THE RELATION OF HOME ECONOMICS TEACHERS' PROFESSIONAL IDENTIFICATION AND PERSONAL CHARACTERISTICS TO JOB SATISFACTION

by

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Chapter 1

INTRODUCTION

This study examines the attitudes held by women in the traditionally feminine field of home economics teaching. It addresses two questions: (1) are women home economics teachers satisfied with their occupation, and (2) how much do they identify with home economics teaching as a profession? This investigation drew on two theoretical fields, job satisfaction and professionalism, in an effort to establish a relationship between the two for the occupation of home economics teacher. The researcher surveyed a segment of the adult female population employed as home economics teachers in the United States to determine their level of job satisfaction and their degree of professionalism in their chosen occupation.

Background of the Problem

The study of job satisfaction and identification with a profession can be viewed as steps in the process of an individual teacher's professional socialization. From the initial vocational choice and the subsequent educational preparation, students in home economics education experience many influences that aid them in perceiving themselves as professional and in being eventually satisfied or dissatisfied with home economics teaching.

The employed home economics teacher is often the "sole source of contact with the home economics profession" for a younger person.
making a vocational choice in this field (Anderson, 1976: 21). Osipow (1975: 46) supports the importance of teachers as role models and as having influence on career choice. The image of home economics portrayed to the public relates to the attitude that home economics teachers hold toward their jobs and their profession. Departments of home economics education in colleges and universities throughout the United States stress professionalism as one of the competencies that student teachers should demonstrate. They appear to neglect the satisfaction or lack of it that the graduates of their departments experience after they assume the role of classroom teachers. No extensive review of job satisfaction occurs in the yearbook describing the origin and development of home economics teacher education programs (Ray, 1981). If job satisfaction is important to the effectiveness of the home economics teacher as a role model, what creates this satisfaction?

Theoretical Framework of the Study

Job Satisfaction

Job satisfaction is not a behavior, but rather a general feeling of contentment. It may be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience (Locke, 1976: 1300). Job satisfaction refers to an overall affective orientation on the part of individuals toward work roles they are presently occupying (Kalleberg, 1977:126). Job satisfaction is multi-dimensional if workers can be satisfied with some aspects of their job and dissatisfied with other phases
of their work (Bass and Ryterband, 1979: 77). A worker's job satisfaction can be conceived in terms of his or her evaluation of specific facets of the job such as hours, fringe benefits, or co-workers or can be conceived in terms of the worker's general affective reaction to the job without reference to any specific job facets (Quinn and Shepard, 1974: 50).

This study of job satisfaction is based on the Theory of Work Adjustment, which proposes that job satisfaction is a function of the correspondence between the individual's vocational needs and reinforcement in the work environment (Lofquist and Dawis, 1969: 45). Work adjustment, which continues throughout the individual's working years, depends on how well an individual's abilities correspond to the ability requirements of the work and how well the individual's needs correspond to the reinforcers available in the work environment (Weiss, et al., 1967). As part of the Minnesota Studies in Vocational Rehabilitation, an instrument to measure job satisfaction was developed. The Minnesota Satisfaction Questionnaire (MSQ) measures satisfaction on the basis of twenty dimensions which were factor-analyzed into intrinsic satisfaction, extrinsic satisfaction, and general satisfaction.

Just as job satisfaction is a measurable attitude, professionalism of workers is also an attitude that can be assessed. Professions represent a unique concept in the taxonomy of occupations and professionals view their jobs from a different perspective.
Professionalism

The term professionalism refers to many diverse occupations where members of that group aspire to professional status (Vollmer and Mills, 1966: viii). Professionalism is an individual process whereby certain professional characteristics are displayed. It should not be confused with the term professionalization, a process during which an occupation moves toward establishing itself as a profession.

For this study, the researcher solicited the attitudes of employed home economics teachers toward their profession. The progress of home economics teaching on the continuum between an occupation and a full profession was not a concern.

For the purpose of this study, professionals were those persons who joined their colleagues in professional membership, who believed in service to the public, who preferred that their work be judged by fellow professionals, who believed that they are called to their work, and who wished to exercise control over their own activities by making their own decisions. The researcher's definition can be compared to that of Howsam (1976: 6-7) who compiled the following inclusive list of twelve characteristics of a profession:

1. Professions are occupationally related social institutions established and maintained as a means of providing essential services to the individual and the society.

2. Each profession is concerned with an identified area of need or function.

3. The profession possesses a body of knowledge and a repertoire of behaviors and skills or a professional culture which is needed in the practice of the
profession and is not normally possessed by the non-professional.

4. The members of the profession are involved in decision making in the service of the client, with decisions based on the validity of knowledge, principles, and theories.

5. The profession is based on one or more undergirding disciplines from which it draws basic insights and upon which it builds its own applied knowledge and skills.

6. The profession is organized into one or more professional associations which are granted autonomy in control of the work of the profession and the conditions which surround it.

7. The profession has agreed to the performance standards for admission to the profession and for continuance within it.

8. Preparation for an induction to the profession is provided through a protracted preparation program, usually in a professional school on a college or university campus.

9. There is a high level of public trust and confidence in the profession and in individual practitioners, based upon the profession's demonstrated capacity to provide service beyond that which would otherwise be available.

10. Individual practitioners are characterized by a strong service motivation and lifetime commitment to competence.

11. Authority to practice in any individual case derives from the client or the employing organization; accountability for the competence of professional practice within the particular case is to the profession itself.

12. There is relative freedom from direct supervision and from direct public evaluation of the individual practitioner. Each professional accepts responsibility in the name of the profession and is accountable through the profession to society.

Although Howsam had combined characteristics of the profession with
characteristics of the professional, the components of service to
the client, professional associations, autonomy, accountability,
and freedom from direct supervision and from public evaluation
are readily apparent in his list.

Several persons have evaluated the field of home economics and
home economics teaching as to professional qualifications. East (1980: 206) concurred with the terms "semi-professions" or "striving occupa-
tions" as an appropriate classification for home economics. She
believed that home economics is in the process of becoming a profession
or of proving its professional status. In a study of attitudinal
perceptions of professionalization of home economics teaching, Amos
and Nelson (1979: 45) discovered that home economics teachers regarded
their work as a profession. The researcher believed that the level
of professionalism of individual teachers could be ascertained whether
or not home economics teaching has achieved full professional status.

Professional Identification

Bucher and Stelling (1977: 19) described the process of becoming
a professional as one in which aspiring professionals enter a pro-
fessional training program with a variety of views and emerge with a
strong sense of commitment. Their theoretical model held that the
nature of the outcomes of professional socialization were the specific
professional identity, commitment, and a sense of career. These
outcomes of socialization were influenced by structural variables
relating to the profession and situational variables relating to
treatment of the student during the process. Bucher and Stelling
(1977: 213) defined professional identity as "the perception of oneself as a professional" and believed it was a crucial aspect of becoming a professional.

Vollmer and Mills (1966: 87-88) noted that becoming a professional is a gradual process with an extended period of socialization until an individual develops a psychological and social commitment to a professional career. Although the formal training period is important, some of the more significant influences in professional socialization occur after graduation. Because maleness and the middle-class achievement orientation are associated with the most highly professionalized occupations, women appear to be at a disadvantage in achieving professionalism. Being strongly committed to one's profession implies that one gives the activities and responsibilities associated with it a greater priority than to other areas of one's life (Bucher and Stelling, 1977: 216). Women are expected to give greater priority to family roles and are considered deviant if they do not.

Anderson (1976: 1) in her doctoral work defined professional identity as a "state in which one's work has become an inextricable part of the self so that self cannot be defined without it." Home economists in her study did not emerge from degree programs with "full blown professional identities" (Anderson, 1976: 133). Professional identification then is a continuing process after employment.

To determine the home economics teacher's level of professional identification, this research study employed a Professionalism Scale, developed by Hall (1968) and revised by Snizek (1972). This instru-
ment measured attitudes toward five dimensions of professionalism: the use of the professional organization as a major reference, a belief in service to the public, a belief in self-regulation, a sense of calling to the field, and autonomy.

**Organizational Framework**

**Statement of the Problem**

If job satisfaction is a desired outcome in the employment of home economics teachers and if a high level of professional identification for home economics teachers is anticipated by the profession, are job satisfaction and professional identification related? The process of professional socialization emphasizes professionalism. A sense of professionalism may promote job satisfaction or it may detract from job satisfaction because the occupational expectations of the home economics teacher are not being met.

A purpose of this study was to determine the presence or the lack of a relationship between job satisfaction and professional identification. Personal variables influence home economics teachers' job satisfaction and professional identification. The researcher studied these variables to see which contributed to the criterion variable of job satisfaction and which combination of these variables best predicted the job satisfaction of home economics teachers.

This study addressed five research questions:

1. What relationships exist between home economics teachers' professional identification and their job satisfaction?
2. Do professional identification scores of home economics teachers differ on the basis of personal variables?

3. Do job satisfaction scores of home economics teachers differ on the basis of personal variables?

4. What variables are most predictive of job satisfaction of home economics teachers?

5. With what work reinforcers are home economics teachers most satisfied and least satisfied?

Assumptions

This study was based on the following assumptions:

1. Home economics teaching is a professional occupation.

2. Professional orientation and values result from the extensive training and socialization undergone by all professionals.

3. People vary in the amount of satisfaction that they derive from their occupations.

4. Job satisfaction and professional identification can be measured with appropriate self-reporting instruments.

Limitations

The researcher believed that the following factors constituted limitations in this study:

1. All of the persons in the study were members of the American Home Economics Association. Selection of this available group might have meant that these individuals had a different level of professional identification by virtue of their membership in such an organization than the home economics teacher who did not hold
this membership.

2. The problems common to the use of a mailed questionnaire were inherent in this study.

(a) Survey research cannot study in depth feelings and attitudes (Kerlinger, 1973: 422). The instrument for data collection must be comprehended by the respondent with no way for the researcher to probe for an answer or to provide additional interpretation.

(b) Response rate may be low. A previous study using the American Home Economics Association Elementary, Secondary, and Adult Education Section yielded a response rate of 50 percent with 6,109 of the 12,260 persons responding to the questionnaire (Fanslow, et al., 1980: 6). The researcher designated a 60 percent response rate as acceptable for the study. Keeping the questionnaire as short as possible, using a semipersonal cover letter which explained the purpose of the study, enclosing a stamped, self-addressed envelope, and conducting a follow-up with a reminder postcard, aided in ensuring this rate of return. Nachmias and Nachmias (1981: 183-89) suggested these strategies to increase response rate of surveys.

Definition of Terms

The researcher employed the following operational definitions to clarify the special terms used in this study.

**Job satisfaction.** Job satisfaction was defined as a form of work adjustment or the correspondence between the individual's vocational needs and the reinforcement present in the work environment.
(Lofquist and Dawis, 1969: 46).

(a) Extrinsic satisfaction. The way that the school system transacts its policies, the competence of the teacher's supervisor, interaction of teacher and supervisor, the teacher's chance for advancement, the recognition gained, and the pay received by the teacher comprised the factors that contributed to extrinsic satisfaction.

(b) Intrinsic satisfaction. The sense of achievement, the use of teaching abilities, being busy, the chance to be an authority, being creative, being responsible, serving others, having a social status in the community, being independent, doing a variety of tasks, job security, and doing nothing that is against the teacher's moral values constituted intrinsic satisfaction.

Minnesota Satisfaction Questionnaire (MSQ). The MSQ referred to the instrument developed through the Work Adjustment Project conducted as part of the Minnesota Studies in Vocational Rehabilitation at the University of Minnesota (Weiss, et al., 1967). The questionnaire measured an individual's job satisfaction with twenty aspects of work and the work environment. (See Appendix D). The MSQ measured job satisfaction for this study.

Personal Data Questionnaire. The Personal Data Questionnaire was the researcher-devised questionnaire that obtained the information about personal variables of each home economics teacher. Those variables were sex, degree held, teaching level, type position, years of home economics teaching experience, number of teacher
colleagues, sponsorship of extracurricular activities, marital status, first vocational choice, age, professional organization membership, hours of participation per month, being an officer of a professional organization, attending national or state professional organization meetings, participation in community organizations, and number of professional journals read. (See Appendix B).

**Professional identification.** In the process of professional identification a person achieved a sense of belonging to a group; adapted values, attitudes, and behavior patterns of the professional group; and was assimilated into a unity of experience out of which can develop a community of purpose and action.

**Professionalism scale.** The Professionalism Scale referred to the instrument developed by Hall (1968) and revised by Snizek (1972: 109) which probed five dimensions of professionalism: (1) use of the professional organization as a major reference, (a) a belief in service to the public, (3) a belief in self-regulation, (4) a sense of calling to the field, and (5) autonomy. The Professionalism Scale measured the construct professional identification for this study. (See Appendix C).

**Significance of the Study**

As part of an undergraduate program in home economics education, college and university professors instruct preservice home economics students in their roles as professionals. The literature includes references to the importance of developing a
sense of professionalism. The authors of the American Home Economics Association publication, *Competency-Based Professional Education in Home Economics* (1974), selected the professional role in home economics as one of the five topics for which a preservice home economics student must exhibit competencies. The preservice home economics student is asked to demonstrate a commitment to the professions of home economics and education and to assume responsibility for continuous personal and professional growth (AHEA, 1974: 36).

The inservice home economics teacher at the professional improvement level is asked to exemplify a commitment to the profession of home economics through promotion of educational programs in home economics, acceptance, performance, and adaption to changing roles, assumption of professional leadership, and demonstration of integrity in professional practice (AHEA, 1974: 36). The professional organizations of home economics teachers encourage professional development among their members.

Textbooks utilized in the preparation of home economics teachers consistently refer to professional commitment or identification. Parker (1980: 9) stated that commitment "implies devotion, a dedication, or a loyalty to a cause." Chamberlain and Kelly (1975) discussed the professional attitude and commitment of a home economics teacher as an integration of goals such as service, loyalty to colleagues, pride in work, self-improvement, and responsibility for actions into an individual's total personality. Blankenship and Moerchen (1979: 28) outlined the responsibility that home economics educators at all levels have to attend to their
personal and professional development.

Some studies have related professional commitment or professional attitudes to job satisfaction. Loftis (1962) measured professional commitment, defining it as the dedication or devotion of a teacher to the profession, with a self-report instrument, a Measure of Professional Commitment (MOPC). Her major hypothesis was that teachers differed to a measurable extent in their commitment to the teaching profession and that committed teachers were more satisfied with their jobs. She determined that the teachers' reported level of commitment was quite consistent with the reported level of job satisfaction. However, the administrators did not give the same judgments for the teachers. Other researchers used the Measure of Professional Commitment or revisions of it with different populations and achieved significant levels of professional commitment with several variables. Loftis (1971: 7) and Ray performed a factor analysis on the MOPC which isolated five variables. One of these variables was professional identification.

Huang (1976), in a national study of home economists, explored relationships among professional attitudes, commitment, and selected demographic variables as indicators of employment satisfaction. She discovered that employment satisfaction had a significantly positive correlation with professional attitudes, administrative responsibility, income, number of years as home economists, and age. A negative correlation existed between satisfaction and commitment measured by Alutto's instrument. She recommended further investigation to determine plausible explanations for this finding.
Coulter and Taft (1973) studied the professional socialization of teachers as a social assimilation process. Using a model analogous to that of the assimilation of immigrants to a new country, they showed that job satisfaction was the first stage in the socialization of the beginning teacher. Job satisfaction was followed by identification with teaching and with full assimilation, which they termed acculturation, to the professional secondary teacher subculture.

In each of the instances described above, a lack of data existed to support the relationship between professional identification and job satisfaction for home economics teachers. The researchers did not define the constructs in each study in a similar manner. Some used the term professional commitment or attitudes rather than professional identification. Some investigators confined their samples to a specific geographic region, state, or county. Their studies may or may not generalize to home economics teachers throughout the United States. Some researchers sampled all home economists rather than limiting their studies to home economics teachers exclusively. Some authors studied all teachers rather than choosing teachers of a specific subject area. This study included only home economics teachers who belong to at least one professional organization and utilized a national sample of these teachers. By using a national sample of home economics teachers, the generalizability of the findings is greatly improved.

If home economics teachers serve as effective role models for young people choosing the profession of home economics teaching, the teachers should be satisfied with their profession. To exert
the proper influence as a role model, teachers need to demonstrate how a professional career articulates with other aspects of life. Home economics teachers who participate in professional activities, serve as officers of professional organizations, and read professional journals manifest their identification with their profession. This study focused upon the relationship of professional identification and teacher satisfaction. The conclusions reveal the ultimate impact that home economics teachers, who are professionally active and who are satisfied with their profession, could have on their students.

Summary

The researcher chose the Theory of Work Adjustment as appropriate to the conception of the term job satisfaction and its components of extrinsic and intrinsic satisfaction. The Minnesota Satisfaction Questionnaire was the instrument based on the theory which measured the job satisfaction of the home economics teachers in this study.

Although there is some disagreement about the degree of professionalization of the occupation of home economics teacher, those persons engaged in this occupation believe it to be a profession. The consensus of opinion among authorities in the field of home economics is that professional identification of an individual to home economics teaching is a desirable and an important step in the process of socialization. To determine the level of professional identification of home economics teachers, the researcher selected
the Professionalism Scale developed by Hall and revised by Snizek.

The study discovered how professional identification scores and job satisfaction scores of home economics teachers differed on the basis of their personal variables. The Personal Data Questionnaire ascertained the information about the personal variables. The researcher determined which variables predicted job satisfaction and which work reinforcers created the most satisfaction for the home economics teachers. If job satisfaction is an ultimate goal of the home economics teacher, the results have implications relevant to the education of preservice and inservice home economics teachers.

The remaining chapters constitute the structure of the study. Chapter 2 provides a review of literature and research related to professionalism and job satisfaction. Chapter 3 defines the sampling procedure, explains the validity and reliability of the instruments chosen, describes the data collection procedures, and discusses the statistical procedure for data analysis. Chapter 4 presents and discusses the findings, and Chapter 5 summarizes the conclusions and forwards recommendations for further research.
Chapter 2

REVIEW OF RELATED LITERATURE AND RESEARCH

The review of literature and research is divided into three major sections followed by a summary. The first section explains how professions differ from occupations, presents opinions on the status of home economics and teaching as professions, describes the process of socialization of persons into professions, explores the relationship between commitment and professional identification, and determines ways of measuring these concepts. The second section reviews the theories of job satisfaction, denotes studies relating to teacher satisfaction, and cites personal and situational variables related to the construct of job satisfaction. The third section explains the possible relationship between job satisfaction and professional identification through the process of professional socialization of teachers.

