understands and is willing to support a sound educational program.

Factor 9. "School Facilities and Services" was concerned with the adequacy of facilities, supplies, and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10. "Community Pressures" gave special attention to community expectations with respect to the teacher's personal standards, his/her participation in outside-school activities and his/her freedom to discuss controversial issues in the classroom.

#### Scoring Instructions for the PTO

The PTO consisted of one hundred items. Each item required one response. The responses ranged from (1) disagree to (4) agree with statements concerning various aspects of job satisfaction. The

theoretical range of scores for the entire instrument is from a low score of 100 to a maximum score of 400. The PTO has a median score of 250. Scores are determined by adding the values which correspond to each of the one hundred responses which are made by an individual. A low score (100-200) would suggest that an individual possesses a low level of satisfaction toward his or her job. A high score (300-400) indicates that an individual is quite satisfied about his or her job.

#### Procedures for Data Collection

A cover letter was sent to the chairperson of each physical education department of the two-year colleges and four-year universities in the sample. The letter explained the intent of the researcher for studying job satisfaction in higher education. The letter also contained a request for permission from each chairperson to use his or her faculty in the research study along with a request to talk with each chairperson about the materials and procedures to be used in the study prior to the arranged time for data collection.

In a recent article, Cohen (1976) reviewed several problems involved in obtaining a high rate of return with mailed questionnaires. A suggestion was made that higher return rates were obtained if an on-site facilitator was there to deliver and retrieve the questionnaire. In the administration of the PDI and PTO, the investigator attempted to implement Cohen's suggestions. The investigator distributed the questionnaire package to each subject, which contained a copy of the PDI, the PTO, and a cover letter with directions for completing the PDI and PTO, enclosed in an envelope. The cover letter to the faculty

members is presented in Appendix D. The questionnaires were administered individually. After completing the questionnaires, each subject was requested to place the materials in the envelope, seal it, and place the envelope in a sealed drop box that was provided for them.

### Statistical Analysis

Analysis of variance procedures were utilized to assess the relationship of the independent variable of institutional setting and the dependent variable of job satisfaction as measured by the PTO scale. One-way analysis of variance procedures were used to determine if any differences existed between the independent variable of sex and job satisfaction and between the independent variable of highest degree completed and job satisfaction. Two-way analysis of variance techniques were utilized to determine if any significant interactions occurred by sex and type of institutional setting for each of the ten PTO job satisfaction variables and for total job satisfaction.

The relationships between age, teaching experience, and contract longevity and the various dependent job satisfaction variables were estimated with Pearson product moment correlations. Probability levels were set at the .05 level for the one-way and two-way analysis of variance procedures and at the .01 level for the Pearson product moment correlations. Finally, since the Purdue Teacher Opinionnaire has been substantially tested for reliability for use with public school teachers, reliability for the PTO's use with higher education faculty was assessed through Cronbach alpha technique. Cronbach alpha coefficients were calculated for the one hundred scale items and the ten factors constituting the PTO.



## CHAPTER IV

### ANALYSIS AND DISCUSSION OF THE RESULTS

This chapter presents the findings of the research and analyses used in fulfilling the purposes and objectives of this investigation. The format of this presentation provides for a summary of the general characteristics of the respondents. An interpretation of the hypotheses and a reliability analysis is provided. The last section includes a general summary and discussion of the results.

#### General Characteristics of Respondents

Job satisfaction was measured by Ralph R. Bentley's and Averno M. Rempel's Purdue Teacher Opinionnaire (PTO) scale. The PTO was administered to a volunteer sample of seventy faculty members of the two-year community/junior colleges and four-year universities in the Dallas-Fort Worth area of Texas.

The PTO and a Personal Data Inventory (PDI) questionnaire were administered to the subjects for the study. The PDI was utilized to solicit information concerning five selected demographic variables (sex, age, contract longevity, teaching experience, and highest degree completed). The primary purpose for utilizing the PDI was to provide data for testing hypotheses regarding job satisfaction. A secondary purpose was to permit a description of some general characteristics of the respondents.

Seventy faculty members were contacted by the investigator. Each person agreed to participate in the study and to respond to the PTO and PDI questionnaires. This represented one-hundred percent cooperation from the faculty members who were approached by the researcher. All of the completed questionnaires were found usable and the data concerning the respondents were organized around five independent variables.

### Sex

Of the seventy faculty members who participated in the study, fifty-nine percent were males and forty-one percent were females. The two-year colleges had a greater percentage of male faculty than the four-year universities. Males comprised sixty percent of the two-year college faculty. Males outnumbered females by approximately twenty percent for the total sample. Table 1 presents the distribution of the respondents by sex and type of institution.

### Age

The ages of the respondents were categorized by multiples of five years and are presented in Table 2. The data for the total sample indicate that the highest number of the faculty members were in the 35-39 year category. The second highest number of faculty appeared in the 40-44 year and the 45-49 year category. It was interesting to note that there was just one faculty member who was 55 years of age or older. The largest age category for two-year college faculty was 35-39. Twenty-two of the thirty-five community/junior college faculty were found to be between 35 and 44 years of age. The mean age of the

TABLE 1  
Distribution of the Respondents by Sex and Type of Institution

Sex	Community/Junior College Faculty	Relative Freq. %	University Faculty	Relative Freq. %	Total Group	Relative Freq. %
Males	21	60	20	57.1	41	59
Females	14	40	15	42.9	29	41
	35	100	35	100	70	100

two-year college faculty was 38.91 years. The largest age category for four-year university faculty was 45-49. Nineteen of the thirty-five university faculty were found to be between 40 and 49 years of age. The mean age of the four-year university faculty was 41.11 years.

TABLE 2

Distribution of the Respondents by Age  
and Type of Institution

Age	Community/Junior College Faculty	University Faculty	Total Group
25-29	1	3	4
30-34	6	3	9
35-39	12	6	18
40-44	10	7	17
45-49	5	12	17
50-54	1	3	4
55-59	<u>0</u>	<u>1</u>	<u>1</u>
	35	35	70

Contract Longevity

Contract longevity was analyzed in terms of whether a faculty member had tenure status, or non-tenure status with renewable one-year or three-year contracts. The data indicated that approximately forty-six percent of the faculty were tenured while fifty-four percent were non-tenured with either a renewable one or three year contract. Most of the university faculty were tenured while the majority of the junior

and community college faculty were not. Only nine of the two-year college faculty were tenured. Table 3 depicts the distribution of the data.

TABLE 3

Distribution of the Respondents by Contract Longevity  
and Type of Institution

Contract Longevity	Community/Junior College Faculty	University Faculty	Total Group
Tenured	9	23	32
Non-tenured with a renewable 3 year contract	22	0	22
Non-tenured with a renewable 1 year contract	4	12	16
	<u>35</u>	<u>35</u>	<u>70</u>

Teaching Experience

In this study, teaching experience was delimited to include only the number of years each faculty member had taught at his or her present institution. The teaching experience of the respondents was categorized by multiples of five years and is presented in Table 4. The largest number of faculty members was in the 6-10 year teaching experience category. The data also indicated that approximately eighty-six percent of the faculty had less than sixteen years of teaching experience. It is interesting to note that none of the community or junior college faculty had more than fifteen years teaching experience. However, ten university faculty members had from 16-30 years teaching experience at their present

TABLE 4

Distribution of the Respondents by Teaching Experience and Type of Institution

Teaching Experience	Community/College Faculty	Relative Freq. %	University Faculty	Relative Freq. %	Total Group	Relative Freq. %
1-5	5	14	10	29	15	22
6-10	20	57	8	23	28	40
11-15	10	29	7	20	17	24
16-20	0	0	6	17	6	9
21-25	0	0	3	9	3	4
26-30	0	0	1	2	1	1
	35	100	35	100	70	100

institutions. The two-year college faculty had an average of 8.54 years of teaching experience. The four-year university faculty had an average of 10.21 years of teaching experience.