To assess the impact of a chosen field of work on individuals in a particular profession, it is necessary to examine some of the experiences that the members of the group typically encounter in the process of induction into that occupation and to probe the attitudes present toward the work after they have been employed to perform it. Job satisfaction is a normal goal of persons in the occupational world and it contributes to individual attitudes.
Literature Relating to Professionalism

Criteria of Professions

An occupation must possess certain characteristics, which can be described as criteria or attributes, in order to be called a profession. Not all authors agree on what these criteria are, but several are credited with acceptable definitions.

Greenwood defined a profession as possessing five attributes: (1) systematic theory, (2) authority, (3) community sanction, (4) ethical codes, and (5) a culture (Nosow and Form, 1962: 207). Goode (1973: 355) described a profession as having two basic characteristics—a body of abstract knowledge and the ideal of service. Goode believed that the knowledge base was determined by public acceptance of those principles which were not given to the ordinary man to acquire by his own efforts. The service ideal was an orientation to client's needs rather than to the material interest or to needs of the professional. Moore (1970: 4-16) discussed the characteristics of a profession as one to which persons are called, which has a professional association, which requires a formal period of educational training, which has a service orientation, and which provides autonomy for its members.

Two authors outlined the steps by which an occupation becomes a profession. Caplow (1954: 139) believed that the occupational group must: (1) establish a professional association with definite membership criteria designed to keep out the unqualified, (2) change the name to reduce identification with the previous occupational
status and thereby provide a title which can be monopolized, (3) develop and adopt a code of ethics with rules and criteria to impose a permanent limitation on internal competition, and (4) obtain support of the public through prolonged political agitation. Wilensky (1964) reiterated the above rules and added the characteristic of establishment of a training school to his model of professionalization. Vollmer and Mills (1966: vii) referred to the dynamic process whereby an occupation can be observed to change certain crucial characteristics in the direction of a profession as professionalization. Professionalization of an occupation should be thought of as being on a continuum so that it moves up or down the scale approaching or departing from the model of the ideal profession (Kerr, von Glinow, and Schriesheim, 1977: 341).

**Teaching as a profession.** Although the attitude of the public is mixed on calling teaching a profession, educational workers accept the idea that teaching is a profession (Stinnett, 1968: 53). Havighurst and Neugarten (1975: 448) claim that teaching has the largest membership among all professions and that it is approaching the conditions that will make it a profession by providing:

1. a process of formal training;
2. a body of specialized knowledge;
3. a procedure for certification; and,
4. a set of standards defined and enforced by members of the profession.
Professionalization of home economics. Both home economics and teaching are in the process of professionalization. Weigley (1976: 255-259) studied the process of professionalization of home economics from the time of the choice of the name in describing the area of interest in 1899, through the founding of the American Home Economics Association in 1908 at the Tenth Lake Placid Conference, to the limiting of membership in the AHEA in 1940, and the development and presentation of the Code of Ethics in 1967. She concluded that "home economics has obviously been moving along the continuum of professionalization" (Weigley, 1976: 259).

East (1980: 206) also addressed the question of home economics as a profession, but conceded that classification as a "semi-profession" or "striving occupation" was a more appropriate description. She did not see home economists as being highly socialized professionals, although she believed that development of a sense of professionalism was an obligation of college programs (East, 1980: 202).

Larson (1974) stated that there was a need to define the professional focus of home economics so that it would be significant to clients and society. The field of home economics recently was examined by Brown and Paolucci (1979) in a document entitled Home Economics: A Definition. They outlined the characteristics of a profession as:

(1) providing service beneficial to society

(2) including mastery of a body of knowledge involving judgments which have moral dimensions
(3) assuming members of the profession monitor each other to insure quality service to the public

(4) maintaining that the scope and purpose of the profession have definite limits (Brown and Paolucci, 1979: 6-9).

Spitze (1979: 3) in response to Brown and Paolucci stated that an occupation "may have a degree of professionalism" and that it should be thought of as being on a continuum rather than being a dichotomy between professions and occupations.

**Professional Socialization**

Koenig (1967: 252) defined socialization as the "process whereby individuals are formed into unified groups by developing a sense of belonging or a "we-feeling" with associates. According to Moore (1970: 71) professional socialization involved acquiring the requisite knowledge and skills and the sense of occupational identity and internalization of occupational norms typical of the fully qualified practitioner. Bucher and Stelling (1977: 20) specified that becoming a professional involved the theoretical assumption that the outcomes of professional socialization were "a professional identity, commitment, and a sense of career." Two sets of social variables--structural and situational--composed the socialization process. The structural variables were concerned with the institution, the staff members who determined the program and its organization, the view the trainees received of the field, the kinds of experience they had in the program, and the level of skills they acquired (Bucher and Stelling, 1977: 266). The situational vari-
ables were the amount of role playing that took place, the presence of role models, peer group support, the dissemination of coaching and criticism, the conversion experience and its emotional impact, and status passages or transitional points (Bucher and Stelling, 1977: 24-25).

Career choice. Career choice is usually considered the first step in professional socialization. Contemplating the traditional ways that persons made a vocational choice, Caplow (1954) stated that parental influence, formal education, and vocational guidance were important for both sexes. Osipow (1975) expressed that a woman's choice to pursue a career was predicated on her personal need for achievement, socialization by her family toward a career role, and the presence of role models. Douvan (Williams, 1979: 389) reported that a woman whose mother worked, who identified with her father, and who had a female role model was more likely to pursue a professional career. Familiarity with adult working women who had integrated work and achievement with feminine fulfillment in their lives aided the younger woman by easing some of her anxieties and by providing a successful model. Epstein (1971) discussed the lack of any but traditional images and models for girls maturing in the sixties and early seventies. College degrees for young women were often obtained in fields considered to be extensions of the feminine female role—social work, nursing, teaching, and home economics (Epstein, 1971: 69). Smith (1979: 21) concluded that the "majority of women in the labor force today are engaged in activities that could be
characterized as 'women's work'."

Those women who entered the labor force or who chose careers prior to the advent of Women's Liberation did not have the advantage of the numerous role models now available. The Women's Liberation Movement encouraged role choices for both sexes, pushed for equal educational and employment opportunities, stressed the need for day care services, and crusaded for removal of sexist children's literature in schools (Angrist and Almquist, 1975: 195). This study included young women who chose a feminine career even when other opportunities were available and also embraced the older woman who had chosen an acceptable role for a woman because other alternatives were not available. Holland (1973) theorized that choosing a career that pairs personality types and environment contributes to individual's job satisfaction.

Lortie (1975: 26-32) described five attractions of teaching to those who selected it as a career as: (1) enjoyment of working with young people, (2) performance of a special mission in society, (3) satisfaction of personal interests reinforced in a school setting, (4) security benefits rather than financial rewards, and (5) compatibility of teaching schedules with family life. From her doctoral investigations, Anderson (1976: 102-103) cited the reasons that home economists gave as influencing their choice of home economics as a major field as traditional service ideals, the influence of the secondary home economics teacher, experiences with home economics in the classroom as well as in club work, homemaking interests, and a
perception of the field as a suitable choice for a female. Happiness of the secondary home economics teacher with the chosen field and the occupational situation improved the opportunity for that teacher to serve as an effective role model for high school students.

Anderson (1976: 104-105) analyzed the influences present in the professional socialization of home economists while they were pursuing bachelor's degrees. She noted that the relationships among students, the commitment of faculty members to their occupational roles, interest in the field of home economics, and the likelihood of being employed as a home economist were important in the professional education experiences of the respondents.

Completion of the baccalaureate degree and employment in the first teaching job did not guarantee that a person was vocationally committed much less identified with the education profession. The process of vocational commitment according to Weiss and Hubbard (1973: 106) began with the choice of a vocation that was perceived by the individual to be congruent with his or her self-concept. The individual invested personal resources in preparation for the chosen occupation expecting to acquire positive rewards. If the individual received needed satisfaction and enhancement of the self-concept, it was likely that he or she would become committed to the vocation. Weiss and Hubbard (1973: 110) theorized that vocational commitment was "dependent upon the investment of personal resources and an evaluation of this investment." The teachers in this research study had invested personal resources in their vocation. They had received
at least four years of education and they had been employed to teach in the field of home economics. Vocational commitment though is not as far reaching a concept as professional identification.

Professional identification. The term professional identification, chosen as a concept for exploration, is one of the products of professional socialization with commitment and a sense of career. Career was defined by Bucher and Stelling (1977: 27) as the more or less orderly and predictable sequence of jobs or stages through which a person moved in a progressive fashion to an end goal. They noted that the concepts of professional identity and commitment were usually intertwined so that the presence of one was indicative of the other. Being committed to a profession involved commitment both to the work and to those persons defined as colleagues (Bucher and Stelling, 1977: 215). Bucher and Stelling (1977: 213-214) defined professional identity as the perception of oneself as a professional and as a particular type of professional who had confidence in one's ability to become a proficient practitioner in the field. Anderson (1976: 1) termed professional identity a state in which one's work had become an inextricable part of the self so that self could not be defined without it. Both Anderson (1976: 133) and Bucher and Stelling (1977: 215) stressed that professional identity was not static, but continued to be related to one's professional activities and skills so that at the completion of a training program, the professional identity of the emerging trainee was not final. Vollmer and Mills (1966: 87) stated that to become a professional, one must
have generated an ambition to sustain one's self through the extended period of socialization to the development of a psychological and social commitment to a professional career.

Horn (1981: 21) commented on the difficulty of demanding instant expertise from students given the sequence of their professional education. Most home economics students received a broad education in home and family life rather than a specialization common to other professions, but they are then expected to assume the role of professional home economist upon receiving a baccalaureate degree. Failure of students to assume the role of professional home economists could cause dissatisfaction with their employment.

*Professional role perceptions.* Home economics teachers' perceptions of the professional role are important in furthering their socialization process and in eventually developing a commitment to and an identification with the profession. In her doctoral work, Amos (1976) investigated the attitudinal perceptions of home economics teachers using a research model which incorporated four aspects of the socialization theory, intrafamilial, educational, work, and professional organization affiliation, with the construct professionalization comprised of four dimensions: the profession, professional associations, client orientation, and orientation to school as an organization. Her work resulted in an instrument called the Professionalization Inventory for Home Economics Teaching (PI-HET). The PI-HET, which included twenty-seven items for each of the four subscales, was administered to a random sample of New York State home
economics teachers. The results showed that the majority of home economics teachers believed that home economics teaching was a profession (Amos and Nelson, 1979: 45). Although home economics teaching was considered to be an isolated occupation, the respondents identified with other home economists and believed in the importance of commitment to their professional group. Amos drew the following conclusions:

(1) the isolation of the home economist was explained as possibly the result of teaching in a school with only one teacher in a department;

(2) the variable, home economics teaching as the "first choice of a vocation", had predictive ability on the Profession and Client sub-scales, apparently signifying a stronger commitment of the home economics teachers to their work as a profession and to their students when it had been the first choice rather than when this had not been the case;

(3) the affiliation with professional associations and the reading of professional home economics journals indicated an increased perception of professionalization (Amos and Nelson, 1979: 45-47).

McKinney (1972) studied the role perceptions of Michigan home economics teachers. Educational attainment, extent of professional affiliations and leadership, teaching experience, age, extra classroom responsibilities, certification, and curricular mode for teaching the
material aspects of home economics were the most important background variables associated with differences in teachers' role perceptions. Her classification system of low to high on a five point scale, did not reveal clearly defined differences among teachers' overall perceptions of 150 professional role expectations.

**Professional Commitment**

*Developing commitment.* The development of professional role commitment for graduate students stemmed from the formal institution sources of teacher/student relationships as well as from the informal contacts among students and faculty. Weiss (1981: 18-20) discovered that a high professional role commitment was found in graduate students who interacted with faculty members on an informal basis and that these students were more highly productive and more likely to hold a professional self-concept than those students who had little or no informal contact with professors. These findings supported the view that faculties were instrumental in student training and that frequent exposure to role models provided encouragement and facilitated the acquisition of skills necessary for professional attitudes and behavior.

In home economics teaching, the students are undergraduates when they are expected to begin commitment to the profession. Because the field of education requires a four-year baccalaureate degree to be a fully qualified practitioner, the period of socialization is relatively short in comparison to other professions unless graduate degrees are pursued. If no continued measures to develop commitment
and subsequent identification are employed, it is unlikely that home economics teachers will reach a high level of professional identification. Several researchers have studied the commitment of home economics teachers to their profession.

**Measuring commitment.** Loftis (1971: 6) defined committed teachers as

those teachers who are recognized as being devoted or dedicated to the teaching profession. They are serious in their intent to remain in the profession and to make their efforts count in achieving high quality in education. Committed teachers are known by their attitude toward the profession and may include those who show promise as well as those whose work gives evidence of their intent.

Loftis (1962) devised an instrument to measure the commitment of persons to the teaching profession. Her Measure of Professional Commitment (MOPC) contained 100 items and yielded scores of 0 to 200. The level of score which distinguished teachers who were significantly committed from other teachers was 165 (Bagby and Cooney, 1978: 33). When Loftis and Ray performed a factor analysis of MOPC, they isolated five factors. Professional identification was one of the factors (Loftis, 1971: 7). The MOPC contained statements that asked the respondents directly if they were identified with the profession. Because the Loftis MOPC instrument was so obvious in its inquiry, this researcher chose a different method of arriving at the teacher's level of professional identification.

Loftis (1962) conducted her study using home economics teachers in Allegheny County, Pennsylvania, who were, with one exception, not significantly different on a number of variables from a
population of urban secondary teachers from a National Education Association survey. The exceptional difference was that they were younger in age. She described a positive relationship between the teacher's reported level of commitment and the reported level of job satisfaction. The teacher's level of commitment was independent of personal factors such as sex, age, marital status, educational level, and length of teaching experience.

Hood (1975) in her study of Virginia home economics teachers ascertained a positive relationship between professional commitment scores on the MOPC and years in teaching, years in the same school, age, and the magazines and journals used for new teaching ideas. Younger (1977) investigated the level of professional commitment of Georgia home economics teachers using a revised MOPC instrument and concluded that her seven chosen variables could not be used as predictors of professional commitment among the finite population of Georgia home economics teachers. She found, however, that professional commitment scores could be predicted by the professional journals read and by the offices held in professional organizations when generalizing to an infinitely large population of home economics teachers similar to those in the study.

Anthony (1971), using the Loftis MOPC, Hoppock's Job Satisfaction Scale, and personal data in a study of New York home economics teachers, found through chi-square analysis significant values for the degree of professional commitment and marital status, husband's occupational status, educational level, membership in professional
organizations, feeling of the home economics teacher and other teachers in the school concerning the importance of home economics, and job satisfaction. The same analytical procedure produced significant results for the level of job satisfaction and age, years of teaching experience, grade level taught, membership in professional organizations, and attendance at professional meetings. She concluded:

(1) that the degree of professional commitment was dependent on a number of personal, professional, and educational characteristics, but that variables pertaining to both professional orientation and educational preparation suggested that graduate school classes and participation in meetings of professional organizations represented a higher level of commitment;

(2) that the level of job satisfaction was found to vary and be dependent on a number of characteristics which were the same as those relating to professional commitment;

(3) that professional commitment and job satisfaction were primarily two dimensional variables focusing upon personal characteristics of teachers and of their training.

Wilson (1977) studies the relationship of teaching experience to both professional involvement in growth activities and commitment to teaching. Professional involvement was indicated by membership in professional organizations, participation in formal and informal meetings, workshops, and other activities, knowledge of exemplary curriculum practices, and implementation of these practices. The
Loftis MOPC and a self-developed questionnaire addressing these professional growth areas were administered to Massachusetts home economics teachers. All of the professional involvement variables related significantly at the .01 level to the professional commitment scores. The variable with the highest correlation to professional commitment was participation in informal growth activities. There was no relationship between years of teaching and higher levels of professional involvement. Although the older, more experienced teachers participated in professional growth activities, there was little evidence that this involvement improved their knowledge or implementation of curriculum practices (Nelson, 1979: 30).

Using a random sample of home economists, stratified by highest degree and AHEA membership section, Huang (1976) administered Alutto's 12-item Likert scale to measure commitment, a modified MSQ to measure job satisfaction, a semantic differential scale to measure professional attitudes, and a 10-item biographical information sheet to study the predictive power on employment satisfaction of professional attitudes, commitment, and several demographic variables. She found that positive correlations existed between employment satisfaction and professional attitudes, number of years as a home economist, age, administrative responsibility, and monthly gross income. Employment satisfaction had a significantly negative correlation with professional commitment and teaching responsibility. No significant relationship was found between employment satisfaction and marital status, number of children, or research and supervision
responsibilities. Professional attitudes uniquely contributed to about 11 percent of the variance in employment satisfaction although professional commitment, number of years as home economists, teaching responsibility, monthly gross income, and age range all accounted for minor portions of the variance. The most powerful equation was capable of predicting about 30 percent of the home economists' job satisfaction; other attitudinal variables, intelligence, and value systems were suggested as possible contributors to the remaining 70 percent of the variance. The tremendous contribution of professional attitudes to job satisfaction suggested that time should be spent in investigating factors that contribute to the development of positive professional attitudes (Nelson, 1979: 33-34).

Measuring Professional Identification

The studies cited above provided evidence of a relationship between professional commitment, professional involvement, or professional attitudes and job satisfaction. No study measured the professional identification of the home economics teacher, although the Loftis MOPC identified professional identification as one of its factors. This researcher measured the construct professional identification with Hall's Professionalism Scale (1968) revised by Snizek (1972). Hall's Professionalism Model was based on research completed by Caplow, Goode, Greenwood, Vollmer and Mills, and Wilensky whose studies were cited earlier in this chapter. In this model, Hall distinguished between the structural attributes that concerned formal education and entrance requirements for the profession and attitudinal
aspects which reflected the manner in which the practitioners viewed their work (Hall, 1968: 93).

The following attitudinal dimensions and Hall's accompanying definition formed the basis for the Professionalism Scale:

1. **Professional Organization.** Both formal organizations and informal colleague groupings serve as major sources of ideas and judgments for a professional.

2. **Public Service.** The component of service to the public includes the idea that the occupation is indispensable and that it benefits both the public and the practitioner.