#### Highest Degree Completed

All of the respondents had completed, at the minimum, a master's degree. Of the seventy faculty members who participated in the study, approximately sixty-three percent held doctoral degrees and thirty-seven percent held master's degrees. It is interesting to note that only five junior or community college faculty had completed doctoral degrees while twenty-one of the thirty-five university faculty had completed doctoral degrees. Table 5 depicts the distribution of the data.

#### Results

The purpose of this study was to compare the degree of job satisfaction of physical education faculty who were employed at two types of institutions in higher education. The relationship of selected demographic variables to faculty job satisfaction was also investigated. A volunteer sample of seventy faculty members, associated with two-year community/junior colleges and four-year universities in the Dallas-Fort Worth area, participated in the study. Data resulting from the administration of the Purdue Teacher Opinionnaire (PTO) and the Personal Data Inventory (PDI) were analyzed in the following manner:

1. The degree of job satisfaction of two-year community/junior college faculty was compared with that of four-year university faculty.

TABLE 5  
Distribution of the Respondents by Highest Degree Completed and Type of Institution

Highest Degree Completed	Community/Junior College Faculty	Relative Freq. %	University Faculty	Relative Freq. %	Total Group	Relative Freq. %
Master's	30	85.7	14	40	44	62.8
Doctorate	<u>5</u>	<u>14.3</u>	<u>21</u>	<u>60</u>	<u>26</u>	<u>37.2</u>
	35	100	35	100	70	100



2. The relationship of selected demographic variables (sex, age, contract longevity, teaching experience, and highest degree completed) to faculty job satisfaction was investigated.

Each subject was asked to respond to the Purdue Teacher Opinionnaire. The PTO contains one hundred items which refer to some aspect of job satisfaction. The PTO is designed to assess ten specific aspects of job satisfaction and to yield a total job satisfaction score as well. Table 6 presents the means and standard deviations of the various job satisfaction factors or variables, as measured by the PTO. When viewing the job satisfaction variables separately, the mean scores indicate that, with the exception of two variables, the two-year college faculty scored higher than the four-year university faculty.

### Hypothesis Testing

#### Hypothesis 1

The null form of hypothesis 1 stated:

There will be no significant difference in job satisfaction, as perceived by physical education faculty, who were employed at community/junior college and four-year university institutions of higher education.

The areas of job satisfaction that were measured by PTO included teacher rapport with immediate supervisor, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, community pressures, and total job satisfaction. The hypothesis was tested by one-way analysis of variance for each of the job satisfaction

TABLE 6

## Means and Standard Deviations of Job Satisfaction Variables

PTO Factor	Type of Institution			
	$\bar{X}$ Community/ Junior College Faculty	SD Community/ Junior College Faculty	$\bar{X}$ University Faculty	SD University Faculty
Teacher Rapport with Immediate Supervisor	62.25	13.81	68.57	11.82
Satisfaction with Teaching	70.46	7.39	70.83	8.05
Rapport Among Teachers	47.11	5.63	45.46	8.11
Teacher Salary	17.40	3.74	15.63	4.77
Teacher Load	23.85	5.21	23.20	5.58
Curriculum Issues	17.86	1.96	15.94	3.41
Teacher Status	23.85	5.21	23.20	5.58
Community Support of Education	16.77	2.43	15.71	3.03
School Facilities and Services	17.69	2.92	15.34	3.33
Community Pressures	17.14	2.24	17.08	2.28
Total Job Satisfaction	328.94	36.45	326.86	39.56

areas and for total job satisfaction. The one-way analysis of variance indicated that faculty members of the universities scored significantly higher than the faculty members of the community/junior colleges in the area of teacher rapport with immediate supervisor,  $F(1,68) = 7.04$ ,  $p < .05$ . Conversely, faculty members of the community/junior colleges scored significantly higher than the faculty members of the universities in the areas of curriculum issues,  $F(1,68) = 5.05$ ,  $p < .05$ , and school facilities and services,  $F(1,68) = 6.95$ ,  $p < .05$ . The first hypothesis was therefore rejected in relationship to these areas.

#### Hypotheses 2 to 6

The review of literature indicated that selected demographic variables were related to faculty job satisfaction. The major purpose of hypotheses 2 to 6 was to test whether selected demographic variables (sex, age, contract longevity, teaching experience, and highest degree completed) were significantly related to the job satisfaction of the community/junior college and the university physical education faculty. The null forms of hypotheses 2 to 6 and their findings are presented in this section.

#### Hypothesis 2

Sex has been a commonly investigated demographic variable. In this study the role that sex played in relation to faculty job satisfaction was explored through the testing of the following null hypothesis:

There will be no significant difference between job satisfaction and the sex of the physical education faculty.

A one-way analysis of variance indicated that female physical educators scored significantly higher than male physical educators,  $F(1,68) = 3.92$ ,  $p < .05$ , in the area of satisfaction with teaching. As a result, the hypothesis was rejected in relationship to this job satisfaction variable.

### Additional Findings

A two-way analysis of variance was used to determine if any interactions occurred between the sex of the faculty and the type of institution in which they were employed. Table 7 depicts the mean scores, F-ratios, and  $p$  levels of the faculty by sex and type of institution. Significant interaction effects by sex and type of institution were found for the seven areas of job satisfaction which are described in Table 7. The two-way analysis of variance indicated that female faculty were significantly more satisfied at the universities than males in the areas of teacher rapport with immediate supervisor, satisfaction with teaching, rapport among teachers, teacher salary, teacher status, school facilities and services, and total job satisfaction. Male faculty however, were significantly more satisfied at the community and junior colleges than females in each of these same seven areas. Figures 3 through 9 illustrate the seven significant interactions.

### Hypothesis 3

Age has long been considered as a correlate of job satisfaction. Several researchers have included this demographic variable in their investigations. In this study, the interrelationship of age and job

TABLE 7  
Two-Way Analysis of Variables by Sex and Type of Institution

Variables	Male Faculty		Female Faculty		F-Ratio	Probability Level
	Community/Colleges	Junior Universities	Community/Colleges	Junior Universities		
Teacher Rapport with Immediate Supervisor	66.05	65.35	57.43	72.87	7.06	.01
Satisfaction with Teaching	71.55	67.95	70.64	74.67	5.20	.03
Rapport Among Teachers	48.00	42.85	45.64	48.93	6.60	.01
Teacher Salary	18.20	13.80	16.14	18.07	11.06	.001
Teacher Status	24.70	21.20	22.36	25.87	7.74	.01
School Facilities and Services	18.00	14.30	17.07	16.73	5.09	.03
Total Job Satisfaction	336.15	311.35	320.07	347.53	8.81	.01

df = 1

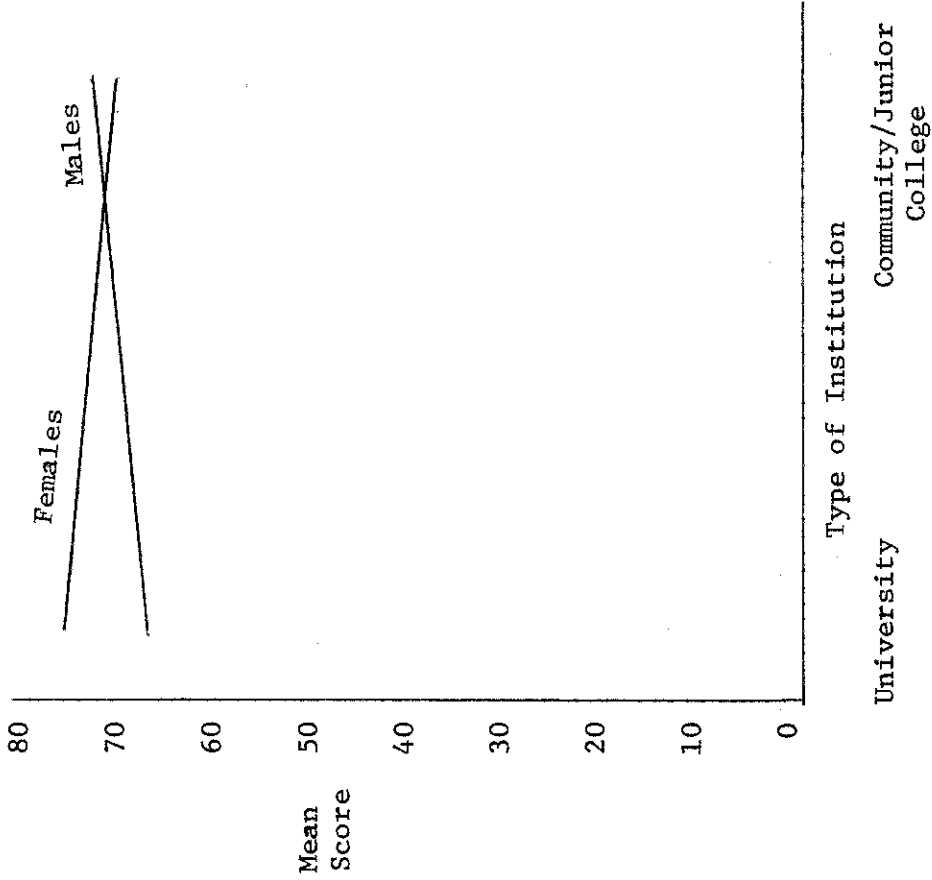


Figure 4. Two-way interaction by sex and type of institution for satisfaction with teaching. ( $df=1$ ,  $F=5.20$ ,  $p < .05$ )

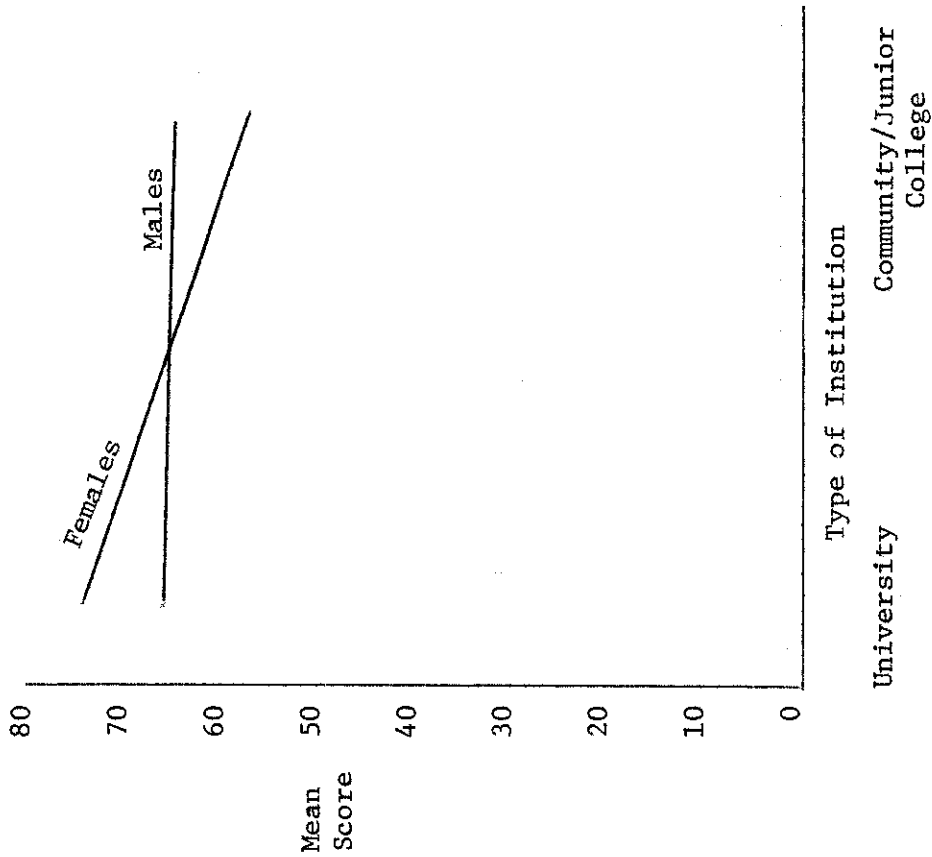


Figure 3. Two-way interaction by sex and type of institution for teacher rapport with immediate supervisor. ( $df=1$ ,  $F=7.06$ ,  $p < .05$ )