3. **Self-regulation.** Professionals who believe in self-regulation prefer to be judged on professional work by fellow colleagues.

4. **Sense of Calling.** The idea of being called to a field reflects the dedication of professionals to their work and the feeling that they would probably continue in the occupation even if fewer extrinsic rewards were available.

5. **Autonomy.** Autonomy transmits a feeling that the practitioners should make their own decisions without external pressure from clients, from others who are not members of the profession, or who are not from the employing organization (Hall, 1969: 81-82).

Support for Hall's view of the attitudinal dimensions of a profession was provided by Moore (1970) in *The Professions: Roles*
and Rules. He stated that a professional association provided communication among its constituents through annual meetings, programs, and periodic publications (Moore, 1970: 158). The service orientation attended to the needs and interests of the clients first before considering personal rewards (Moore, 1970: 15). Moore (1970: 14) believed that self-regulation through adherence to ethical codes was the obligation of professionals. The idea that true professionals were imbued with a profound conviction of the worthiness of their calling and that conviction guided and dominated their actions was discussed by Vollmer and Mills (1966: 167). Moore (1970: 8) stated that commitment to a calling involved acceptance of the appropriate norms and standards, and identification with professional peers and the profession collectively. Moore (1970: 6) also believed that professionals expressed autonomy when they used their judgment and authority to perform competently.

The researcher chose the Professionalism Scale because of its universality in measuring professionalism. The instrument had been used successfully in studies of engineers, scientists (Kerr and von Glinow, 1977), physicians, teachers, lawyers, accountants, personnel managers, advertisers, nurses, social workers, stockbrokers, and librarians (Hall, 1969). The accuracy of its measurement did not depend on the occupation's advancement toward becoming a full profession. Hall discovered that:

Structural and attitudinal aspects of professionalization do not necessarily vary together. Some established professions have rather weakly developed professional attitudes, while some of the less pro-
fessionalized groups have very strong attitudes in this regard. The strength of these attitudes appears to be based on the kind of socialization which has taken place both in the profession's training program and in the work itself (Hall, 1968: 103).

**Literature Relating to Job Satisfaction**

**Job Satisfaction Theories**

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976: 1300). In an attempt to understand what determined satisfaction or dissatisfaction of workers, many researchers proposed job satisfaction theories and wrote thousands of articles on the subject. Hoppock (1977) pioneered in job satisfaction research in the 1930's. The theories of job satisfaction can be divided into a number of categories representing each different type of theory. For example, the equity theory and the expectancy/valence theory are widely used in the industrial sector to explain employee work motivation. The theories which related to this study were called "content" theories. They attempted to identify the specific needs or values most conducive to job satisfaction (Locke, 1976: 1302).

**Needs theory.** Maslow (1954) developed a theory based on a hierarchy which categorized needs from lowest to the highest level. He labeled them physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization. Only after the lower level was satisfied did a person become concerned with higher order unmet needs or was motivated to fulfill them. Although
Maslow did not relate his theory to job satisfaction, others have adopted his model for this purpose.

Two-factor theory. Herzberg, Mausner, and Snyderman (1959) were credited with developing the motivator-hygiene or two-factor theory of job satisfaction. They used a critical incident technique as the research method to develop two sets of factors called "intrinsic factors" or "motivators" and "extrinsic factors" or "hygienes". The extrinsic factors included pay, technical supervision, human or interpersonal relations, company policy and administration, working conditions, and job security. The intrinsic factors were achievement, recognition, responsibility for work, and advancement. Since the publication of Herzberg and his colleagues' findings, numerous researchers criticized the two-factor theory because of the conflicting evidence that emerged in replication studies (Carroll, 1973).

There were inconsistencies in Herzberg's incident classification system caused by confusion between the definition of events that promoted satisfaction and agents which elicited the events. This classification system was later refined and expanded (Locke, 1976: 1311). Robbins (1979) questioned the methodology used by Herzberg because he believed that people tended to take credit to themselves when things went well and blamed failures on the extrinsic environment. Even with the number of criticisms presented, Herzberg made a major contribution to the knowledge about job satisfaction.
Theory of work adjustment. To study a major concern of vocational psychology—the description, prediction, and facilitation of work adjustment—a research team of the Work Adjustment Project in the Industrial Center at the University of Minnesota formulated a theory of work adjustment (Dawis, Lofquist, and Weiss, 1968: 1). The investigators received a grant from the Office of Rehabilitation, United States Department of Health, Education and Welfare, to support their research efforts (Betz, et al., 1966).

In 1960, Monograph X of the Minnesota Studies in Vocational Rehabilitation, A Definition of Work Adjustment, and a later publication in 1964 of Monograph XV, A Theory of Work Adjustment, formally described work adjustment. The theory was revised in 1968 and has continued to serve as a model for conceptualization of work adjustment in research (Dawis, Lofquist, and Weiss, 1968: 1).

Work adjustment was described as a process that occurred throughout the individual's working years and was based on the concept of correspondence between the individual and the work environment. Several terms used in the description of the theory of work adjustment were:

- **work environment**—the reward providing setting in which work behavior took place (Lofquist and Dawis, 1969: 38);
- **work personality**—the individual's work-relevant abilities and needs (Betz, et al., 1966: 5);
- **correspondence**—the harmonious relationship between individual and environment where mutual fulfillment
of requirements of each took place (Dawis, Lofquist, and Weiss, 1968: 3);

satisfaction— an internal indicator of correspondence representing the individual worker's appraisal of the extent to which the work environment fulfilled his/her individual needs (Lofquist and Dawis, 1969: 47);

reinforcers— specific sources of job satisfaction described as conditions in the work environment (Lofquist and Dawis, 1975: 134).

The Theory of Work Adjustment in its revised form made nine formal propositions for research purposes. Of importance in this study was Proposition III which stated:

Proposition III. Satisfaction is a function of the correspondence between the reinforcer system of the work environment and the individual's needs, provided that the individual's abilities correspond with the ability requirements of the work environment.

Corollary III a. Knowledge of an individual's needs and of his satisfaction permits the determination of the effective reinforcer system of the work environment for the individual.

Corollary III b. Knowledge of the reinforcer system of the work environment and of an individual's satisfaction permits the inference of an individual's needs. (Dawis, Lofquist, and Weiss, 1968: 11)

For testing the Theory of Work Adjustment, five instruments were employed. This research study used the Minnesota Satisfaction Questionnaire to determine home economics teacher job satisfaction.
Variables Relating to Job Satisfaction

What makes employees satisfied with their jobs? Paul and Robertson (1970: 13) consistently established in all types of jobs with many different nationalities, ages, and educational backgrounds represented, that the work situations which people found most satisfying were those which provided an opportunity for achievement by the individual, recognition of that achievement, interesting and challenging work, genuine responsibility, and scope for individual advancement and growth.

Sergiovanni's study (Carver and Sergiovanni, 1969: 255) indicated that achievement, recognition, and responsibility were the dominant factors which contributed to teacher job satisfaction. According to a research study conducted by Evans and Maas (1969: 22), the highest satisfiers were good teacher-pupil relationships, the feeling of achievement, teaching a particular subject or grade, a feeling of security in teaching, and a good working relationship with fellow teachers. Pastor (1980) reported that job satisfaction was significantly related to teacher needs with the greatest area of satisfaction and dissatisfaction focused on the relationship between the teacher and his or her students. Pastor's study included 150 secondary public school teachers from ten school districts across the United States.

Hadaway (1978), using the MSQ to measure job satisfaction, discovered that Georgia high school teachers identified social service, moral values, activity, and creativity as being the most satisfying
aspects of the work environment. Clarke (1979), in a study of Pennsylvania senior high school teachers, reported that internal job satisfaction factors of recognition, achievement, the work itself, advancement, and responsibility were more satisfying than the external factors for teachers whether they were classified as very satisfied or very dissatisfied. He used the MSQ to measure job satisfaction and the research conducted by Wernemont, Herzberg, Mausner, and Snyderman to identify internal and external factors of the job.

Sex. Studies referring to workers in general have not demonstrated a sex difference in job satisfaction. Korman (1971), Carroll (1973), and Quinn, Staines, and McCullough (1974) confirmed that women workers were about as contented with their jobs as were men. The only sex-related difference repeatedly established, in the importance that workers assigned to various job facets, was the tendency for "women to express more concern than men with the socio-emotional aspects of work" and to be more concerned with the "comfort aspects" of their jobs (Quinn, Staines, and McCullough, 1974: 18).

Age, experience, and educational attainment. The research on satisfaction of workers at different ages showed a consistent pattern of younger workers being less satisfied than older workers with their respective jobs. This trend had been apparent in national surveys for fifteen years according to Quinn, Staines, and McCullough (1974: 12).
Weinroth (1977) in a study of elementary school teachers at four career stages concluded that age and teaching experience affected job satisfaction of married female teachers. Her data indicated that experienced teachers over 55 years of age had higher job satisfaction scores on intrinsic rewards than teachers at other stages. DiCapro (1974), using the MSQ to test for job satisfaction, discovered a significant relationship at the .05 level between job satisfaction scores of New York teachers and the characteristics of age and marital status. Cory (1974) discovered significant differences in age and job satisfaction using the MSQ and a random sample of Pennsylvania vocational teachers. The highest mean level of satisfaction was reported by the 46 to 50 age group and the lowest was reported by the 31 to 35 age group in his study. He found no differences with respect to years of teaching experience, educational attainment, and job satisfaction. Griffith (1978), in a study of Kansas home economics teachers rating job satisfaction with the MSQ, reported that the older teachers were more satisfied with their current jobs than were younger teachers, but the differences were not statistically significant.

Teaching level. Using a random sample of Colorado teachers and the Job Description Index to measure job satisfaction across three levels of teaching, Cole (1977) discovered that elementary teachers displayed significantly higher satisfaction (at the .01 level) than middle level or senior high teachers. Perkes (1968) conducted a study of California junior and senior high school teachers
using the **Purdue Opinionnaire** to measure job satisfaction. He found that subject by subject junior high teachers expressed an overall higher level of dissatisfaction (significant at the .05 level) than did their senior high counterparts. Howard (1973) agreed that job satisfaction research showed that teachers in junior high schools appeared to be much less satisfied with their level of assignment than were the teachers in the grades both above and below. Teaching level appeared to relate to job satisfaction.

**Teacher Professional Socialization**

After procuring the first teaching position, the teacher has an opportunity to evaluate the actual rewards of the occupation. Lortie (1975: 99) described teaching as providing a "flat career line". The opportunity to increase in status required leaving the classroom for full-time administration. The primary benefits for teachers were salary increments earned by seniority and taking additional courses. There was no incentive system that responded to talent among classroom teachers. Kuhlen's study (Gruneberg, 1976: 14) showed that teachers were not the type people who perceived their career as a major source of satisfaction. People were attracted to teaching partly because it offered economic security or had a schedule with frequent holidays and vacations, but once employed as teachers the major rewards were associated with classroom events and "reaching students" (Lortie, 1975: 106).

Many beginning teachers experienced what has been termed "reality shock" when they confronted a situation at marked variance
with their preconception of the teaching role (Havighurst and Neugarten, 1975: 419). Depending upon their previous commitment to a teaching career, this juncture forced a decision about job satisfaction. Do they adjust to the environment, apply for a transfer to a different school, or leave the education field for another line of work?

To explain the relationship between job satisfaction and professional identification, Coulter and Taft (1973: 682) developed a model of social assimilation for beginning teachers which was analogous to that of the assimilation of immigrants into a country. In the first stage there was an initial immigrant readjustment and resettlement period followed by a general state of satisfaction. If the satisfaction was maintained, conditions existed for the second stage of identification. The immigrant established an attachment or sense of belonging. If favorable feelings existed toward the host group, rapid adoption of the new values, attitudes, and behavior patterns occurred in the third stage of acculturation.

In the professional socialization of teacher education students, the stages were: (1) satisfaction with teaching, (2) identification with the teaching profession, and (3) acculturation to the teaching sub-culture (Coulter and Taft, 1973: 682-683).

Coulter and Taft (1973: 683) maintained that to be assimilated fully to the teaching profession, a teacher adopted a set of appropriate attitudes or set of rules for one's behavior and expectations for the behavior of others. In Coulter and Taft's study, a high
satisfaction score was a precondition for the attainment of a high level of identification. Those teachers who remained dissatisfied or became dissatisfied in their longitudinal study were neither identified nor acculturated to teaching after a year. They concluded that satisfaction with teaching was the foundation upon which further socialization of a teacher rested.

Summary

Chapter 2 contained a review of the literature relating to the profession of home economics teaching and the socialization of undergraduate students into that career. It also incorporated the theoretical explanation of job satisfaction and cited the personal and situational variables related to this construct.

With home economics teaching as with other occupations, the degree of professionalization of the field has been questioned. The literature suggested that teaching (Stinnett, 1968; Havighurst and Neugarten, 1975) and home economics (Weigley, 1976; Brown and Paolucci, 1979; Spitze, 1979; East, 1980) were progressing toward full professional status. Even if the occupation of home economics teacher was not designated as a full profession, a researcher could study the relationship of the teacher to the profession as it existed today.

In the process of career development the undergraduate teacher education student completed a four-year college degree and received a teaching certificate. During the professional socialization process with its accompanying influences (Caplow, 1954; Osipow, 1975;
Anderson, 1976; Williams, 1979) the desirable outcomes were professional identity, commitment, and a sense of career (Bucher and Stelling, 1977).

The two constructs in this study were:

(1) professional identification, a term utilized by Anderson (1976) and by Bucher and Stelling (1977). It was defined as a sense of belonging and the adoption of values, attitudes, and behavior patterns of a professional group.

(2) job satisfaction, a form of work adjustment or the correspondence between individual vocational needs and the reinforcement present in the work environment (Lofquist and Dawis, 1969).

Although the researcher examined professional identification, most of the research studies cited supported the relationship between professional commitment, measured by the MOPC instrument (Loftis, 1962) and job satisfaction of home economics teachers. The MOPC contained a factor called professional identification. In studies using the MOPC instrument, positive relationships between commitment and job satisfaction were reported (Loftis, 1962; Anthony, 1971). Huang (1976), the one researcher who did not use MOPC to measure commitment, discovered a significantly negative correlation between employment satisfaction and professional commitment in her study of home economists. This researcher measured the construct professional identification with the Professionalism Scale (Hall, 1968; Snizek, 1972), an instrument utilized in studies of teachers as well as those
of other occupations.

Other research studies related the following variables to concepts of professional commitment, vocational commitment, or professional involvement:

(1) Choice of vocation - Weiss and Hubbard (1973) declared that choice of a vocation that was perceived by the individual to be congruent with the self-concept was the first step in vocational commitment. Amos (1976) concluded that choosing home economics as the first choice of a vocation signified a stronger commitment of home economics teachers to their work as a profession.

(2) Teacher colleagues - Isolation of the home economics teacher was explained by Amos and Nelson (1979) as a result of teaching in a school with only one home economics teacher in the department.

(3) Educational level - McKinney (1972) stated that educational attainment was associated with differences in home economics teachers' role perceptions. Anthony (1971) found a relationship between educational level and professional commitment.

(4) Teaching experience - Hood (1975) cited a positive relationship between teaching experience and professional commitment. McKinney (1972) ascertained that teaching experience was associated with differences in role perceptions.
(5) Age - Huang (1976) found a positive correlation between age and professional attitudes. McKinney (1972) concluded that age was associated with differences in role perceptions.

(6) Marital status - Anthony (1971) reported a significant relationship between the degree of professional commitment and marital status.

(7) Membership in professional associations - Amos and Nelson (1979) identified affiliation with professional associations as increasing commitment. Anthony (1971) and Wilson (1977) concurred that professional organization membership was indicative of commitment.

(8) Participation in meetings of professional organizations - Wilson (1977) considered participation in meetings of professional organizations as part of a group of professional involvement variables which related significantly to professional commitment scores.

(9) Being an officer - Younger (1977) revealed that holding an office in a professional organization was predictive of professional commitment in a large population of home economics teachers.

(10) Reading professional journals - Amos and Nelson (1979), Younger (1977), and Hood (1975) showed that reading professional journals regularly was positively related to professional commitment of home economics teachers.
To measure the level of job satisfaction, the researcher selected the Minnesota Satisfaction Questionnaire, based on the Theory of Work Adjustment (Weiss, et al., 1967). This instrument had been used successfully with numerous samples of teachers (Hadaway, 1978; Clarke, 1979; DiCapro, 1974; Cory, 1974; Griffith, 1978) to ascertain job satisfaction scores. Those variables mentioned in Chapter 2 that related to job satisfaction were:

(1) Age - Anthony (1971) and Griffith (1978) found that older home economics teachers were more satisfied with their occupations than younger home economics teachers. Quinn, Staines, and McCullough said older workers were more satisfied with their jobs no matter what the occupation. Weinroth (1977), DiCapro (1974), and Cory (1974) discovered relationships between age and the job satisfaction of teachers.

(2) Years of teaching experience - Weinroth (1977) indicated that teachers with more experience were more satisfied with their jobs. Anthony (1971) and Huang (1976) related significant results for the years of teaching experience or employment and job satisfaction.

(3) Teaching level - Cole (1977) discovered that elementary teachers were the most satisfied. Howard (1973) and Perkes (1968) found junior high teachers to be the least satisfied. Anthony (1971) revealed that grade level taught was significant in relationship to job
satisfaction of home economics teachers.


(5) Membership in professional organizations - Anthony (1971) declared that there was a significant relationship between membership in professional organizations and level of job satisfaction of home economics teachers.

(6) Attendance at professional meetings - Anthony (1971) revealed significant results for attendance at professional meetings and job satisfaction of home economics teachers.

(7) Career choice - Holland (1973) theorized that selection of a career that corresponded to the individual's personality type contributed to job satisfaction.

Because the MSQ measured intrinsic and extrinsic satisfaction as well as total job satisfaction, the researcher included studies which determined those satisfiers. Carver and Sergiovanni (1969) indicated that achievement, recognition, and responsibility contributed most to teacher job satisfaction. Evans and Maas (1969) believed good teacher-pupil relationships, achievement, what was taught, security, and a good relationship with fellow teachers were the highest satisfiers. Pastor (1980) reported that job satisfaction was significantly related to teacher needs and to teacher-student relationships. Hadaway (1978) identified social service, moral
values, activity, and creativity as being the most satisfying aspects of work environment. Clarke (1979) reported that recognition, achievement, the work itself, and advancement which are intrinsic satisfiers were more satisfying than external factors.