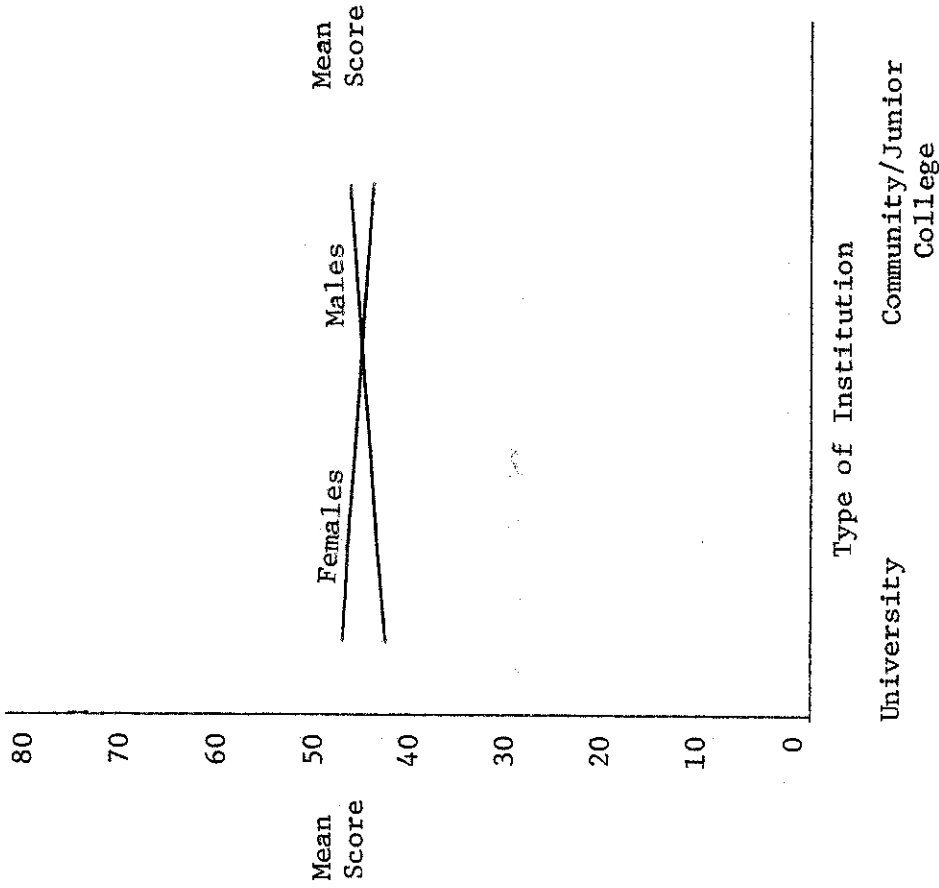


Figure 5. Two-way interaction by sex and type of institution for rapport among teachers. ( $df=1$ ,  $F=6.60$ ,  $p < .05$ )

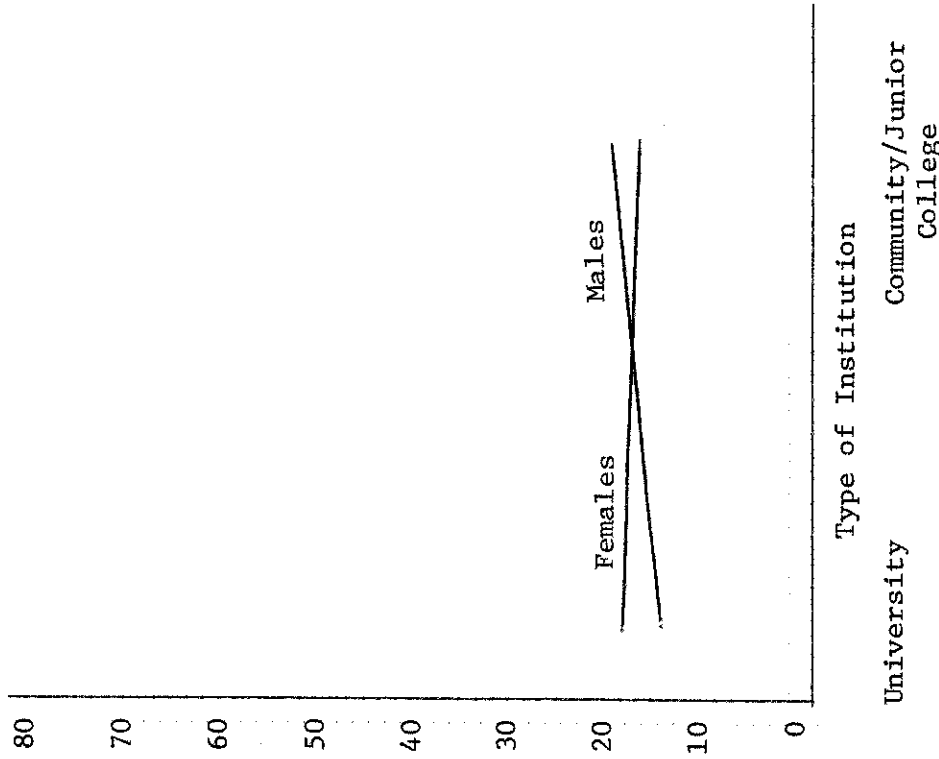


Figure 6. Two-way interaction by sex and type of institution for teacher salary. ( $df=1$ ,  $F=11.06$ ,  $p < .05$ )

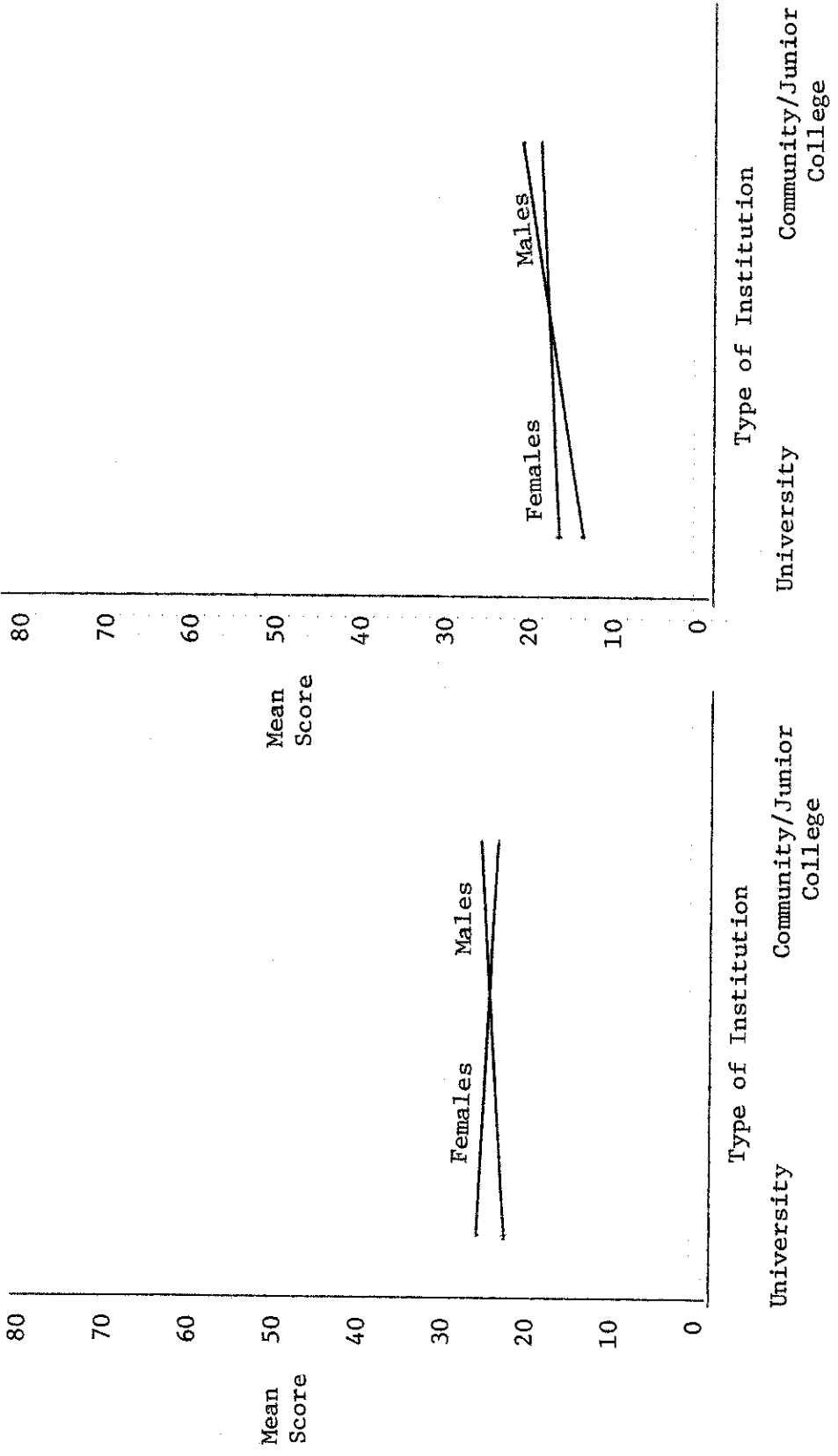


Figure 8. Two-way interaction by sex and type of institution for school facilities and services. ( $df=1$ ,  $F=5.09$ ,  $p < .05$ )

Figure 7. Two-way interaction by sex and type of institution for teacher status. ( $df=1$ ,  $F=7.74$ ,  $p < .05$ )



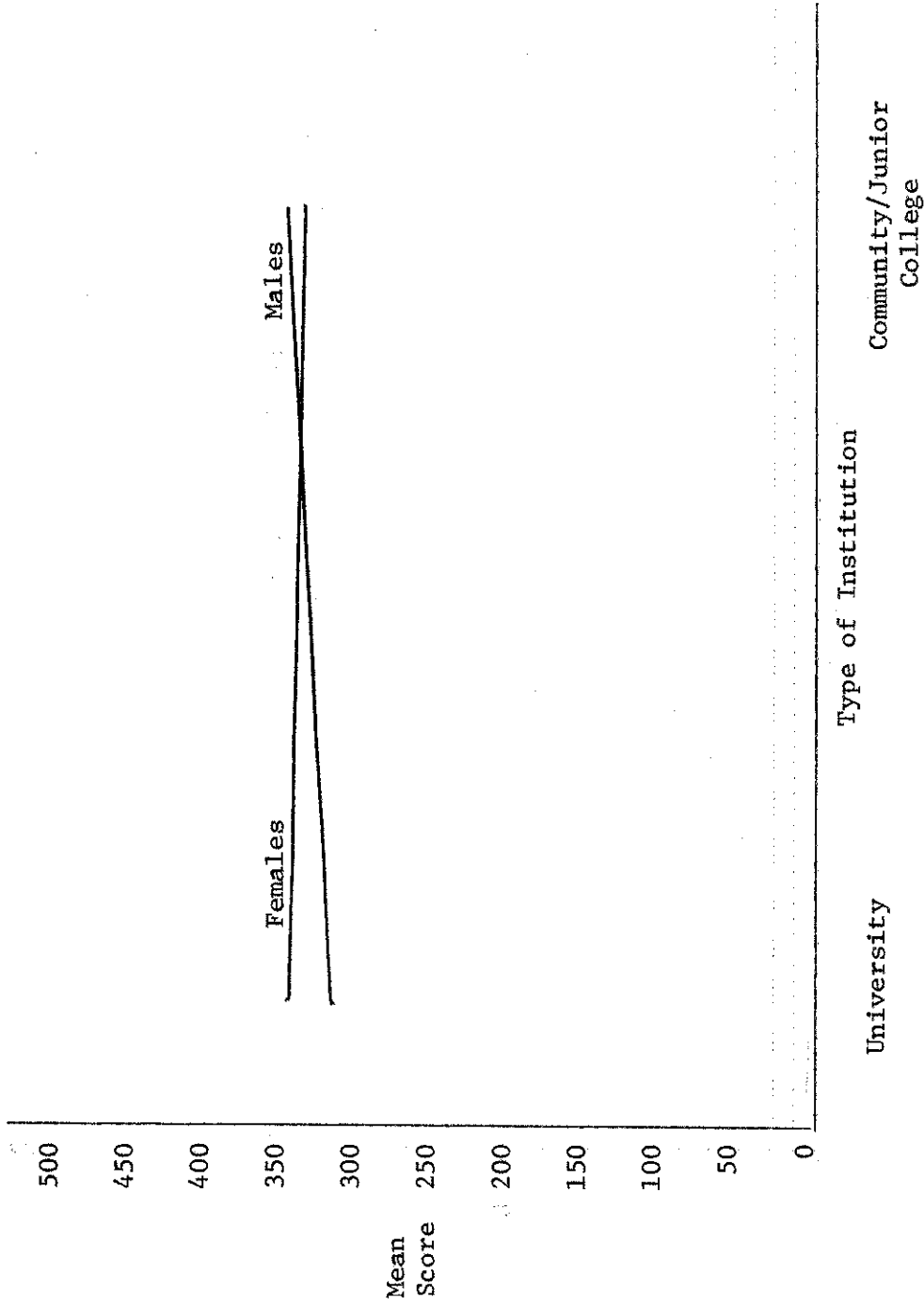


Figure 9. Two-way interaction by sex and type of institution for total job satisfaction. ( $df=1, F=8.81, p < .05$ )

satisfaction was examined. This variable was analyzed three different ways. The data were analyzed for the total sample of respondents, and separately for the community/junior college faculty and for the university faculty. The null form of hypothesis 3 declared the following:

There will be no significant difference between job satisfaction and the age of the physical education faculty.

This hypothesis was tested by the computation of Pearson product moment correlation coefficients. The results are presented in Table 8. The data depicted in Table 8 suggest that there was a moderately positive relationship between age and job satisfaction. For the total sample of respondents, job satisfaction in the areas of teacher load, curriculum issues, and teacher status tended to increase as age increased. When viewing the respondents by type of institution, Table 8 illustrates that as age increased, job satisfaction increased in the specific area of curriculum issues for the university faculty. As age increased, job satisfaction in the area of teacher load increased for the community/junior college faculty. As a result, hypothesis 3 was rejected in relation to these areas.

#### Hypothesis 4

In this study, contract longevity was used to denote a position of security for the faculty associated with the institutions under investigation. Contract longevity was designated by the length of each faculty member's current contract (i.e., non-tenured renewable one-year, three-year) and tenure status. This variable was also analyzed three

TABLE 8

Pearson Correlation Coefficients Between  
Age and Job Satisfaction

Variable	Total Faculty	University Faculty	Community/Junior College Faculty
Teacher Rapport with Immediate Supervisor	.03	.03	-.06
Satisfaction with Teaching	.17	.27	.01
Rapport Among Teachers	.18	.34	-.10
Teacher Salary	.07	.07	.19
Teacher Load	.30*	.23	.37*
Curriculum Issues	.28*	.50**	-.01
Teacher Status	.27*	.30	.27
Community Support of Education	.14	.34	-.10
School Facilities and Services	.20	.28	.28
Community Pressures	.24	.32	.13
Total Job Satisfaction	.23	.33	.10

\*  $p < .01$ \*\* $p < .001$

different ways. The responses of the total sample of respondents were assessed as were the faculty responses from each type of institutional setting. The null form of hypothesis 4 stated that:

There will be no significant difference between job satisfaction and the contract longevity of the physical education faculty.