Another study which associated the variables of job satisfaction and identification with the teaching profession was that of Coulter and Taft (1973). The relationship expressed in their model of professional socialization was that satisfaction with teaching was a precondition for the attainment of a high level of identification with the profession.

From the review of literature, the researcher believed that the process of professional socialization was a continuing one. A number of personal variables affected the relationship of home economics teachers to their profession after their employment in the field. Some of the same variables also influenced job satisfaction. This research study measured the job satisfaction of home economics teachers and their level of professional identification and related these two factors to the appropriate personal variables.
Chapter 3

METHODOLOGY

The purpose of this study was to determine the presence or the lack of a relationship between job satisfaction and professional identification for home economics teachers. The researcher examined the attitudes of home economics teachers through their response to mailed questionnaires designed to measure the constructs of job satisfaction and professional identification and to gather personal information about the teacher. This chapter outlines the sampling procedure, instrumentation, procedures for data collection, and analysis.

Sampling Procedure

Sample Choice

Although there are approximately 80,000 home economics teachers in the United States (King, 1981), not all of them belong to a professional organization. Since some of the questions addressed themselves to the home economics teacher's attitudes toward professional organizations, using a membership roster of a professional organization to which home economics teachers belong guaranteed that the respondents were members of at least one organization of this type. To choose a suitable organization for home economics teacher participation, the researcher investigated the American Home Economics Association and the American Vocational Association. Both of these organizations have offices in Washington, DC, both enrolled at least ten percent of the
home economics teachers and both offered their membership lists to
the public for a fee.

The American Vocational Association (AVA) had 8,183 home
economists enrolled as members. The list of 55,000 vocational educa-
tors could have been separated from each other by geographic location, occupation, position title, or every nth name for a $25.00 fee for each selection. The names were available at $45.00 per thousand on pressure-sensitive labels with a minimum order of $100.00 required. The AVA must have approved the sample mailing piece (Angelini, 1981).

The American Home Economics Association (AHEA) as of December 1981, reported that 8,620 home economists of 33,317 members (25,233 professional and 8,884 students) had selected the Elementary, Secondary, and Adult Education section for their professional membership section (Meijer, 1981). A member of AHEA could obtain a randomized sample of this section's membership roster on labels for 4-1/2 cents per name with a minimum order of $10.00. AHEA approval was needed before the information was sent to its membership (Meijer, 1981).

The researcher chose the sample available from the American Home Economics Association because it was randomized by ZIP Code which provided a necessary geographic spread and because student names were excluded from the list. Neither organization was able to pro-
vide a sample that distinguished between the employed home economists and those who were unemployed or retired. The researcher asked for the respondent's appropriate status at the beginning of the Personal Data Questionnaire. (See Appendix B). The researcher then removed
those persons who lacked employment as home economics teachers from inclusion in the study.

Sample Size

The researcher had to reconcile two problems to determine an appropriate number to select for the sample. Because of the likelihood that some persons selected from the membership list would not have met the criteria for the study because of unemployment, retirement, or a non-teaching position, the researcher drew a larger sample from the population than would normally have been needed. Krejcie and Morgan (1970: 608) recommended a sample size of 368 to be representative of a given population of 9,000 with an accuracy expressed at .05. To allow for the not usable returned questionnaires, the researcher used a sample of 500 persons.

The problem of a low response rate would not have been solved by increasing the sample size. To increase the initial response of the person receiving the questionnaire, the salutation in the cover letter was "Dear AHEA Member" followed by a brief explanation of the purpose of the study, why it was important to participate in the study, and an assurance that all replies would be held in strict confidence. (See Appendix A). Nachmias and Nachmias (1981: 185) stated that a semi-personal letter generated a slightly higher response rate than a formal letter. The researcher enclosed a stamped, self-addressed envelope, a practice which had proven to result in a higher response rate than a business-reply envelope. Using a follow-up was considered to be the most effective method of
increasing response rate (Nachimas and Nachimas, 1981: 186). The researcher sent a reminder postcard after the due date for return of the questionnaires. (See Appendix E). The researcher was prepared to follow this mailing with a replacement questionnaire to those in the sample who had not responded, however the additional follow-up proved unnecessary because a 76 percent response was obtained from the selected sample after the reminder postcard was sent.

The researcher obtained a sample of American Home Economics Association members who selected the Elementary, Secondary, and Adult section. Because random selection of the subjects to whom instruments were mailed was one of the least biased methods for selecting subjects, the researcher used a sample randomized by postal ZIP Code. This process assured wide geographic coverage and eliminated regional idiosyncrasies in the data.

**Instrumentation**

Three instruments were administered to the home economics teachers in the selected sample: (1) The Minnesota Satisfaction Questionnaire, which gave a total job satisfaction score, an extrinsic satisfaction score, and an intrinsic satisfaction score, (2) the Professionalism Scale, which gave a score representing a level of professional identification and sub-scores for each of the five components of professionalism, and (3) a Personal Data Questionnaire, containing demographic information that was used to describe the
sample and for delineating variables in the statistical analyses.

**The Minnesota Satisfaction Questionnaire**

The Minnesota Satisfaction Questionnaire (MSQ) is a 100-item, 20-scale instrument designed to measure the satisfaction of individual's needs through work (Weiss, et al., 1967). In the development of the MSQ, 1,793 employees in jobs ranging from the unskilled blue-collar level to the managerial level were tested with scales representing work reinforcers (Lofquist and Dawis, 1969: 60).

The long-form or 100-item MSQ utilized five statements for each of the twenty work reinforcers and yielded 21 scores—one score for each scale and one for the respondent's general satisfaction. The scoring was weighted from one to five for the respondents' choices. The response terms were very dissatisfied, dissatisfied, neither satisfied or dissatisfied, satisfied, and very satisfied with points assigned accordingly. The newer revision of the MSQ improved the wording of the statements to eliminate "sexist" language such as "men" and "his" from the items.

The work reinforcer scales were found to have high reliabilities with the median reliability coefficient of .88 and to be relatively independent with a median interscale correlation of .45 (Betz, et al., 1966: 8). Data on the internal consistency reliability of the MSQ, estimated by Hoyt's analysis of variance method, showed that in general the MSQ scales have adequate internal consistency reliabilities. Canonical correlation analysis of test-retest data over a one-year period yielded the coefficient of .89 for the stability of

Construct validity was supported through construct validation studies for the Minnesota Importance Questionnaire also based on the Theory of Work Adjustment. The MSQ measured satisfaction in accordance with expectations from the Theory of Work Adjustment (Weiss, et al., 1967: 16).

Factor analytic studies were used to support the content validity of the MSQ. A factor-analysis of scale intercorrelations resulted in two factors identified as satisfaction with the intrinsic aspects of reinforcement at work and a supervision factor relating to aspects extrinsic to the work itself. Scale means and scale variabilities indicated adequate discrimination potential for the instrument (Betz, et al., 1966: 8).

The Short Form MSQ. The normative data for the short-form MSQ were collected from individuals whose job titles were assemblers, clerks, engineers, janitors or maintenance men, machinists, and salesmen (Weiss, et al., 1967: 112). The short-form MSQ yielded three scores— intrinsic, extrinsic, and general satisfaction. The extrinsic satisfaction score was composed of responses to those statements about supervision, company policies and practices, recognition, advancement, and compensation. The intrinsic satisfaction score included achievement, moral values, use of abilities, authority, creativity, responsibility, social service, job security, social status, independence, and variety. The general score was derived from a composite of all twenty items (Weiss, et al., 1967: 4).
Using the Hoyt reliability formula, the median reliability coefficients computed for the short-form MSQ were .86 for intrinsic satisfaction. Stability was inferred from the long-form MSQ since both scales incorporated the same twenty statements (Weiss, et al., 1967: 23-24).

Validity for the short-form MSQ might have been in part inferred from the validity of the long-form. Other evidence for validity was shown by studies of the occupational group differences and from studies of the relationship between satisfaction and satisfactoriness as specified by the Theory of Work Adjustment. Occupational group differences in mean satisfaction scores were statistically significant for each of the three scales. The highest correlation between a satisfaction scale and a satisfactoriness scale -.13 and the correlation between general satisfaction and general satisfactoriness was -.11. These findings plus other cross-correlations and canonical correlations supported the expectation that satisfaction and satisfactoriness were independent sets of variables and therefore, indirectly supported the validity of the MSQ scales as measures of satisfaction or having construct validity (Weiss, et al., 1967: 24-26). Scale intercorrelations among the three short-form MSQ scales yielded a .60 correlation for the total group of occupations (Weiss, et al., 1967: 26).

Reviews of the MSQ. Albright (Buros, 1972: 1064) reported some redundancy of items in several scales of the long-form MSQ. This
repetition was not a problem with the short-form MSQ since one item rather than five items represented each category.

Albright (Buros, 1972: 1064) disliked the fact that the MSQ manual did not provide the derivation of the twenty scales on the long-form nor did it refer to the similarity of the extrinsic and intrinsic factors to Herzberg's Motivation-Hygiene Theory. The omissions from the manual were not omissions of facts. The researcher read the series of monographs published as the Minnesota Studies in Vocational Rehabilitation in which explicit detail of the basis for the Theory of Work Adjustment was written. Use of the terms extrinsic and intrinsic, while perhaps originating with Herzberg's Theory, was described as to meaning in the Manual for the Minnesota Satisfaction Questionnaire.

Foley (Buros, 1972: 1064) criticized the wording of the items which he believed made the scoring intent too obvious to the respondent and permitted a situation whereby the respondent could falsify the results. This possibility was eliminated by assuring confidentiality of the respondent and by realization on the respondents' parts that their answers were neither seen by their employers nor did the researcher know at which school they taught.

Guion (Buros, 1978: 1052) in addition to repeating the comments made by Albright, stated that "the MSQ gives reasonably reliable, valid, well-normed indications of general satisfaction at work and of 20 aspects of that satisfaction, collapsible into intrinsic and extrinsic components." He compared the MSQ to another widely used
measure of job satisfaction, the Job Description Index (JDI), "which has an underlying rationale based on extensive empirical research, provides reliable scores, has evidence of construct validity, and is extensively normed" (Buros, 1978: 1052). Guion (Buros, 1978: 1052) discerned that the MSQ provided more information and had higher scale reliabilities than the JDI. He called the MSQ "well developed" and able to give "detailed diagnostics or parsimonious summary statements according to an investigator's needs."

The researcher chose the MSQ for use in this study because it provided a reliable score for the measurement of job satisfaction in any occupational situation and it compared favorably with the JDI, another popularly used measure of job satisfaction.

The Professionalism Scale

Richard H. Hall (1968) originated a professionalism inventory based on the assumption that the attitudes by which persons viewed their work corresponded to their behavior. As a result of his professional model which combined structural as well as attitudinal aspects of a profession, Hall selected these components to represent the attitudinal dimensions: (1) the use of the professional organization as a major reference, (2) a belief in service to the public, (3) a belief in self-regulation, (4) a sense of calling to the field, and (5) autonomy. He used a Likert technique because it was a relevant way of measuring attitudes and because it corresponded to the format selected for measurement of bureaucratization, another construct in his study. Hall (1968) chose fifty attitude items, ten for
each of the five attitudinal components.

Each scale attained a reliability of .80 or higher using the split-half method with the Spearman-Brown correction formula. Pre-test data on physicians, nurses, teachers, and accountants showed validity for the scales.

Snizek's revision. In his revision of Hall's Professional Inventory, Snizek (1972) used data gathered from 566 aeronautical, nuclear and chemical engineers, physicists and chemists with bachelor, master, and doctoral degrees. Combining Hall's data with his own, Snizek employed rotated factor matrices to determine the "fit" of the items used to measure the five theoretical dimensions of professionalism. Approximately half of the items had less than an acceptable factor loading on their appropriate theoretical dimension (Snizek, 1972: 111). Snizek also questioned the interpretation that a respondent could place on some of the words that he considered to be ambiguous. To modify Hall's original inventory, Snizek (1972: 112) recommended deleting twenty-five items thereby retaining five items to represent each dimension.

Reduction in the number of scale items diminished the scale's total reliability to .78 using the Kuder-Richardson Formula 20 to establish the reliability coefficients. Deletion of the specified items increased the stratified reliability of the scale's dimensions and made a clearer more precise measurement (Snizek, 1972: 112).

The Professionalism Scale measured professional identification scores by using five Likert-scaled responses that are weighted from
one to five points. The respondent was asked to mark SA for strongly agree, A for agree, N for neutral, D for disagree, and SD for strongly disagree as the item corresponded to the respondent's own attitudes and behavior. On those items which were stated negatively the point system was reversed. The number of points accumulated represents the total score of professionalism or professional identification. Snizek's revision (1972) provided a twenty-five item Professionalism Scale with five items representing each of the five attitudinal dimensions. (See Appendix C). The researcher could compute five separate scores for each of these dimensions.

**Personal Data Questionnaire**

To provide descriptive information about the sample of home economics teachers, the researcher inquired about the sex, type of home economics subjects taught, and sponsorship of activities on the Personal Data Questionnaire. (See Appendix B). Other items to provide additional description and which were identified as variables that might be related to the constructs of professional identification and job satisfaction through previous research studies were: educational attainment (McKinney, 1972; Anthony, 1971), teaching level (Anthony, 1971; Cole, 1977; Perkes, 1968; Howard, 1973), teaching experience (McKinney, 1972; Hood, 1975; Anthony, 1971; Weinroth, 1977; Huang, 1976), teacher isolation (Amos and Nelson, 1979), marital status (Anthony, 1971; DiCapro, 1974), choice of vocation (Weiss and Hubbard, 1973; Holland, 1973; Amos, 1976), age (McKinney, 1972; Huang, 1976; Anthony, 1971; Griffith, 1978; Quinn, Staines, and
McCullough, 1974; Weinroth, 1977; DiCapro, 1974; Cory, 1974), professional organization membership (Anthony, 1971; Amos and Nelson, 1979; Wilson, 1977), participation in meetings of professional organizations (Anthony, 1971; Wilson, 1977), holding offices in professional organizations (Younger, 1977), and reading professional journals (Amos and Nelson, 1979; Hood, 1975; Younger, 1977). Participation in community or civic organizations was added for comparison with participation in professional organizations.

Data Collection and Analysis

In February 1982, the researcher mailed the MSQ, Professionalism Scale, Personal Data Questionnaire, and a cover letter together with a self-addressed stamped envelope to the names of the American Home Economics Association members selected to represent the sample. After two weeks time, the researcher sent a follow-up postal card to those persons who had not returned the instruments. The original material was numbered so that the researcher was cognizant of those persons with questionnaires outstanding. Follow-up procedures improved the response rate to an acceptable level of 76 percent. The information for each of the cases was coded numerically on computer cards for batch processing.

To provide a descriptive profile of the home economics teachers in the sample, the researcher used frequencies, percentages, and means. The subprogram, FREQUENCIES of the computer program, Statistical Package for the Social Sciences (SPSS) (Nie, et al., 1975) provided
the basic distributional characteristics of each of the variables. The researcher also analyzed the work reinforcers or statements from the Minnesota Satisfaction Questionnaire with the percentages generated by this computer subprogram.

The researcher examined the relationship between job satisfaction and professional identification using a Pearson Product-Moment correlation which is suitable for interval level variables. Use of the subprogram SCATTERGRAM of SPSS (Nie, et al., 1975) provided a visual representation of the relationship between variables and calculated the Pearson's r, $r^2$, and the significance of r. The subprogram PEARSON CORR developed a correlation matrix of all interval level variables for comparison of relationships (Nie, et al., 1975).

For those nominal variables which could be divided into subgroups such as educational attainment, being an officer in an organization, marital status, or teaching level, the researcher investigated the means of the dependent variables of professional identification and job satisfaction through the subprogram BREAKDOWN of SPSS (Nie, et al., 1975). BREAKDOWN provided a one-way analysis of variance to test whether the means of the subgroups were significantly different from each other.

To determine which variables were most predictive of professional identification and of job satisfaction in home economics teachers, the researcher performed multiple regression analysis. Multiple regression analysis is a method of analyzing the contribution
of several independent or predictor variables to one dependent or
criterion variable. In multiple regression analysis, independent
variables \(X_1, X_2, X_3 \ldots X_k\) are used to predict \(Y\) (Kerlinger, 1973: 604). The results of the calculations in the following sample
equation for unstandardized regression tell how much of the variance
of \(Y\) is accounted for by the "best" linear combination of the predictor
variables:

\[
Y' = A + B_1X_1 + B_2X_2 + \ldots + B_kX_k
\]

\(Y'\) = the estimated value of \(Y\)

\(A\) = the \(Y\) intercept

\(B_k\) = regression coefficients

\(X_k\) = independent variables (Nie, et al., 1975: 328).

To perform the mathematical calculations, the researcher used
the subprogram NEW REGRESSION of SPSS (Hull and Nie, 1981: 94). In
this subprogram the method of developing the multiple regression is
specified by the researcher. Although each method of forming the
regression equation had advantages and disadvantages, the researcher
selected the stepwise regression procedure.

A correlation matrix was first generated for all the variables.
At this time the researcher observed if any of the independent
variables were highly intercorrelated with each other. If there were
high intercorrelations, a situation of multicollinearity existed. To
solve this problem, the researcher could have created a new variable
composed of a composite set of the highly intercorrelated variables
or could have chosen to use only one of the variables in the highly

NEW REGRESSION tested all variables for tolerance prior to entry into the equation and the researcher set the probabilities of F-to-enter and F-to-remove for each variable (Hull and Nie, 1981: 106). The printout provided multiple R, R^2, adjusted R^2, the F value for multiple R, F value for B and the significance level of F, and 95 percent confidence interval for beta.

R is the highest possible correlation between a least-squares linear composite of independent variables and the observed dependent variable. R^2 indicates that portion of the variance of the dependent variable Y due to the independent variables in concert. R varies from 0 to 1.00 and has no negative values (Kerlinger, 1973: 617).

Multiplying R^2 by 100 converted it to a percentage. The F test determined if R^2 was statistically significant.