This hypothesis was tested by the computation of Pearson product moment correlation coefficients. The results are summarized in Table 9. The data in Table 9 suggest that there was a moderately positive relationship between contract longevity and job satisfaction. For the total sample of respondents, tenured faculty were significantly more satisfied than non-tenured faculty with eight areas including satisfaction with teaching, rapport among teachers, curriculum issues, teacher status, community support of education, school facilities and service, community pressures, and total satisfaction. Tenured university faculty were significantly more satisfied than non-tenured university faculty in satisfaction with teaching, rapport among teachers, curriculum issues, teacher status, community support of education, school facilities and services, and total job satisfaction. Tenured community/junior college faculty were significantly more satisfied than non-tenured community/junior college faculty with the variables of teacher salary and teacher load. Hypothesis 4 was therefore rejected in relation to these areas of job satisfaction.

#### Hypothesis 5

Teaching experience, as cited in the literature, tends to be correlated with faculty job satisfaction. In this study, teaching experience concerned only the number of years a faculty member had taught at his or

TABLE 9

## Pearson Correlation Coefficients Between Contract Longevity and Job Satisfaction

Variable	Total Faculty	University Faculty	Community/Junior College Faculty
Teacher Rapport with Immediate Supervisor	.15	.15	.13
Satisfaction with Teaching	.35*	.45*	.15
Rapport Among Teachers	.39*	.58**	.03
Teacher Salary	.17	.07	.47*
Teacher Load	.39*	.18	.72**
Curriculum Issues	.38*	.52**	.18
Teacher Status	.39*	.46*	.32
Community Support of Education	.32*	.50**	.05
School Facilities and Services	.37*	.48*	.37
Community Pressures	.29*	.35	.21
Total Job Satisfaction	.42*	.49*	.32

\*  $p < .01$ \*\* $p < .001$

her present institution. As with the variables of age and contract longevity, this variable was analyzed for the total sample, the university faculty, and the two-year college faculty. The null form of hypothesis 5 declared the following:

There will be no significant difference between job satisfaction and the teaching experience of the physical education faculty.

The hypothesis was tested by the computation of Pearson product moment correlation coefficients. The results are depicted in Table 10. The data in Table 10 indicate that there was a moderately positive relationship between teaching experience and job satisfaction. For the total sample of respondents, job satisfaction in the areas of rapport among teachers, teacher load, curriculum issues, teacher status, community support of education, school facilities and services and total job satisfaction tended to increase, as teaching experience increased. For university faculty, job satisfaction in the areas of rapport among teachers, curriculum issues, teacher status, community support of education, school facilities and services and total job satisfaction, increased as faculty members' teaching experience increased. For community/junior college faculty, job satisfaction in the areas of teacher load, teacher status, and school facilities and services increased as teaching experience increased. As a result, hypothesis 5 was rejected in relation to these areas of job satisfaction.

#### Hypothesis 6

The final demographic variable to be investigated was the highest degree completed. The null form of hypothesis 6 postulated the following:

TABLE 10

Pearson Correlation Coefficients Between Teaching Experience and Job Satisfaction

Variable	Total Faculty	University Faculty	Community/Junior College Faculty
Teacher Rapport with Immediate Supervisor	.13	.10	.18
Satisfaction with Teaching	.26	.30	.21
Rapport Among Teachers	.27*	.39*	.07
Teacher Salary	.25	.27	.36
Teacher Load	.32*	.17	.57**
Curriculum Issues	.36**	.53**	.17
Teacher Status	.46**	.55**	.38*
Community Support of Education	.32*	.44**	.20
School Facilities and Services	.29*	.40*	.38*
Community Pressures	.23	.25	.25
Total Job Satisfaction	.39**	.44*	.36

\*  $p < .01$

\*\*  $p < .001$

There will be no significant difference between job satisfaction and the highest degree completed (i.e., bachelor's, master's, doctorate) by the physical education faculty.

The procedure used for testing this hypothesis was a one-way analysis of variance for the total sample. Due to the limited number of doctoral degrees completed by community/junior college faculty, the results obtained from the one-way analysis of variance of the total sample's responses could not be reported.

Pearson product moment correlations were utilized to determine if any significant correlations existed between highest degree completed and job satisfaction for the university faculty. No significant results were obtained for the university faculty. Hypothesis 6 was therefore found to be tenable for that group.

#### Reliability Analysis

The Purdue Teacher Opinionnaire (PTO) was initially developed by Bentley and Rempel (1970) to assess job satisfaction of public school teachers. W. C. Sherwood of the Purdue Research Foundation was contacted to determine if the PTO would be appropriate for use with college and university faculty (See Appendix E). Although a favorable response was obtained from the Purdue Research Foundation, a reliability analysis of the PTO scale utilizing the responses of the college and university faculty was performed. The method used to test the reliability of the PTO was Cronbach alpha technique. This technique allowed the testing of each factor of job satisfaction as well as total job satisfaction. The Cronbach alpha coefficients generated by the reliability analysis



of the PTO are presented in Table 11. The total score reliability was reported at .96. Individual factor scores had reliabilities ranging from .62 (community pressures) to .95 (teacher rapport with immediate supervisor). The data indicated that the PTO yielded highly reliable results and was appropriate for use with the two-year college faculty and four-year university faculty who participated in this investigation.

#### Summary of the Results

As previously stated in this chapter, the purpose of this thesis research was to compare the degree of job satisfaction of physical education faculty, who were employed at two types of institutions in higher education. The relationship of selected demographic variables to faculty job satisfaction, at the two institutions of higher education, was also investigated.

With respect to the purpose of this investigation, analysis of the data indicated that university faculty and community/junior college faculty differed significantly in their perceptions of job satisfaction in the areas of teacher rapport with immediate supervisor, curriculum issues, and school facilities and services. The university faculty were significantly more satisfied in relation to teacher rapport with immediate supervisor, whereas community/junior college faculty were significantly more satisfied in the areas of curriculum issues and school facilities and services. As a result, hypothesis 1 was rejected in relation to these areas of job satisfaction.

Also, the selected demographic variables of sex, age, contract longevity, teaching experience, and highest degree completed were

TABLE 11

## Cronbach Alpha Coefficients for Higher Education Faculty

PTO Factor	Number of Items	Alpha Coefficient
Teacher Rapport with Immediate Supervisor	20	.95
Satisfaction with Teaching	20	.89
Rapport Among Teachers	14	.89
Teacher Salary	7	.81
Teacher Load	11	.73
Curriculum Issues	5	.81
Teacher Status	8	.86
Community Support of Education	5	.78
School Facilities and Services	5	.76
Community Pressures	5	.62
Total Job Satisfaction	100	.96

investigated. Significance, in certain specific areas of job satisfaction and total job satisfaction, was found for many of these demographic variables. Therefore, hypotheses 2 to 6 were rejected in relation to some specific aspects of job satisfaction. Significant interactions were found between sex and type of institution and seven job satisfaction variables. The Purdue Teacher Opinionnaire was found to be reliable and appropriate for use with the two-year college faculty and four-year university faculty who participated in the study.

#### Discussion of the Results

This thesis investigation was undertaken to compare the job satisfaction of the physical education faculty who were employed at two-year and four-year institutions of higher learning. The Purdue Teacher Opinionnaire (PTO) was utilized to assess the job satisfaction of the physical education faculty. No direct attempt to test Herzberg's theory or the traditional model of job satisfaction was undertaken in this study. Herzberg's theory and the traditional model were not tested because the PTO was designed to assess predominantly environmental factors of job satisfaction. An adequate testing of Herzberg's theory would have required the use of an instrument which was designed to assess a comparable number of motivator and environmental factors.