Because subscores are sometimes more revealing than total scores, the researcher calculated additional regression equations—one for each subscore of the MSQ. Prior research studies identified the difference in teachers' attitudes toward extrinsic job satisfaction and intrinsic job satisfaction. Multiple regression analysis provided an estimate of the different sources of variance of the dependent variable through analysis of the relative amounts of influence of the independent variables and it furnished tests of statistical significance of each variable as well as the combined influence. As Kerlinger (1973: 631) stated "multiple regression analysis is an efficient and powerful hypothesis-testing and inference-making technique . . . ." It helped to explain "..."
complex interrelations between independent variables and a dependent variable, and thus helps 'explain' the presumed phenomenon represented by the dependent variable."

**Summary**

The researcher selected a sample from the American Home Economics membership of the Elementary, Secondary, and Adult Education section. The sample of 500 names was randomized by ZIP Code to insure wide geographic representation throughout the fifty states.

Three instruments were employed to gather data from the sample. The Personal Data Questionnaire solicited demographic information for description of the sample and delineated variables for statistical analyses. The Minnesota Satisfaction Questionnaire provided a measure of total job satisfaction as well as scores representing extrinsic and intrinsic satisfaction. The Professionalism Scale measured the level of professional identification with sub-scores for each of the five components. The researcher traced the development of the MSQ and the Professionalism Scale and commented upon the reliability and validity of the instruments.

The procedures for data collection and data analysis were described. The researcher designated the appropriate subprograms of the computer program, *Statistical Package for the Social Sciences* (Nie, et al., 1975) that were selected for data analysis.
Chapter 4

FINDINGS OF THE STUDY

This chapter presents the findings which resulted from data analysis using the Statistical Package for the Social Sciences (SPSS). The major chapter divisions are: (1) the descriptive information, (2) the discussion of the research questions, and (3) the summary. The descriptive information is categorized as home economics teachers' personal characteristics, professional characteristics, and their school situation. Each of the research questions is analyzed in a separate subsection.

1. What relationships exist between home economics teachers' professional identification and their job satisfaction?
2. Do professional identification scores of home economics teachers differ on the basis of personal variables?
3. Do job satisfaction scores of home economics teachers differ on the basis of personal variables?
4. What variables are most predictive of job satisfaction of home economics teachers?
5. With what work reinforcers are home economics teachers most satisfied and least satisfied?

Descriptive Information

The sample was drawn from the membership roster of the American Home Economics Association; Elementary, Secondary and Adult Education section. The sample of 500 names from the 8,620 home economists who
selected that section was randomized by the AHEA by ZIP Code to represent a geographic distribution from the 50 states. The response rate was 76 percent or 380 replies from the 500 mailed questionnaires.

Of the 380 replies received, 27 (7.1 percent) were retired home economics teachers and 86 (22.6 percent) were not currently teaching home economics. Although the respondent only needed to mark NO and return the form, many persons provided additional information about their present employment situation. Table 1 summarizes the diversity of occupations represented by those not classified as home economics teachers. (See Appendix F).

Three of the home economics teacher responses were not usable because of the respondent's failure to complete all of the forms. One response was removed because the home economics teacher was employed in Canada rather than in the United States.

To provide the distributional characteristics of the 263 usable replies, the researcher utilized the subprogram FREQUENCIES from SPSS. Only two males were counted in the replies, therefore, the researcher did not code sex as a variable. The male not employed as a home economics teacher provided no data for analysis. The other male was a food service teacher whose data were included with the female respondents.

**Personal Characteristics**

The personal characteristics of the home economics teachers in the sample included their educational level, the number of years of home economics teaching experience, their age, their marital status,
and what vocation they selected as their first choice. These characteristics are summarized on Tables 2 through 6. (See Appendix F).

Table 2 shows the educational level of the home economics teachers by the degrees they held and whether they were enrolled in additional graduate hours. The teachers had a high educational level with 90 percent pursuing graduate work, with 57.5 percent completing master's degrees, and with 1.6 percent completing doctorates and advanced certificates. Table 3 presents the home economics teaching experience of the sample. The teachers were grouped in five-year increments from the beginning teachers to one teacher with 44 years of experience. The average (mean) amount of home economics teaching experience was 13.342 years. Table 4 indicates the ages of the sample of home economics teachers in four-year increments. The mean age of the home economics teachers in this sample was 40.782 years old. Table 5 shows the marital status of the home economics teachers in the sample. Two-thirds of the home economics teachers were married. Table 6 represents the home economics teachers' first choice of vocation (whether or not they had actually practiced this vocation). Nearly 80 percent of the teachers chose to teach home economics rather than to teach another subject area or to pursue a non-teaching profession.

Professional Characteristics

The professional characteristics of the teachers related to those questions asked on the Personal Data Questionnaire about the professional organizations to which home economics teachers belonged
and their participation in them. Table 7 depicts the number of professional organizations to which this sample of home economics teachers belonged. Every home economics teacher belonged to at least one professional organization, the American Home Economics Association. The highest number of memberships held by an individual was 13 with 3.67 being the average number of professional organizations to which a home economics teacher belonged. (See Appendix F).

Table 8 summarizes the hours per month that the home economics teachers participated in these professional organizations. Almost 28 percent of these teachers did not participate. The average participation per month was 3.06 hours. The highest number of hours of participation (25 hours) was indicated by one teacher who was writing a 60-year history of the Indiana Home Economics Association. An additional participation question asked if the home economics teacher had served as an officer of a professional organization. For a leadership role, 121 teachers (46 percent) had served as officers. The remaining 142 teachers (54 percent) had never held an office in a professional organization at any level. Another question about professional involvement was whether a teacher had attended either a national or state meeting or both in the past five years. Table 9 exhibits this attendance information. (See Appendix F).

The teachers were asked about the number of community or civic organizations such as March of Dimes, Woman's Club, Garden Club, etc., in which they participated. Table 10 shows that 50 teachers (19 percent) participated in no community or civic organizations. The average number of community organizations participated in by home
economics teachers was 2 and 10 was the highest number of organizations in which a single teacher participated. (See Appendix F).

Table 11 displays the number of professional journals read by the home economics teachers in the sample. Although a subscription to the professional journal is usually part of the membership dues of a professional organization, 7 teachers (2.7 percent) admitted that they did not read the journals. The average number of journals read by each teacher per month was 2.563. (See Appendix F).

School Situation

The school situation of this sample of home economics teachers included the grade level and subject areas taught, the number of home economics teachers in their school, their sponsorship of extracurricular activities, and if the teachers were serving in an administrative position. Table 12 represents the teaching levels of the home economics teachers in the sample. Only one teacher indicated employment at the elementary level. Combined middle school and junior high school accounted for 19 percent of the sample. Over two-thirds or 68.4 percent of the teachers classified themselves as senior high school teachers. The adult education teachers plus those teachers who taught adult classes in combination with other grades comprised the remaining 12.2 percent. (See Appendix F).

Home economics teaching is sometimes thought to be an isolated occupation because so many schools have only one home economics teacher in the department (Amos and Nelson, 1979). Table 13 displays the number of home economics teachers in each school or home economics
department. In this sample, 27 percent were the only home economics teacher at their school. A majority of the teachers (70.3 percent) had home economics teacher colleagues in their schools. (See Appendix F).

The organization of FHA/HERO, an acronym for Future Homemakers of America/Home Economics Related Occupations, is designed to be an integral part of the curriculum in a vocational home economics education program. A home economics teacher is the sponsor of the individual school chapter. Table 14 shows the home economics teachers' sponsorship of activities. In this sample, 38.3 percent of the teachers sponsored FHA/HERO and 38 percent sponsored other extracurricular activities. Those teachers who sponsored no activities comprised 35.7 percent of the sample. (See Appendix F).

The home economics teachers were asked to describe the subject matter areas which they taught. Table 15 shows the areas which these teachers checked. The largest group of teachers designated themselves as consumer/homemaking teachers. In some of the larger schools a home economics teacher specialized in an area such as foods/nutrition or child/development. Occupational teachers accounted for the smallest group of 55 teachers. The least taught subject areas were management/consumerism and housing/interiors. (See Appendix F).

When writing their job descriptions, the home economics teachers volunteered whether they served as department heads or chairmen of the home economics departments. (See Appendix D). The researcher designated this variable to be administrative experience and coded for its presence or absence in each case. The sample had 46 home
economics teachers (17.5 percent) with administrative experience and 217 (82.5 percent) classroom teachers.

Research Question Analysis

Question 1

To determine the existence of a relationship between home economics teachers' professional identification and their job satisfaction, the researcher utilized the subprogram SCATTERGRAM of SPSS. A scattergram of the data points representing each individual's total job satisfaction scores and total professional identification scores visually depicted the spread of the scores on a two-dimensional graph. The Pearson Product-Moment correlation coefficient provided a statistical analysis of the meaning of the scores. The Pearson r was a + .34 and was significant at least at the .001 level for the 263 cases in the formula, indicating a positive significant relationship between job satisfaction and professional identification.

Question 2

To determine if home economics teachers professional identification scores differed on the basis of personal variables and to analyze the relationship between professional identification and a set of personal variables, the researcher performed the following analyses.

The researcher generated a preliminary correlation matrix using the computer subprogram PEARSON CORR of SPSS and examined the variables for high correlations so that variables could be selected for use in each of the regression equations. The subscores of the
instruments tended to correlate highly with the total scores so the researcher chose not to use total scores and subscores of the same instrument in a single multiple regression. Because age and home economics teaching experience had a 0.756 correlation, the researcher eliminated the variable of home economics experience from the equations. When multicollinearity exists, one suggested solution is to "use only one of the variables in a highly correlated set to represent the common underlying dimension" (Nie, et al., 1975: 341). Table 16 presents the correlation matrix of independent and dependent variables.

The researcher coded dummy variables for the nominal variables of attendance at professional organization national or state meetings, serving as an officer of a professional organization, vocational choice of the home economics teacher, and sponsorship of FHA/HERO or extracurricular school activities. The interval level variables of age, community organization participation, hours of participation in professional organizations, number of memberships in professional organizations, total job satisfaction scores, number of home economics colleagues at school, and number of professional journals read each month were also chosen to be tested for entry into the regression equation. The researcher selected the stepwise regression method which was performed by the computer subprogram NEW REGRESSION of SPSS. With this procedure variables are examined at each step for entry or removal from the regression equation. The researcher set the statistical criteria for the probability of F-to-enter at .05 and F-to-remove at .1. The tolerance value set at .01 meant that
Table 16
Correlation Matrix of Independent and Dependent Variables
(N = 263)

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<tr>
<th>Variables</th>
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<td>1. Home Economics Experience</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher Colleagues</td>
<td>.1109</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Age</td>
<td>.7555</td>
<td>.1404</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional Organizations</td>
<td>.3364</td>
<td>.0621</td>
<td>.2428</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hours of Participation</td>
<td>.1683</td>
<td>.1000</td>
<td>.0444</td>
<td>.4169</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Community Organizations</td>
<td>.1492</td>
<td>-.0070</td>
<td>.1553</td>
<td>.1515</td>
<td>.1497</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Professional Journals</td>
<td>.2329</td>
<td>.0807</td>
<td>.1642</td>
<td>.4921</td>
<td>.4355</td>
<td>.2267</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Extrinsic Job Satisfaction</td>
<td>.2177</td>
<td>-.0208</td>
<td>.2699</td>
<td>.0926</td>
<td>-.0809</td>
<td>.0121</td>
<td>.0192</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Intrinsic Job Satisfaction</td>
<td>.1199</td>
<td>.0001</td>
<td>.1498</td>
<td>.1497</td>
<td>.0221</td>
<td>-.0066</td>
<td>.0540</td>
<td>.5725</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Total Job Satisfaction</td>
<td>.1874</td>
<td>-.0112</td>
<td>.2357</td>
<td>.1280</td>
<td>-.0379</td>
<td>.0048</td>
<td>.0220</td>
<td>.8584</td>
<td>.8894</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Total Professional Identification</td>
<td>.1841</td>
<td>.0118</td>
<td>.2044</td>
<td>.2399</td>
<td>.1336</td>
<td>.0853</td>
<td>.2185</td>
<td>.2060</td>
<td>.3743</td>
<td>.3396</td>
<td></td>
</tr>
</tbody>
</table>

Table 16
Correlation Matrix of Independent and Dependent Variables
(N = 263)
a variable did not enter the equation if its squared multiple correlation with all the independent variables in the equation was greater than 1 minus the tolerance value nor does it enter if it would cause the squared multiple correlation for any variable already in the equation to exceed 1 minus the value of the tolerance (Hull and Nie, 1981: 106). Of the 263 cases in the sample, 247 had no missing values for the variables named and, therefore, met the criteria for inclusion in the data analysis procedure.

The independent variables named were included with the dependent variable professional identification, formed from the total scores on the Professionalism Scale, in a stepwise multiple regression. Table 17 depicts the summary table of the three variables which entered the multiple regression analysis with professional identification as the criterion or dependent variable. The variable total job satisfaction entered the equation first with an $R^2$ of .1079. This variable accounted for 10.8 percent of the variance in professional identification.

The second variable entering the equation was the number of professional journals that the home economics teacher read. This variable introduced an $R^2$ change of .042 and increased the $R^2$ to .1499. Total job satisfaction and journals read accounted for almost 15 percent of the variance in professional identification.

The third variable representing attendance at professional meetings introduced an $R^2$ change of .0153 and increased the calculated $R^2$ to .1652. The variables of job satisfaction, reading professional journals, and attending professional meetings were significant con-
Table 17

Summary Table for Multiple Regression of Selected Variables on Professional Identification (N = 247)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Step</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2_{Change}$</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>1</td>
<td>.3284</td>
<td>.1079</td>
<td>.1079</td>
<td>29.626*</td>
</tr>
<tr>
<td>Professional Journals</td>
<td>2</td>
<td>.3871</td>
<td>.1499</td>
<td>.0420</td>
<td>21.509*</td>
</tr>
<tr>
<td>Attendance at Meetings</td>
<td>3</td>
<td>.4065</td>
<td>.1652</td>
<td>.0153</td>
<td>16.031*</td>
</tr>
</tbody>
</table>

*Significant at the .001 level.
tributors to 16.5 percent of the variance in professional identification. The other variables did not meet the criteria for entry into the equation.

The beta coefficients for the variables in the equation were tested with a t-test for significance. The relative size of the beta coefficients, total job satisfaction ($B = .328$), journals ($B = .205$), and attendance ($B = -.126$) indicated that job satisfaction yielded the greatest effect of the three on professional identification. These coefficients were significant at the .05 level.

When the dependent variable being investigated is measured on an interval scale, a comparison of means can be used to reflect the amount of relationship between two variables (Nachmias and Nachmias, 1981: 457). The significance of difference between the means is assessed with a t-test. The one-way analysis of variance is an inferential procedure which has the same purpose as the t-test, but is used "to statistically test whether the means of subsamples into which the sample data are broken are significantly different from each other" (Nie, et al., 1975: 259).

Because adding more dummy variables to the regression equation was not feasible for the sample size, the researcher chose to examine the differences in means for professional identification scores for the subgroups of four variables with analysis of variance. The researcher utilized the computer subprogram BREAKDOWN of SPSS which provided means for the subgroups for each variable, a one-way analysis of variance, and a calculated F test with its degree of significance.

The mean professional identification scores for the subgroups
of the variable degree held were 87.3 for holders of Bachelor degrees, 88.0 for holders of Master degrees, and 97.0 for holders of Doctorates or advanced certificates. Table 18 presents an analysis of variance summary table showing the source, sum of squares, degrees of freedom, mean squares, and the calculated F value for home economics teachers with different educational levels or holding different degrees. Although the mean scores indicated that home economics teachers holding doctorates or advanced certificates had higher professional identification scores, the differences in the scores were not statistically significant at the .05 level.

The same procedure was followed for the examination of the subgroup means of the variable teaching level. The researcher combined the original levels into three groups. The elementary, middle school, and junior high school teachers had a mean professional identification score of 85.5, the senior high school teachers achieved a mean score of 88.4 and the adult level teachers had an 88.1 mean score. Table 19 presents the summary table for the analysis of variance on the variable teaching level. Using the .05 level, the researcher determined that these means were not significantly different.

The variable marital status composed of five subgroups showed the following mean professional identification scores: single, 88.9; married, 89.0; divorced, 87.3; separated, 84.3; and widowed, 84.3. Table 20 presents the analysis of variance for these data. At the .05 level these means were not significantly different.

Examination of the variable administrative experience showed
Table 18
Analysis of Variance of Professional Identification Scores for Home Economics Teachers Holding Bachelor, Master, and Doctoral Degrees

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>371.433</td>
<td>2</td>
<td>185.716</td>
<td>2.121*</td>
</tr>
<tr>
<td>Within groups</td>
<td>22765.168</td>
<td>260</td>
<td>87.558</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23136.601</td>
<td>262</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
Table 19
Analysis of Variance of Professional Identification Scores for Teaching Levels of Home Economics Teachers

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>353.575</td>
<td>2</td>
<td>176.788</td>
<td>2.018*</td>
</tr>
<tr>
<td>Within groups</td>
<td>22783.025</td>
<td>260</td>
<td>87.627</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23136.600</td>
<td>262</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
Table 20

Analysis of Variance of Professional Identification Scores for Marital Status of Home Economics Teachers

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>647.550</td>
<td>4</td>
<td>161.888</td>
<td>1.850*</td>
</tr>
<tr>
<td>Within groups</td>
<td>22396.021</td>
<td>256</td>
<td>87.484</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23043.571</td>
<td>260</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
that those teachers who served as department chairmen had a mean professional identification score of 88.5 and those without this experience had a mean professional identification score of 87.5.

Table 21 displays the analysis of variance summary table for the variable administrative experience. Although the mean professional identification scores of those home economics teachers with administrative experience appeared to be higher than those without the experience, the differences in the scores were not statistically significant at the .05 level.

Because subscores can reveal differences in attitudes about parts of an instrument, the researcher examined the mean scores of the five dimensions of the Professionalism Scale. Use of the professional organization as a major reference and belief in public service had mean scores of 18.688 and 18.696 respectively. These two subparts of the Professionalism Scale received the highest mean scores. The mean score of 17.304 for autonomy held the middle position. The lowest mean scores of the subparts were scores of 16.875 for belief in self-regulation and 16.259 for a sense of calling to the field.

Question 3

The researcher examined the job satisfaction scores of the home economics teachers to determine differences on the basis of personal characteristics. The researcher used the following statistical procedures.