The Purdue Teacher Opinionnaire would probably have represented an inappropriate choice of instrumentation for testing the Herzberg two-factor theory. Only one of the ten PTO factors is a motivator factor. The remaining nine PTO factors are all examples of environmental factors. While the PTO is an excellent tool for the assessment of job satisfaction,

other job satisfaction scales would be more appropriate for directly testing the Herzberg two-factor theory and the traditional model of job satisfaction. The testing of Herzberg's theory was not a purpose of this study. However, with the use of the Purdue Teacher Opinionaire, observations of factors contributing to job satisfaction will be elaborated upon in this section.

It appeared that physical educators associated with four-year universities were more satisfied with their rapport with immediate supervisors than two-year college faculty. The immediate supervisors in this study were the chairpersons of the divisions of physical education at the various institutions investigated. One explanation for this finding could be that the realm of responsibility of the two-year college chairpersons is somewhat different than the university chairpersons' responsibilities. Community and junior chairpersons in the Dallas-Ft. Worth area were frequently found to be administrators of two or three divisions of academic areas outside of physical education, as in the case of the chairperson at Mountain View Community College who heads four different divisions. Also, in some of the two-year colleges, chairpersons were not physical educators by profession but were chairing divisions of physical education nonetheless. Considering these comments, it would appear that the community and junior college chairpersons' professional competency and their interest in the faculty and their work might not be evident to the physical education faculty under their leadership.

Physical educators of two-year community/junior colleges were more satisfied with curriculum issues and school facilities and services

than physical educators of four-year universities who participated in the study. One explanation for this finding could be that the physical education curricula at the junior and community colleges are not as complex in their design as they are at the universities. It is possible that university faculty perceive the physical education programs as being comprehensive but not adequate enough to meet the students' needs or to provide for individual differences, especially for the physical education majors, who make up a large percentage of the recipients of these programs. On the other hand, physical education curricula at two-year colleges are somewhat basic in their design for the purpose of meeting the needs of their students.

Significant differences in perceptions were identified, between community and junior college faculty and university faculty for the category of school facilities and services. The two-year college faculty were more satisfied than university faculty. One reason for this finding could be due to the fact that the two-year colleges in the Dallas-Fort Worth area are newer in design and are easily accessible for use by the faculty and student populations. Another reason, when observing the services aspect, could be attributed to the number of faculty in the divisions utilizing these services. For example, there are at least twice as many university faculty than community and junior college faculty in the divisions of physical education. This may contribute to possible inadequate services due to the size of the staff and the abundance of paper work university faculty contend with, along with their teaching. Two-year college faculty probably have less hassles

with services provided to them because of being part of a small staff and less paper work.

An implication of these findings is that it could be important for administrators and instructional personnel in higher education to know which factors, if any, contribute to job satisfaction and dissatisfaction. With the help of their immediate supervisors, instructional personnel could take steps to possibly alleviate specific problems they perceive as dissatisfying to them. Also, individuals seeking employment in higher education could possibly use empirical data to help them determine whether they would want to teach at either a two-year college or four-year university.

Regarding the demographic variable of sex, female faculty were found to be more satisfied than male faculty in the area of satisfaction with teaching. The fact that females were more satisfied with their teaching does not substantially support any of the findings cited in the literature. In addition to this finding, significant two-way interactions by sex and type of institution were discovered. Females were more satisfied at the university level than males in the areas of teacher rapport with immediate supervisor, satisfaction with teaching, rapport among teachers, teacher salary, teacher status, school facilities and services, and total job satisfaction. Males were more satisfied at the community and junior colleges than females in each of these areas. The fact that females were more satisfied than males in the area of satisfaction with teaching and at the universities in the areas cited above could be attributed to role modeling by career oriented women. In a study by Handley and Sedlacek (1977) on characteristics and work attitudes of

women working on campus, career oriented women were reported to have a tendency toward greater exposure to occupational choices of male peer groups, a greater variety of work experiences themselves, and feel influenced by faculty members and occupational role models in choosing an occupation. Also, professional women are more educated (i.e., master's, doctorate), older, and deal with higher level tasks and decision making than their nonprofessional counterparts.

For the variable of age, it is apparent that as age increases, total job satisfaction and job satisfaction in the specific areas of teacher load, curriculum issues, teacher status, and community pressures, increases. This finding tends to support the views of Hoppock (1960) and Kepple (1978).

With respect to contract longevity, the results of this study show that, overall, tenured faculty were more satisfied than non-tenured faculty in the areas of satisfaction with teaching, rapport among teachers, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, community pressures, and total job satisfaction.

Teaching experience, as cited in the literature, is a correlate of job satisfaction. The results in this study indicate that as teaching experience increases, total job satisfaction and job satisfaction in the areas of satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum support of education, school facilities and services, and community pressures tends to increase. This finding supports the findings of Huber (1969), Wood (1973), and Kepple (1978),

who found positive linear relationships between years of teaching experience and job satisfaction. For the variable of highest degree completed, no significant differences were obtained for the total faculty sample.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this research was to compare the degree of job satisfaction of physical education faculty who were employed at two types of institutions in higher education. The relationship of selected demographic variables to faculty job satisfaction was also investigated. The data were analyzed in eleven subcategories of job satisfaction: teacher rapport with immediate supervisor, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, community pressures, and total job satisfaction.

#### Summary of Procedure

The Purdue Teacher Opinionnaire (PTO) and Personal Data Inventory (PDI) were used to gather data from physical education faculty members of selected two-year junior/community colleges and four-year universities in the Dallas-Fort Worth area of Texas (see Appendix C). Prospective subjects for the study were contacted individually at each of their institutions of employment. A total of seventy full-time faculty volunteered to participate in the study. This represented approximately eighty percent of the physical education faculty who were employed by the twelve colleges and universities.

## Summary of Major Findings

### Hypothesis 1

H<sub>1</sub> stated: There will be no significant difference in job satisfaction, as perceived by physical education faculty, who were employed at two-year community/junior colleges and four-year institutions of higher education.

The hypothesis was rejected in regard to the job satisfaction areas of teacher rapport with immediate supervisor, curriculum issues, and school facilities and services.

### Hypotheses 2 through 6

H<sub>2</sub> stated: There will be no significant difference between job satisfaction and the sex of the physical education faculty. The hypothesis was rejected in relationship to the job satisfaction area of satisfaction with teaching.

H<sub>3</sub> stated: There will be no significant difference between job satisfaction and the age of the physical education faculty. For the total sample, the third hypothesis was rejected in relation to five job satisfaction areas. These were teacher load, curriculum issues, teacher status, community pressures, and total job satisfaction.

H<sub>4</sub> stated: There will be no significant difference between job satisfaction and the contract longevity of the physical education faculty. This hypothesis was rejected in relationship to the area of teacher load.

H<sub>5</sub> stated: There will be no significant difference between job satisfaction and the teaching experience of the physical education

faculty. The fifth hypothesis was rejected with regard to the areas of satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, community pressures, and total job satisfaction.

H<sub>6</sub> stated: There will be no significant difference between job satisfaction and the highest degree completed by the physical education faculty. The hypothesis was found to be tenable for the total faculty sample.

### Conclusions

Based upon the major findings cited in the previous section and within the limitations of this study, the following conclusions were drawn:

1. Physical education faculty members of two-year community/junior colleges and four-year universities differed in their perceptions of job satisfaction in the areas of teacher rapport with immediate supervisor, curriculum issues, and school facilities and services. University faculty members were significantly more satisfied than faculty members of the junior and community colleges in the area of teacher rapport with immediate supervisor. Junior and community college faculty were significantly more satisfied than university faculty in the areas of curriculum issues and school facilities and services.

2. The demographic variables of sex, age, contract longevity, and teaching experience were related to faculty job satisfaction, whereas the demographic variable of highest degree completed was not related

to faculty job satisfaction. A significant difference was found between the sex of the faculty and one of the job satisfaction variables.

Female faculty were significantly more satisfied than male faculty in the area of satisfaction with teaching. Significant interactions were found between sex and type of institution for seven job satisfaction variables. For each of the seven job satisfaction variables (see Figures 3-9), female university faculty were more job satisfied than female community/junior college faculty while male community/junior college faculty were more job satisfied than male university faculty.

3. There was a moderately positive relationship between the age of the faculty and job satisfaction. Total job satisfaction and job satisfaction in the areas of teacher load, curriculum issues, teacher status, and community pressures tended to increase as age increased.

4. There was a moderately positive relationship between contract longevity and job satisfaction. Tenured faculty were significantly more satisfied than non-tenured faculty with their jobs in the areas of satisfaction with teaching, rapport among teachers, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, community pressures and total job satisfaction.

5. There appeared to be a moderately positive relationship between the teaching experience of the faculty and job satisfaction. Total job satisfaction and specific job satisfaction in the areas of satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures, tended to increase as teaching experience increased.

6. There was no significant relationship between the highest degree completed and job satisfaction for the total faculty.

#### Recommendations for Further Research

To better understand the higher educational setting and its faculty, some suggestions for future research are warranted:

1. This investigation was comparative in nature. No direct attempt to test Herzberg's two-factor theory or the traditional model of job satisfaction was undertaken. Research involving other types of instrumentation should be conducted to specifically test one or both of these theoretical models.

2. The present investigation was limited in terms of both sample size and the population from which the sample was drawn. The study could be replicated utilizing a larger sample of physical education personnel drawn from both two-year colleges and four-year universities.

3. Comparative job satisfaction studies should be conducted between physical education faculty and comparable faculty units from other disciplines to determine prevailing job attitudes.

4. A comparison of job satisfaction for physical education faculty and administrators from several institutions of higher learning could be made.

5. Studies of job satisfaction, with the use of additional demographic variables (i.e., academic rank, marital status, and ethnic background), should be undertaken.

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APPENDICES

APPENDIX A

## PERSONAL DATA INVENTORY

Please place a check (✓) on the blank before each of the following items below which describe you: sex, contract longevity, and highest degree completed. Please indicate, by the number of years, on the blank after each of the following items which describe you: age, and teaching experience.

## SEX

Male  
 Female

CURRENT AGE: \_\_\_\_\_ years

## CONTRACT LONGEVITY

Renewable one-year contract  
 Renewable three-year contract  
 Tenured       Untenured  
 Other - please specify: \_\_\_\_\_

TEACHING EXPERIENCE AT YOUR CURRENT INSTITUTION: number of years: \_\_\_\_\_

TEACHING EXPERIENCE AT THE JUNIOR/COMMUNITY COLLEGE LEVEL; number of years: \_\_\_\_\_

TEACHING EXPERIENCE AT THE UNIVERSITY LEVEL; number of years: \_\_\_\_\_

## HIGHEST DEGREE COMPLETED

Bachelor's  
 Master's  
 Doctorate

PLEASE INDICATE WHAT PERCENTAGE OF YOUR APPOINTMENT IS TEACHING: \_\_\_\_\_

Thank you for your assistance. Please place the inventory questionnaire in the envelope provided.

APPENDIX B

## PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

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Copies of the Purdue Teacher Opinionnaire may be purchased from the following address:

University Book Store, Inc.  
Purdue University  
356-360 State Street  
West Lafayette, IN 47906



APPENDIX C

## LIST OF PARTICIPATING INSTITUTIONS

## Dallas County Community College District:

Brookhaven College  
Cedar Valley College  
Eastfield College  
Mountain View College  
North Lake College  
Richland College

## Tarrant County Junior College District:

TCJC - Northeast Campus  
TCJC - South Campus

## Four-Year Universities:

Southern Methodist University  
Texas Christian University  
Texas Woman's University  
University of Texas at Arlington

APPENDIX D

Department of Physical Education

June, 1981

Dear Faculty Member,

I am a graduate student in physical education at North Texas State University. For my thesis, I am comparing the job satisfaction of two-year community/junior college and four-year university physical education faculty. I would appreciate it if you could help me by agreeing to participate in the study.

The success of this study depends largely upon gathering data from the designated population. It is hoped that you will take time to complete the enclosed Personal Data Inventory (PDI) and the Purdue Teacher Opinionnaire (PTO). The PTO is designed to provide you an opportunity to express your opinions about your work as a teacher and various educational problems in your particular institution of higher learning.

There are no right and wrong responses so do not hesitate to mark each statement frankly. Answer each question on the PTO by placing your response in the column to the right of the statement. The words "Immediate Supervisor" should be substituted for the word "Principal" wherever it appears in a statement (i.e., questions #2, 3, 7, 12, etc.). Items #59, 70, and 94 on the PTO should be interpreted in the context of a higher education setting. All responses will be held in strictest confidence and your anonymity will be assured. Please DO NOT OMIT ANY ANSWERS. Please place the completed questionnaires in the envelope and seal it.

Thank you very much for your contribution of time and participation in this research effort. It is hoped that the results will add to a better understanding of job satisfaction.

Sincerely,

Michael S. Sinardi  
Graduate Student

Cynthia E. Wiese  
Thesis Advisor

APPENDIX E

## PURDUE RESEARCH FOUNDATION

WEST LAFAYETTE, INDIANA 47907

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~~GRADUATE HOUSE EAST~~

JOHN R. NESBITT, DIRECTOR

221 Terminal Building

May 20, 1981

Michael S. Sinardi  
P.O. Box 7371  
N.T. Station  
Denton, Texas 76203


Dear Mr. Sinardi:

In your letter of March 21st, 1981 requesting permission to use the Purdue Teacher Opinionaire for your thesis project you make no mention of the number of instruments which you might use. Therefore, I shall assume that the number of instruments which you will be using will not be extensive.

In the above situation I would advise that you merely purchase the appropriate number of Purdue Teacher Opinionaire instruments and make the changes thereto. You may use this letter as your permission to make changes in all items pertaining to the "principal" to read "immediate supervisor."

If this arrangement is not feasible due to the volume of instruments involved please feel free to contact me again for a possible alternative arrangement.

Sincerely,



W. C. Sherwood  
Assistant Director

WCS:cm

Ref.: C 80099