Reference to the correlation matrix in Table 16 allowed selec-
Table 21

Analysis of Variance of Professional Identification Scores for Administrative Experience of Home Economics Teachers

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>149.077</td>
<td>1</td>
<td>149.077</td>
<td>1.693*</td>
</tr>
<tr>
<td>Within groups</td>
<td>22987.524</td>
<td>261</td>
<td>88.075</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23136.601</td>
<td>262</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
tion of suitable variables for multiple regression. The variables of intrinsic job satisfaction (.889) and extrinsic job satisfaction (.858) correlated highly with total job satisfaction, therefore, they were placed in separate regression equations. As stated previously, the researcher chose to use age rather than both age and home economics experience because of the problem of multicollinearity.

The researcher selected the stepwise regression method to perform three multiple regression analyses. Each regression analysis utilized a different measure of the dependent variable job satisfaction (total job satisfaction, extrinsic job satisfaction, and intrinsic job satisfaction). The variables of teacher colleagues, age, professional organization memberships, hours of participation in these organizations, community organization participation, journals read, and total professional identification were the interval level independent variables utilized. These variables together with the dummy variables of attendance at professional organization national or state meetings, serving as an officer of a professional organization, vocational choice of the home economics teacher, and sponsorship of FHA/HERO or extracurricular school activities were selected to be tested for entry into each of the three regression equations.

The researcher again utilized the computer subprogram NEW REGRESSION of SPSS to perform the regression analyses. The statistical criteria of F-to-enter at .05, F-to-remove at .1 and the tolerance value of .01 were set.

The researcher performed the first multiple regression analysis
with total job satisfaction scores from the Minnesota Satisfaction Questionnaire as the dependent or criterion variable. Table 22 presents the summary table of the results of this multiple regression analysis.

The variable which entered the equation on the first step was professional identification with an $R^2$ of .1079. This variable accounted for 10.8 percent of the variance in total job satisfaction.

The second variable, age, introduced on $R^2$ change of .0334 and increased the calculated $R^2$ to .1413. Professional identification and age of the home economics teacher together accounted for 14 percent of the variance in total job satisfaction.

The third variable representing attendance at national or state professional meetings introduced an $R^2$ change of .0152 and increased the calculated $R^2$ to .1565. The variables of professional identification, age of the home economics teacher, and attendance at national or state professional meetings were significant contributors to 15.65 percent of the variance in total job satisfaction. The other variables did not meet the criteria for entry into the equation.

The relative size of the beta coefficients, professional identification ($B = .33$), age ($B = .19$), and attendance at meetings ($B = .13$) indicated that professional identification accounted for more of the difference in job satisfaction than the other two variables together. The beta coefficients were significant at the .05 level.

For the next regression equation the researcher selected intrinsic job satisfaction, a sub-score of the Minnesota Satisfaction
Table 22

Summary Table for Multiple Regression of Selected Variables on Total Job Satisfaction
(N = 247)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Step</th>
<th>Multiple R</th>
<th>R²</th>
<th>R² Change</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identification</td>
<td>1</td>
<td>.3284</td>
<td>.1079</td>
<td>.1079</td>
<td>29.626*</td>
</tr>
<tr>
<td>Age</td>
<td>2</td>
<td>.3758</td>
<td>.1413</td>
<td>.0334</td>
<td>20.068*</td>
</tr>
<tr>
<td>Attendance at Meetings</td>
<td>3</td>
<td>.3956</td>
<td>.1565</td>
<td>.0152</td>
<td>15.026*</td>
</tr>
</tbody>
</table>

*Significant at the .001 level.
Questionnaire, for the dependent or criterion variable. Intrinsic job satisfaction scores were computed from those statements that measured activity, independence, variety, moral values, social status, security, social service, authority, ability utilization, responsibility, creativity, and achievement of the home economics teachers. Only one variable, professional identification, entered the multiple regression equation when intrinsic satisfaction was designated as the dependent variable. Table 23 shows the single step summary table for this equation. Professional identification explained 13.8 percent of the variance in intrinsic job satisfaction.

For the final regression equation the researcher designated as the dependent variable, extrinsic job satisfaction. This subscore of the Minnesota Satisfaction Questionnaire was computed from the statements measuring teacher attitudes toward the school policy, the ability and competence of the teachers' supervisors, the teachers' chance for advancement, the recognition gained, and the pay received. Table 24 exhibits the summary table of the three variables which met the criteria for entry into this equation.

Age, attendance at professional meetings, and professional identification contributed together 11.1 percent of the variance in extrinsic job satisfaction. The relative size of the beta coefficients, age (.27), attendance (.13), and professional identification (.15) indicated that age made as large a contribution to extrinsic job satisfaction as attendance and professional identification taken together. Although the same three variables entered the regression equation with total job satisfaction as the dependent
Table 23
Summary Table for Multiple Regression of Selected Variables on Intrinsic Job Satisfaction
(N = 247)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Step</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$Change</th>
<th>$F$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identification</td>
<td>1</td>
<td>.3720</td>
<td>.1384</td>
<td>.1384</td>
<td>39.356*</td>
</tr>
</tbody>
</table>

*Significant at the .001 level.
Table 24

Summary Table for Multiple Regression of Selected Variables on Extrinsic Job Satisfaction
(N = 247)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Step</th>
<th>Multiple R</th>
<th>R²</th>
<th>R² Change</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>1</td>
<td>.2705</td>
<td>.0732</td>
<td>.0732</td>
<td>19.348*</td>
</tr>
<tr>
<td>Attendance at Meetings</td>
<td>2</td>
<td>.2998</td>
<td>.0899</td>
<td>.0167</td>
<td>12.051*</td>
</tr>
<tr>
<td>Professional Identification</td>
<td>3</td>
<td>.3336</td>
<td>.1113</td>
<td>.0214</td>
<td>10.143*</td>
</tr>
</tbody>
</table>

*Significant at the .001 level.
variable, the order was reversed.

For the same reason stated previously, the researcher did not select the variables of degree held, teaching level, marital status, or administrative experience for entry into the regression equations. These variables were examined utilizing the computer subprogram BREAKDOWN of SPSS to determine significant differences among the mean job satisfaction scores of the subgroups.

The degree held or educational level of the home economics teacher in the sample revealed the following mean job satisfaction scores: holders of Bachelor degrees, 75.9; holders of Master degrees, 76.3; and holders of Doctorates or certificates of advanced study, 85.0. Table 25 shows the summary table for the one-way analysis of variance performed on these data. The home economics teachers holding Doctorates or certificates of advanced study had the highest mean job satisfaction score, but the differences were not significant at the .05 level.

Examination of the variable teaching level revealed the mean job satisfaction score of 75.0 for elementary, middle school, and junior high school teachers; 76.2 for the senior high school teachers; and 78.7 for the adult level teachers. Table 26 presents the summary table for the one-way analysis of variance on the job satisfaction scores at the three teaching levels. Although teachers at the adult level had higher job satisfaction scores, at the .05 level these means were not significantly different.

Marital status of the home economics teachers in the sample provided five subgroups. The mean job satisfaction scores for each
Table 25
Analysis of Variance of Job Satisfaction Scores for Home Economics Teachers Holding Bachelor, Master, and Doctoral Degrees

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>316.566</td>
<td>2</td>
<td>158.283</td>
<td>1.229*</td>
</tr>
<tr>
<td>Within groups</td>
<td>33497.366</td>
<td>260</td>
<td>128.836</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33813.932</td>
<td>262</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
### Table 26

Analysis of Variance of Job Satisfaction Scores for Teaching Levels of Home Economics Teachers

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>270,745</td>
<td>2</td>
<td>135.373</td>
<td>1.049*</td>
</tr>
<tr>
<td>Within groups</td>
<td>33543.186</td>
<td>260</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33813.931</td>
<td>262</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
group were: single, 73.3; married, 77.9; divorced, 70.5; separated, 71.7; and widowed, 80.6. The widowed teachers had the highest job satisfaction scores and the divorced home economics teachers the lowest job satisfaction scores. Table 27 depicts the one-way analysis of variance performed on the mean job satisfaction scores of the five subgroups of marital status. The calculated F value was significant at the .014 level.

The variable administrative experience produced mean job satisfaction scores for two groups: with administrative experience, 77.8 and without this experience, 75.9. Table 28 shows the summary table for the analysis of variance. Those teachers with administrative experience had a higher job satisfaction score, but it was not statistically significant at the .05 level.

Question 4

After examining the results of the previous regression equations with either intrinsic, extrinsic, or total job satisfaction as the dependent variable, the researcher chose total job satisfaction as the best representative measurement of job satisfaction. The variables which were most predictive of job satisfaction of home economics teachers were those represented in Table 22. More variance in job satisfaction (15.65 percent) was explained by professional identification, age, and attendance at professional organization meetings at the state or national level than was explained by the variables in the regression equations using the subscores of the MSQ as dependent variables.
Table 27
Analysis of Variance of Job Satisfaction Scores for Marital Status of Home Economics Teachers

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1559,018</td>
<td>4</td>
<td>389,755</td>
<td>3.177*</td>
</tr>
<tr>
<td>Within groups</td>
<td>31401,541</td>
<td>256</td>
<td>122.662</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32960,559</td>
<td>260</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .014 level.
Table 28
Analysis of Variance of Job Satisfaction Scores for Administrative Experience of Home Economics Teachers

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>137,655</td>
<td>1</td>
<td>137,655</td>
<td>1.067*</td>
</tr>
<tr>
<td>Within groups</td>
<td>33676.277</td>
<td>261</td>
<td>129,028</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33813.932</td>
<td>262</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.
To determine which job satisfaction scores would be predicted for sample respondents with various levels of professional identification, different ages, and whether they were attenders at professional meetings, the researcher wrote a prediction equation in the following form:

\[ Y' = a + B_1X_1 + B_2X_2 + B_3X_3 \]

- \( Y' \) = predicted job satisfaction score
- \( a \) = \( Y \) intercept or constant (33.38664)
- \( B_1 \ldots B_3 \) = unstandardized regression coefficients
- \( X_1 \) = (TLPROFID) total professional identification score
- \( X_2 \) = (AGE) age of home economics teacher
- \( X_3 \) = (ATTEN) attendance at professional meetings

Substituting the respective numerical values from the multiple regression analysis with total job satisfaction scores as the dependent or criterion variable yielded these results:

\[ Y' = 33.38664 = .36076(TLPROFID) + .18066(AGE) + 3.91337(ATTEN) \]

To use this equation for predicting a home economics teacher's job satisfaction score, substitute the total professional identification score for the symbol (TLPROFID) and the teacher's age for the symbol (AGE). Since attendance is a nominal scale variable, it was coded as a dummy variable. If the teacher has attended a national or state professional meeting, substitute the number one for the symbol (ATTEN), and if not, substitute a zero. Perform the numerical calculations to obtain a predicted job satisfaction score for a home economics teacher. Because the calculated \( R^2 \) of .1565 or 15.65 percent of the variation in the dependent variable of job satisfaction
was accounted for by the three independent variables taken together, the remaining 84 percent remains unexplained. Additional variables thought to affect job satisfaction could be added to the regression equation to improve the percentage of variation explained and to improve the prediction of the job satisfaction score for each home economics teacher.

Question 5

To examine which work reinforcers on the Minnesota Satisfaction Questionnaire drew the most positive responses from this sample of home economics teachers, the researcher analyzed the 20 statements with the computer subprogram FREQUENCIES of SPSS. The researcher grouped those home economics teachers who had answered satisfied or very satisfied to each statement and calculated the percentage of the total group of 263 home economics teachers. Table 29 summarizes the number and percentage of home economics teachers that indicated satisfaction with each statement. Assigning statements which did not have 60 percent of the teachers in the satisfied group as those work reinforcers causing dissatisfaction with a teaching job, the researcher noted that seven statements received this rating. Human relations supervision, technical supervision, authority, recognition, pay, company policies, and advancement caused dissatisfaction. The items which more than 90 percent of the teachers marked as satisfying to them were social service, creativity, and variety. The two work reinforcers that were not part of the extrinsic or intrinsic subscores of the MSQ were working conditions and co-workers. Working
### Table 29

Home Economics Teachers Expressing Satisfaction with Statements from the Minnesota Satisfaction Questionnaire

\( (N = 263) \)

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activity</td>
<td>233</td>
<td>88.59</td>
</tr>
<tr>
<td>2. Independence</td>
<td>230</td>
<td>87.45</td>
</tr>
<tr>
<td>3. Variety</td>
<td>240</td>
<td>91.25</td>
</tr>
<tr>
<td>4. Social Status</td>
<td>183</td>
<td>69.58</td>
</tr>
<tr>
<td>5. Human Relations Supervision</td>
<td>146</td>
<td>55.51</td>
</tr>
<tr>
<td>6. Technical Supervision</td>
<td>155</td>
<td>58.93</td>
</tr>
<tr>
<td>7. Moral Values</td>
<td>232</td>
<td>88.21</td>
</tr>
<tr>
<td>8. Security</td>
<td>212</td>
<td>80.60</td>
</tr>
<tr>
<td>9. Social Service</td>
<td>250</td>
<td>95.05</td>
</tr>
<tr>
<td>10. Authority</td>
<td>142</td>
<td>53.99</td>
</tr>
<tr>
<td>11. Ability Utilization</td>
<td>231</td>
<td>87.83</td>
</tr>
<tr>
<td>12. Company Policies</td>
<td>101</td>
<td>38.40</td>
</tr>
<tr>
<td>13. Compensation (pay)</td>
<td>142</td>
<td>53.99</td>
</tr>
<tr>
<td>14. Advancement</td>
<td>86</td>
<td>32.69</td>
</tr>
<tr>
<td>15. Responsibility</td>
<td>234</td>
<td>88.97</td>
</tr>
<tr>
<td>16. Creativity</td>
<td>245</td>
<td>93.15</td>
</tr>
<tr>
<td>17. Working Conditions</td>
<td>187</td>
<td>71.10</td>
</tr>
<tr>
<td>18. Co-workers</td>
<td>192</td>
<td>73.00</td>
</tr>
<tr>
<td>19. Recognition</td>
<td>142</td>
<td>53.99</td>
</tr>
<tr>
<td>20. Achievement</td>
<td>218</td>
<td>82.88</td>
</tr>
</tbody>
</table>
conditions received satisfied responses from 71 percent of the teachers. The interaction among co-workers was satisfying to 73 percent of the home economics teachers.

**Summary**

This chapter presented the findings about the sample of home economics teachers who responded to the questionnaires. The description of an average (determined by measures of central tendency) home economics teacher in this sample was a married female, 40 years of age with 13 years of home economics teaching experience, and who held a Masters degree. She belonged to three professional organizations, participated in these organizations approximately three hours per month, had attended a state or national meeting of a professional organization in the past five years, but had never held an office in these organizations. She read at least two professional journals each month and participated in two community or civic organizations. The average home economics teacher taught at a senior high school with another home economics teacher. As a consumer/homemaking teacher, she sponsored an FHA/HERO Chapter. She had not been chairman of a home economics department.

The researcher discovered a positive significant correlation between professional identification and job satisfaction. Variables that were related to job satisfaction, in addition to professional identification, were age, attendance at national or state meetings of professional organizations, and marital status. The work reinforcers on the Minnesota Satisfaction Questionnaire which home economics
teachers indicated were most satisfying to them on their teaching jobs were social service, creativity, and the variety of tasks performed. The total score on the Minnesota Satisfaction Questionnaire was a better estimate of job satisfaction than either of the subscores, extrinsic or intrinsic satisfaction.

The research revealed that the variables of (1) job satisfaction, (2) reading professional journals, and (3) attending professional meetings contributed to the professional identification of the home economics teachers in this sample. The subparts of the Professionalism Scale receiving the highest scores were professional organizations and public service.

The chapter that follows summarizes and discusses the data gathered. The researcher draws some conclusions and makes recommendations for further research.
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the research study and a discussion based on the findings. It explores several implications of the project and provides some recommendations for further research.

Summary

Job satisfaction, a desirable outcome of employed home economics teachers, and professional identification, a phenomenon anticipated by leaders in home economics as an appropriate goal for members of a profession, were the two constructs under study. Both job satisfaction and professional identification are part of the process of an individual teacher's professional socialization. Professional socialization begins with vocational choice. The home economics teacher is often the only visible representative of the profession to a young person making a vocational decision. If home economics teachers influence prospective students' choices, they should be professionally identified and satisfied with home economics teaching to serve as effective role models.

The research, conducted in the spring of 1982, featured a random sample of 500 home economics teachers, drawn from the membership roster of the Elementary, Secondary, and Adult Education Section of the American Home Economics Association to represent a geographic distribution from the 50 states. The researcher selected the
Minnesota Satisfaction Questionnaire (Weiss, et al., 1967), based on the Theory of Work Adjustment, to measure attitudes held by the home economics teachers toward job satisfaction. The Professionalism Scale, developed by Hall (1968) and revised by Snizek (1972) measured professional identification. A researcher-devised Personal Data Questionnaire outlined personal and situational variables having possible relationships to the constructs of job satisfaction and professional identification. Five research questions guided the investigation:

1. What relationships exist between home economics teachers' professional identification and their job satisfaction?

2. Do professional identification scores of home economics teachers differ on the basis of personal variables?

3. Do job satisfaction scores of home economics teachers differ on the basis of personal variables?

4. What variables are most predictive of job satisfaction of home economics teachers?

5. With what work reinforcers are home economics teachers most satisfied and least satisfied?

A total of 380 persons responded to the questionnaires. From these replies, 263 persons met the qualifications for inclusion in the study.

The researcher analyzed the data by using the computer program, the Statistical Package for the Social Sciences (Nie, et al., 1975). The particular subprograms used to address the research questions were FREQUENCIES, SCATTERGRAM, BREAKDOWN, PEARSON CORR, and NEW REGRESSION.
Conclusions

Several findings were related to the demographic characteristics of the sample rather than to the research questions. For example, an original premise that home economics teaching is a female enterprise was confirmed. Of the 500 people in the sample, only two were males. Only one of these men characterized his occupation as a home economics teacher and provided data for the study. Although home economics as a subject area has been available to both males and females since the 1960's, there has not been an influx of males to this field. Lack of male role models may be a factor in discouraging males from pursuing degrees in home economics teaching.

Another finding of interest was the high educational level of this sample of home economics teachers. Horn (1981) had commented on the difficulty of demanding instant expertise from students who had recently received their baccalaurate degrees. The period of professional socialization for a teacher was considered short when it was compared to other professions. In this study, 236 teachers (90 percent) were taking or had completed graduate work. It appeared that most of these teachers had lengthened their period of socialization through attendance at graduate school.

Because so much of the literature cited dealt with vocational commitment, the researcher believed that the 27 retired teachers and the 86 respondents not employed as home economics teachers exemplified the extent of their commitment to home economics teaching by continuing to hold membership in the American Home Economics Association and
by designating the educational section as their preference. Examination of the non-teaching respondents in Table 1 showed that some of these persons are now in business rather than education. Nevertheless, they preferred to receive literature pertaining to home economics education.

**Question 1**

There was a positive correlation of .34 between home economics teachers' job satisfaction scores and their professional identification scores. Correlation coefficients indicate the degree to which a change in one variable is related to a change in another variable and depict the strength of that relationship. They do not explain which of the variables takes precedence. Coulter and Taft (1973) theorized that satisfaction with teaching was needed prior to a teacher's identification with the teaching profession. This study did not attempt to prove which variable was a precondition for the other.

Twenty years ago, Loftis (1962) documented a positive relationship between a teacher's reported level of commitment (using the MOPC) and the reported level of job satisfaction. One of the factors from the MOPC was professional identification. This research study supported Loftis's findings, but used the Professionalism Scale to measure professional identification. The researcher preferred this instrument because it discerned professional identification in any profession, not just in home economics.

Huang (1976) discovered a significantly negative correlation between employment satisfaction and professional commitment. Although
professional identification, which is investigated in the present study, and professional commitment, which was the focus of the Huang study, are not the same, the two concepts are believed to be related. From the findings of the present research study, the researcher concluded that there is a positive relationship between job satisfaction and professional identification.

**Question 2**

Home economics teachers professional identification scores differed on the basis of their job satisfaction, the number of professional journals they read each month, and their attendance at professional organization meetings at the state or national level. Multiple regression analysis determined that these variables contributed to 16.5 percent of the variance in professional identification. Reading professional journals showed an interest in discovering more about what was transpiring in the profession and was indicative of active involvement while merely holding membership in an organization was not. Active participation in these organizations through attendance at national and state meetings provided evidence of professional identification that hours of participation locally did not indicate.

Wilson (1977) found that participation in meetings of professional organizations related to professional commitment and Amos and Nelson (1979), Younger (1977), and Hood (1975) concurred that the reading of professional journals was positively related to professional commitment. In these studies professional identification
and professional commitment were associated with the same variables.

Those variables representing personal characteristics of home economics teachers which were not significantly related to professional identification were: degrees held, teaching level, marital status, administrative experience, serving as an officer of a professional organization, the vocational choice of the teacher, number of teacher colleagues, sponsorship of extracurricular activities, age, community organization participation, number of professional organization memberships, and hours of participation in professional organizations.

According to Weiss and Hubbard (1973), the process of choice of a vocation was related to eventual vocational commitment. Amos (1976) declared that home economics teaching as first choice of a vocation signified a stronger professional commitment. First choice of the vocation home economics teaching did not yield a stronger professional identification in this study, although nearly 80 percent of these respondents chose to be home economics teachers rather than teachers of other subjects or not to be teachers at all.

Although Amos and Nelson (1979) discovered that teaching in a school with only one home economics teacher in the department resulted in isolation of the home economics teacher, this researcher found no relationship between the number of home economics teacher colleagues and professional identification. In this study, 71 teachers (27 percent) indicated that they were the only home economics teacher in their school. This was a relatively small percentage compared to the Amos and Nelson (1979) study, in which
the majority of the teachers were the only home economics teacher in the department.

McKinney (1972) and Anthony (1971) in separate research studies discovered relationships between teaching level and professional commitment. This sample yielded a predominance of senior high school teachers with no significant differences among the various teaching levels and professional identification scores. Teachers employed at any level can be professionally identified.

Because home economics teaching experience and age were positively correlated at .756, the researcher chose to study the effect of age alone on professional identification. Age did not explain the differences in professional identification scores. The researcher's findings did not agree with the relationship of age and professional attitudes or professional role perceptions outlined by Huang (1976) and by McKinney (1972).

Differences in marital status did not yield any significant relationships with professional identification scores. Anthony (1971) had reported this to be the case in her study of home economics teachers.

Younger (1977) believed that holding an office was predictive of professional commitment. In this sample, 121 teachers (46 percent) had served as officers of professional organizations. This fact did not improve their level of professional identification. The actual time teachers spent in participation in professional organizations did not matter as much as the fact that they did participate and did not just retain membership in the organization.
Sponsorship of extracurricular activities which 158 teachers (60 percent) designated as one of their assignments and voluntary participation in community organizations, which all but 50 teachers (19 percent) indicated, had no bearing on professional identification. Those 46 teachers (17.5 percent) who had administrative experience through serving as head of the home economics department at their school, had no significantly higher professional identification scores than those who had no administrative experience.

The instrument used to measure the level of professional identification of the home economics teachers, the Professionalism Scale, consisted of five dimensions. Examination of the subscores for each of these dimensions showed that the home economics teachers believed in supporting professional organizations and believed in public service. Home economics teachers did not score as highly the remaining three dimensions of self-regulation, autonomy, or being called to the field. This researcher believes that home economics teachers have been conditioned to accept supervisors or principals making rules and reviewing their decisions so that autonomy for them remains limited to the classroom. The home economics teacher is not usually called upon to judge the competence of other home economics teachers and perhaps prefers to defer to the judgment of others. From the statements related to the dimension of calling, the researcher discovered that home economics teachers believed in dedication to their field. In this inflationary period, few teachers were willing to stay in home economics teaching if they experienced a pay cut. The dimension of calling, therefore, scored the lowest
of the five dimensions on the Professionalism Scale.

Question 3

The job satisfaction scores of home economics teachers in this sample did differ on the basis of several personal characteristics. Marital status of the home economics teacher had a significant relationship to job satisfaction. Those teachers who were widowed and those who were married had higher mean scores than those teachers who were single, separated from their spouses, or who were divorced. DiCapro (1974) studied a group of New York teachers which also showed a relationship between job satisfaction and marital status. It would seem that the home life of a home economics teacher does influence job satisfaction.

Other factors which showed a significant relationship to job satisfaction were the professional identification scores of the teachers, their age, and attendance at state or national meetings of professional organizations. That older employees are usually more satisfied with their occupations than younger employees had been widely documented in the literature. Weinroth (1977), DiCapro (1974), and Cory (1974) established a relationship between age and job satisfaction of teachers. Anthony (1971) and Griffith (1978) contended that age and job satisfaction were related for home economics teachers as well. In this study, as the home economics teacher's age increased, her level of job satisfaction increased. One reason for this may be that the younger teachers who are dissatisfied left the teaching profession for other endeavors. Neither
age nor marital status is a factor which an individual can control. Development of professional identification and attendance at professional meetings can be manipulated by the individual. This study agreed with the findings of Anthony (1971) who discovered that attendance and job satisfaction were significantly related for New York home economics teachers.

Other factors that did not yield any significant relationships to job satisfaction in this study were: degrees held, teaching level, administrative experience, teacher colleagues, professional organization memberships, hours of participation in these organizations, community organization participation, professional journals read, serving as an officer of a professional organization, the vocational choice to be a home economics teacher, and sponsorship of extracurricular school activities.

Holland (1973) theorized that selection of a career that corresponded to an individual's personality type contributed to job satisfaction. In this study, those teachers who selected home economics teaching had a mean job satisfaction score of 76.724, while those who selected teaching another subject or a non-teaching field had mean job satisfaction scores of 75.0. This difference in mean scores was not significant.

Cole (1977) named elementary teachers the most satisfied, and Howard (1973) and Perkes (1968) listed junior high teachers as the least satisfied. The highest mean score for job satisfaction in this study went to teachers of adults who scored 78.6875 in comparison to the 76.1778 of senior high school teachers and the 75.00 of elementary,
middle, and junior high school teachers. These mean differences were not statistically significant.

The MSQ provided extrinsic and intrinsic subscores as well as the total score for job satisfaction. Using these subscores did not yield any new variables related to the job satisfaction of home economics teachers. Professional identification was related to both extrinsic and intrinsic job satisfaction. Age and attendance at professional meetings was related to extrinsic, but not intrinsic, job satisfaction.

Because the researcher measured the job satisfaction of home economics teachers with the Minnesota Satisfaction Questionnaire, more information can be gained about the responses of the teachers by comparing them with the responses in several other studies which also used this instrument. When Griffith (1978) examined Kansas home economics teachers' level of job satisfaction using the MSQ, she discovered a mean of 67.0. This mean score was lower than the 76.2548 recorded as the average job satisfaction score for this national sample of home economics teachers.

**Question 4**

The regression equation with total job satisfaction scores of the home economics teachers provided the best measure of job satisfaction. The three variables most predictive of job satisfaction of home economics teachers were professional identification scores, age, and attendance at professional organization meetings. These factors explained a total of 15.65 percent of the variance leaving
84 percent of the variance not explained by the selected personal characteristics of the home economics teachers. A new set of variables needs to be examined to increase the explanation of the variance. Possible additional variables relating to job satisfaction may be the teacher's ability to maintain classroom control, the teacher's capability of coping with stress, the program support provided by the school administration, the acceptance of the school's location and environment, or the congruence of the teacher's perception of an ideal teaching situation with the actual situation.

**Question 5**

To determine what work reinforcers were most and least satisfying to the home economics teachers in this sample, the researcher examined each of the 20 statements of the MSQ. Those statements with which fewer than 60 percent of the teachers expressed satisfaction were human relations supervision, technical supervision, authority, recognition, pay, company policies, and advancement. Six of these statements were the statements used to compute extrinsic job satisfaction. The only statement that received a majority of dissatisfied responses that came from the intrinsic satisfaction group was authority. The statement was worded: "The chance to tell people what to do." One of the home economics teachers in this study noted that she preferred to look at her occupation as one of helping students learn rather than telling them what to do. Those statements which elicited responses of satisfaction from 90 percent or more of the home economics teachers were social service, creativity, and
variety. Home economics teachers did not choose the same satisfiers that the teachers chose in the studies conducted by Carver and Sergiovanni (1969), Evans and Maas (1969), Clarke (1979) or Pastor (1980). They did select social service and creativity which were two factors that the high school teachers had chosen in the Georgia study conducted by Hadaway (1978).

The researcher concluded that the work reinforcers that produced the least satisfaction for home economics teachers were usually those over which they had little control. Those items that created the most satisfaction were inherent in the type of occupation—that of being a home economics teacher.

Implications

Researchers have investigated job satisfaction since Hoppock's first research study in 1935 (Hoppock, 1977). Each research effort contributed information to a distinctive occupation or about a group of employees. Professionalism has also been a popular topic for research studies. This research study of home economics teachers provided a definite link between professional identification and job satisfaction. Previous studies related professional commitment to job satisfaction.

The results of this research have implications for teacher educators, home economics teachers, professional home economics teacher associations, state home economics supervisors, and future researchers in this field.

Recruitment of new persons into home economics teaching is the
task of employed home economics teachers as well as home economics teacher educators. The person who enjoys creativity, service to others, and the variety of experiences in home economics teaching will become the most satisfied home economics teacher. The role model of a home economics teacher who demonstrates the talent and specializations needed to succeed in the field can aid in attracting appropriate candidates to study home economics education.

College teacher education faculty should continue to stress the importance of each student's socialization into the profession of home economics teaching. An additional factor that can now be stated is the contribution that the factors professional identification and job satisfaction make to each other. Home economics teacher education faculty can explain the advantages that reading professional journals and attending professional organization meetings at the state or national level have toward contributing to the professional identification of the home economics teacher. They can instill professional organization participation at the student level through encouragement of college student participation in the Student Member Section of the American Home Economics Association, the American Vocational Association, and the Student Education Association, to mention a few organizations. They can also reinforce the idea that attending professional organization meetings at the state or national level contributes to the job satisfaction of the home economics teacher. A sharing of ideas, the opportunity to hear about the pertinent issues, and the interaction with colleagues at these meetings provides an atmosphere for growth and a desire for
individual improvement. The home economics teacher, who reaps these benefits and shares them with the home economics students in the classroom, serves the profession of home economics teaching as an effective representative. Inservice meetings of home economics teachers provide an additional place for this information to be dispatched to those already employed in the field.

Another opportunity for home economics teacher educators to promote future job satisfaction of their students would be in the scheduling of a final seminar for home economics student teachers. It would provide a forum for discussion of issues and concerns surrounding the student teacher's future employment in the field. Inclusion of topics such as plans for professional improvement, operation of the FHA/HERO organization, job interview techniques, and curriculum planning that encompasses the aspects of social service, use of creativity, and a variety of tasks inherent in home economics teaching is appropriate.

Since professional organizations have an important role in home economics teachers' professional identification, these associations must maintain high quality publications, present relevant programs to answer the needs of the home economics teachers, and attract student members as well as employed teachers to membership in their organizations. Members of professional associations continue to pay dues and participate in the activities of the association only so long as they perceive the importance of the organization in their lives and to their occupation. They should address those aspects of the profession which many home economics teachers stated were dissatisfaction—
human relations supervision, technical supervision, authority, school policies, salary, lack of recognition, and absence of advancement opportunities.

Another target audience for this research study is those persons who supervise home economics teachers. Because chance for advancement in home economics teaching created the most dissatisfaction, supervisory personnel could design a program of levels through which home economics teachers could be promoted. In the school where the teacher was employed, the position would remain the same, but on a state level a ranking system which showed progression and achievement of teachers could substitute for advancement. Lack of recognition which created dissatisfaction in almost half of the teachers surveyed could be answered within the same system. Publication of the names of those teachers as they achieved each of the ranks would provide recognition so often missing. This plan would not substitute for the Teacher of the Year awards, now sponsored by Chesebrough-Pond's, Inc., because only one home economics teacher from each state can win this award. The ranking system should not be tied exclusively to years of experience, but rather highlight those factors in the profession which bring the most satisfaction to home economics teachers—social service, creativity, and the infinite variety of experiences available in home economics teaching.

For future researchers who select the short-form of the Minnesota Satisfaction Questionnaire to measure teacher job satisfaction, this researcher would caution them in the utilization of the
normative data provided by Vocational Psychology Research. Although the test was revised in 1977, the normative data is dated 1967. The occupational groups are represented by a low percentage of college graduates. This fact makes comparison of teacher job satisfaction to the normative data difficult. Vocational Psychology Research provided a bibliography of research projects that had utilized the MSQ prior to 1978, but no references newer than the Buros (1978) review.

Recommendations

This study described attitudes about job satisfaction and views of professional identification of home economics teachers employed in school systems across the United States. The researcher proposes several recommendations for additional research in this area:

1. Each teacher in this study was a member of at least one professional organization. A similar research study could sample home economics teachers who had no professional organization membership to examine any possible differences between these two groups.

2. Because more factors exist which explain or predict the job satisfaction of home economics teachers than were discovered in this study, conducting a similar study using a new set of variables would add to the body of knowledge of teacher satisfaction. Suggested additional variables relating to job satisfaction may be the teacher's capability of coping with stress, the ability to maintain classroom control, the availability of program support from the school administra-
tion, the acceptance of the school's location and environment, or the congruence of the teacher's perception of an ideal teaching situation with the actual situation.

3. In compliance with the suggestion in the section describing implications of the study, several home economics supervisors could develop a pilot plan for advancement of home economics teachers within selected states to determine if this would increase teacher job satisfaction.

4. Home economics teacher educators could develop a student teaching seminar experience that would be useful as a completion strategy for any home economics teacher education program.

5. Professional associations could study those activities that are beneficial to the job satisfaction of their members and provide techniques to relieve job dissatisfaction.
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APPENDIX A

COVER LETTER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
College of Education
Division of Vocational & Technical Education
Blacksburg, Virginia 24061

Dear AHEA Member:

As a doctoral student in Vocational Education at Virginia Tech, I am conducting a study related to home economics teachers employed at various educational levels and who are members of a professional organization. The focus of the study is the satisfaction of the teacher with his/her employment situation and the identification of the home economics teacher with the profession.

Since you are a member of the American Home Economics Association section, Elementary, Secondary, and Adult Education, I am requesting your assistance through the completion of the enclosed documents. I obtained your name and address from the American Home Economics Association.

Because of the demands placed upon your time, I have made every effort to be as concise as possible with the questions asked. A self-addressed, stamped envelope is enclosed for your convenience in returning the forms. Although the forms are numbered, your identity will remain confidential as it is needed only for follow-up purposes.

May I ask that you return the questionnaires by March 3, 1982? Thank you for your cooperation in helping me complete this study.

Sincerely,

Patricia T. Stealey

Margaret R. Dewald-Link, Ph. D.
Advisor
APPENDIX B

PERSONAL DATA QUESTIONNAIRE

Place a check by your response:

1.-4. Are you presently employed as a home economics teacher?
   ___yes If you are not presently employed, you do not
   ___no need to fill out the enclosed materials, but
   ___retired please return them so that you can be counted
   in the study.

5.   Sex:
   ___Male
   ___Female

6.   Place a check by the highest education level you have
    completed:
    ___Bachelor's degree
    ___Bachelor's degree plus additional graduate hours
    ___Master's degree
    ___Master's degree plus additional hours
    ___Doctorate
    ___Other

7.   What grades do you teach in your present position?

     ______________________________________________________

     Check the areas that apply to the type position you hold:

8.   ___consumer/homemaking teacher
9.   ___occupational teacher
10.  ___clothing/textiles
11.  ___child development/family relations
12.  ___foods/nutrition
13.  ___management/consumerism
14.  ___housing/interiors

15.-16. How many years of home economics teaching experience do you have?
        _______________________

17.   How many home economics teachers including yourself are there
      in your school? ___________________
18. Please check those activities you sponsor:
   __FHA-HERO
   __Other extracurricular activities
   __Not a sponsor

19. What is your marital status?
   __Single (never married)
   __Married
   __Separate
   __Divorced
   __Widowed

20. What was your first choice of vocation (whether or not you have actually practiced it)?
   __teacher of home economics
   __teacher of another content area
   __non-teaching vocation

21.-22. How old were you on January 1, 1982? __________________

23.-24. To how many professional organizations such as NEA, AFT, AHEA, AVA, etc. do you currently belong? (Give number)

25.-26. Approximately how many hours per month do you spend participating in these organizations?

27. Have you been an officer of any of these professional organizations?
   __yes
   __no

28. Have you attended meetings of a professional organization in the past five years?
   __yes, a National meeting
   __yes, a State meeting
   __no meetings attended

29.-30. In how many local community or civic organizations do you participate? (Give number)

31. How many different professional journals do you read on a monthly basis?
APPENDIX C

PROFESSIONALISM SCALE

The following statements attempt to measure the construct "professional identification". The referent in the statement is home economics teaching. Each item then should be answered in light of the way you yourself feel and behave as a member of this profession.

Response Key: 

<table>
<thead>
<tr>
<th>Strongly agree (SA)</th>
<th>Agree (A)</th>
<th>Neutral (N)</th>
<th>Disagree (D)</th>
<th>Strongly disagree (SD)</th>
</tr>
</thead>
</table>

There are five possible responses to each item. Mark each item with the response that corresponds to your own attitudes and behavior. Please answer all items and be sure to choose only one response for each item.

1. I systematically read the professional journals. 

2. Other professions are actually more vital to society than mine. 

3. I make my own decisions in regard to what is to be done in my work. 

4. I regularly attend professional meetings at the local level. 

5. I think that my profession, more than any other, is essential for society. 

6. My fellow professionals have a pretty good idea about each other's competence. 

7. People in this profession have a real "calling" for their work. 

8. The importance of my profession is sometimes over stressed. 

9. The dedication of people in this field is most gratifying. 

10. I don't have much opportunity to exercise my own judgment.
11. I believe that the professional organization(s) should be supported. __ __ __ __ __

12. Some other occupations are actually more important to society than is mine. __ __ __ __ __

13. A problem in this profession is that no one really knows what his colleagues are doing. __ __ __ __ __

14. It is encouraging to see the high level of idealism which is maintained by people in this field. __ __ __ __ __

15. The professional organization doesn't really do too much for the average member. __ __ __ __ __

16. We really have no way of judging each other's competence. __ __ __ __ __

17. Although I would like to, I really don't read the journals too often. __ __ __ __ __

18. Most people would stay in the profession even if their incomes were reduced. __ __ __ __ __

19. My own decisions are subject to review. __ __ __ __ __

20. There is not much opportunity to judge how another person does his work. __ __ __ __ __

21. I am my own boss in almost every work-related situation. __ __ __ __ __

22. If ever an occupation is indispensable, it is this one. __ __ __ __ __

23. My colleagues pretty well know how well we all do in our work. __ __ __ __ __

24. There are very few people who don't really believe in their work. __ __ __ __ __

25. Most of my decisions are reviewed by other people. __ __ __ __ __
**APPENDIX D**

**MINNESOTA SATISFACTION QUESTIONNAIRE**

Ask yourself: How *satisfied* am I with this aspect of my job?

- **Very Sat.** means I am very satisfied with this aspect of my job.
- **Sat.** means I am satisfied with this aspect of my job.
- **N** means I can't decide whether I am satisfied or not with this aspect of my job.
- **Dissat.** means I am dissatisfied with this aspect of my job.
- **Very Dissat.** means I am very dissatisfied with this aspect of my job.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being able to keep busy all the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The chance to work alone on the job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The chance to do different things from time to time</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>4. The chance to be &quot;somebody&quot; in the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. The way my boss handles his/her workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The competence of my supervisor in making decisions</td>
<td></td>
<td></td>
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<tr>
<td>7. Being able to do things that don't go against my conscience</td>
<td></td>
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<tr>
<td>8. The way my job provides for steady employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The chance to do things for other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The chance to tell people what to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The chance to do something that makes use of my abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The way company policies are put into practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. My pay and the amount of work I do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The chances for advancement on this job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The freedom to use my own judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. The chance to try my own methods of doing the job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The working conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. The way my co-workers get along with each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The praise I get for doing a good job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. The feeling of accomplishment I get from the job</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
MINNESOTA SATISFACTION QUESTIONNAIRE
(Continued)

4. What is your present job called? ____________________________________________

5. What do you do on your present job? ________________________________________

6. How long have you been on your present job? _______ years _______ months

7. What would you call your occupation, your usual line of work? ______________________

8. How long have you been in this line of work? _______ years _______ months
Dear AHEA Member:

A short time ago, I sent you two questionnaires and a stamped envelope to reply to a survey that I am conducting for a doctoral study at Virginia Tech. Your response, even if you are not currently employed as a home economics teacher, is very important to me and to my study. I should greatly appreciate your response to and return of the questionnaires, if you have not already done so.

Thank you,

Patricia T. Stealey
APPENDIX F

DESCRIPTIVE INFORMATION

Tables 1-15
Table 1
Employment of Not Usable Respondents
(N = 86)

<table>
<thead>
<tr>
<th>Employment Situation</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Not considered a home economics teacher</td>
<td>20</td>
</tr>
<tr>
<td>Teachers of other subject areas</td>
<td>9</td>
</tr>
<tr>
<td>Department of Education administrative positions</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics Supervisors</td>
<td>4</td>
</tr>
<tr>
<td>Food Service/School Lunch Directors</td>
<td>4</td>
</tr>
<tr>
<td>Full-time homemakers</td>
<td>4</td>
</tr>
<tr>
<td>Leave of absence (medical and maternity)</td>
<td>4</td>
</tr>
<tr>
<td>Substitute teachers</td>
<td>3</td>
</tr>
<tr>
<td>Real Estate Brokers</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Extension Agents</td>
<td>2</td>
</tr>
<tr>
<td>Counselors</td>
<td>2</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>1</td>
</tr>
<tr>
<td>Community Education Director</td>
<td>1</td>
</tr>
<tr>
<td>Regional Health and Nutrition Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Director of a preschool</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Executive Secretary of Vocational Student Organization</td>
<td>1</td>
</tr>
<tr>
<td>Teacher assistant for preschool handicapped children</td>
<td>1</td>
</tr>
<tr>
<td>Designer of kitchens and bathrooms</td>
<td>1</td>
</tr>
<tr>
<td>Researcher in Vocational Education</td>
<td>1</td>
</tr>
<tr>
<td>Community Service Representative</td>
<td>1</td>
</tr>
<tr>
<td>Manager of Health Care Services</td>
<td>1</td>
</tr>
<tr>
<td>Self-employed Product Specialist</td>
<td>1</td>
</tr>
<tr>
<td>Family Coordinator for Insurance Company</td>
<td>1</td>
</tr>
<tr>
<td>Travel Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Wardrobe Consultant</td>
<td>1</td>
</tr>
<tr>
<td>Tailor</td>
<td>1</td>
</tr>
<tr>
<td>Monogrammer, self-employed</td>
<td>1</td>
</tr>
<tr>
<td>Custom Sewer</td>
<td>1</td>
</tr>
<tr>
<td>School Secretary</td>
<td>1</td>
</tr>
<tr>
<td>Tuition Waiver Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Microprocessor and Software Instructor</td>
<td>1</td>
</tr>
<tr>
<td>Library Technical Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Sun Oil Accountant</td>
<td>1</td>
</tr>
<tr>
<td>Husband transferred - left teaching job</td>
<td>1</td>
</tr>
<tr>
<td>Husband in Army in Germany</td>
<td>1</td>
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</tbody>
</table>
Table 2  
Educational Level of Home Economics Teachers  
(N = 263)

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Bachelor's degree</td>
<td>27</td>
<td>10.3</td>
</tr>
<tr>
<td>Bachelor's plus graduate hours</td>
<td>85</td>
<td>32.3</td>
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<tr>
<td>Master's degree</td>
<td>47</td>
<td>17.9</td>
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<tr>
<td>Master's plus graduate hours</td>
<td>100</td>
<td>38.0</td>
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<tr>
<td>Doctorate</td>
<td>2</td>
<td>.8</td>
</tr>
<tr>
<td>Principal certificate or other</td>
<td>2</td>
<td>.8</td>
</tr>
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</table>
Table 3
Years of Home Economics Teaching Experience
(N = 263)

<table>
<thead>
<tr>
<th>Home Economics Teaching Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning - 4 years</td>
<td>50</td>
<td>19.0</td>
</tr>
<tr>
<td>5 years - 9 years</td>
<td>51</td>
<td>19.4</td>
</tr>
<tr>
<td>10 years - 14 years</td>
<td>56</td>
<td>21.3</td>
</tr>
<tr>
<td>15 years - 19 years</td>
<td>43</td>
<td>16.3</td>
</tr>
<tr>
<td>20 years - 24 years</td>
<td>27</td>
<td>10.3</td>
</tr>
<tr>
<td>25 years - 29 years</td>
<td>20</td>
<td>7.6</td>
</tr>
<tr>
<td>30 years - 34 years</td>
<td>8</td>
<td>3.0</td>
</tr>
<tr>
<td>35 years - 39 years</td>
<td>5</td>
<td>1.9</td>
</tr>
<tr>
<td>40 years - 44 years</td>
<td>3</td>
<td>1.1</td>
</tr>
</tbody>
</table>
Table 4
Ages of Home Economics Teachers
(N = 263)

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 - 25 years old</td>
<td>23</td>
<td>8.7</td>
</tr>
<tr>
<td>26 - 29 years old</td>
<td>29</td>
<td>11.0</td>
</tr>
<tr>
<td>30 - 33 years old</td>
<td>44</td>
<td>16.7</td>
</tr>
<tr>
<td>34 - 37 years old</td>
<td>21</td>
<td>8.0</td>
</tr>
<tr>
<td>38 - 41 years old</td>
<td>27</td>
<td>10.3</td>
</tr>
<tr>
<td>42 - 45 years old</td>
<td>24</td>
<td>9.1</td>
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<tr>
<td>46 - 49 years old</td>
<td>21</td>
<td>8.0</td>
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<tr>
<td>50 - 53 years old</td>
<td>26</td>
<td>9.9</td>
</tr>
<tr>
<td>54 - 57 years old</td>
<td>22</td>
<td>8.4</td>
</tr>
<tr>
<td>58 - 61 years old</td>
<td>16</td>
<td>6.1</td>
</tr>
<tr>
<td>62 - 65 years old</td>
<td>9</td>
<td>3.4</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>.4</td>
</tr>
</tbody>
</table>
Table 5
Marital Status of Home Economics Teachers
(N = 263)

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>66</td>
<td>25.1</td>
</tr>
<tr>
<td>Married</td>
<td>174</td>
<td>66.1</td>
</tr>
<tr>
<td>Divorced</td>
<td>11</td>
<td>4.2</td>
</tr>
<tr>
<td>Separated</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>Widowed</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>0.8</td>
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</table>
Table 6

Home Economics Teachers' Choices of Vocation
(N = 263)

<table>
<thead>
<tr>
<th>First Vocational Choice</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home economics teacher</td>
<td>210</td>
<td>79.8</td>
</tr>
<tr>
<td>Teacher of another subject area</td>
<td>8</td>
<td>3.1</td>
</tr>
<tr>
<td>Non-teaching profession</td>
<td>44</td>
<td>16.7</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>.4</td>
</tr>
</tbody>
</table>
Table 7
Number of Home Economics Teachers' Professional Organization Memberships
(N = 263)

<table>
<thead>
<tr>
<th>Professional Organization Memberships</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2 memberships</td>
<td>84</td>
<td>31.9</td>
</tr>
<tr>
<td>3 - 4 memberships</td>
<td>108</td>
<td>41.1</td>
</tr>
<tr>
<td>5 - 6 memberships</td>
<td>46</td>
<td>17.5</td>
</tr>
<tr>
<td>7 - 8 memberships</td>
<td>18</td>
<td>6.8</td>
</tr>
<tr>
<td>9 - 10 memberships</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>11 or more memberships</td>
<td>3</td>
<td>1.1</td>
</tr>
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</table>
Table 8
Home Economics Teachers' Professional Organization
Membership Participation
(N = 263)

<table>
<thead>
<tr>
<th>Professional Organization Participation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No participation per month</td>
<td>73</td>
<td>27.8</td>
</tr>
<tr>
<td>1 - 4 hours per month</td>
<td>132</td>
<td>50.2</td>
</tr>
<tr>
<td>5 - 8 hours per month</td>
<td>33</td>
<td>12.5</td>
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<tr>
<td>9 - 12 hours per month</td>
<td>13</td>
<td>4.9</td>
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<tr>
<td>13 - 16 hours per month</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>17 or more hours per month</td>
<td>5</td>
<td>1.9</td>
</tr>
</tbody>
</table>
Table 9
Home Economics Teachers' Attendance at Professional Meetings
(N = 263)

<table>
<thead>
<tr>
<th>Attendance at Professional Meetings</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Meeting</td>
<td>19</td>
<td>7.2</td>
</tr>
<tr>
<td>State Meeting</td>
<td>107</td>
<td>40.7</td>
</tr>
<tr>
<td>Both National and State Meetings</td>
<td>104</td>
<td>39.5</td>
</tr>
<tr>
<td>No National or State Meetings</td>
<td>32</td>
<td>12.2</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>.4</td>
</tr>
</tbody>
</table>
Table 10
Home Economics Teachers' Participation in Community Organizations  
(N = 263)

<table>
<thead>
<tr>
<th>Participation in Community Organizations</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>50</td>
<td>19.0</td>
</tr>
<tr>
<td>1 - 2 organizations</td>
<td>133</td>
<td>50.6</td>
</tr>
<tr>
<td>3 - 4 organizations</td>
<td>62</td>
<td>23.6</td>
</tr>
<tr>
<td>5 - 6 organizations</td>
<td>15</td>
<td>5.7</td>
</tr>
<tr>
<td>7 - 8 organizations</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>9 - 10 organizations</td>
<td>2</td>
<td>.8</td>
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</table>
### Table 11

Number of Professional Journals Read by Home Economics Teachers  
\( (N = 263) \)

<table>
<thead>
<tr>
<th>Journals Read Per Month</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>1</td>
<td>44</td>
<td>16.7</td>
</tr>
<tr>
<td>2</td>
<td>102</td>
<td>38.8</td>
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<tr>
<td>3</td>
<td>58</td>
<td>22.1</td>
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<tr>
<td>4</td>
<td>28</td>
<td>10.6</td>
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<td>5</td>
<td>14</td>
<td>5.3</td>
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<tr>
<td>6</td>
<td>6</td>
<td>2.3</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>1.1</td>
</tr>
</tbody>
</table>
Table 12

Teaching Levels of Home Economics Teachers
(N = 263)

<table>
<thead>
<tr>
<th>Teaching Level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Middle School</td>
<td>17</td>
<td>6.5</td>
</tr>
<tr>
<td>Junior High School</td>
<td>33</td>
<td>12.5</td>
</tr>
<tr>
<td>Senior High School</td>
<td>180</td>
<td>68.4</td>
</tr>
<tr>
<td>Adults</td>
<td>22</td>
<td>8.4</td>
</tr>
<tr>
<td>Combination with adults</td>
<td>10</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Table 13
Number of Teachers in Home Economics Department
(N = 263)

<table>
<thead>
<tr>
<th>Number of Home Economics Teachers in School</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only home economics teacher</td>
<td>71</td>
<td>27.0</td>
</tr>
<tr>
<td>2 - 3 home economics teachers</td>
<td>114</td>
<td>43.3</td>
</tr>
<tr>
<td>4 - 5 home economics teachers</td>
<td>46</td>
<td>17.5</td>
</tr>
<tr>
<td>6 - 7 home economics teachers</td>
<td>13</td>
<td>4.9</td>
</tr>
<tr>
<td>8 - 9 home economics teachers</td>
<td>12</td>
<td>4.6</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>2.7</td>
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</tbody>
</table>
Table 14
Home Economics Teachers' Sponsorship of Activities
(N = 263)

<table>
<thead>
<tr>
<th>Sponsorship of Activities</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHA/HERO</td>
<td>58</td>
<td>22.0</td>
</tr>
<tr>
<td>Other Extracurricular activities</td>
<td>57</td>
<td>21.7</td>
</tr>
<tr>
<td>Both FHA/HERO and others</td>
<td>43</td>
<td>16.3</td>
</tr>
<tr>
<td>Not a sponsor</td>
<td>94</td>
<td>35.7</td>
</tr>
<tr>
<td>No response</td>
<td>11</td>
<td>4.2</td>
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</tbody>
</table>
Table 15
Home Economics Teaching Assignment Descriptions
(N = 263)

<table>
<thead>
<tr>
<th>Subject Matter Areas Taught(\textsuperscript{a})</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer/homemaking teacher</td>
<td>172</td>
</tr>
<tr>
<td>Occupational teacher</td>
<td>55</td>
</tr>
<tr>
<td>Clothing/textiles</td>
<td>105</td>
</tr>
<tr>
<td>Child development/family relations</td>
<td>108</td>
</tr>
<tr>
<td>Foods/nutrition</td>
<td>125</td>
</tr>
<tr>
<td>Management/consumerism</td>
<td>72</td>
</tr>
<tr>
<td>Housing/interiors</td>
<td>58</td>
</tr>
</tbody>
</table>

\(\textsuperscript{a}\)Teachers marked each area that applied to them.
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THE RELATION OF HOME ECONOMICS TEACHERS'
PROFESSIONAL IDENTIFICATION AND PERSONAL
CHARACTERISTICS TO JOB SATISFACTION

by

Patricia T. Stealey

(ABSTRACT)

The purpose of this study was to measure the level of professional identification and the degree of job satisfaction of home economics teachers employed in school systems throughout the United States and to determine which personal variables related to those two constructs. The sample of 500 members of the Elementary, Secondary, and Adult Education section of the American Home Economics Association was randomized by ZIP Code to assure national geographic coverage. Multiple instruments were used to measure the variables in the study. The short-form of the Minnesota Satisfaction Questionnaire (Weiss, et al., 1967) measured extrinsic and intrinsic job satisfaction. Hall's Professionalism Scale (1968) revised by Snizek (1972) measured five components of professional identification. The researcher-devised Personal Data Questionnaire determined the personal variables. The research incorporated 263 persons who met the qualifications for inclusion in the study.
The Pearson Product-Moment formula delineated a positive correlation between home economics teachers' job satisfaction and their professional identification. Analysis of variance and multiple regression analysis described the relationships among the personal variables, professional identification, and job satisfaction. Job satisfaction scores of home economics teachers differed on the basis of marital status, age, professional identification, and attendance at national or state meetings of professional organizations. Service, creativity, and the variety of tasks performed emerged as the factors that 90 percent of the home economics teachers found most satisfying. The variables of job satisfaction, reading professional journals, and attending professional meetings contributed to the professional identification of the home economics teachers. Professional organizations and the public service components of professional identification received the highest scores on the Professionalism Scale. The research results provide pertinent information for home economics educators, state home economics supervisors, and professional associations.