

VALUES AS A PREDICTOR OF JOB SATISFACTION
OF BUSINESS TECHNOLOGY FACULTY AMONG SELECTED
COMMUNITY COLLEGES

by

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Institutions Participating
in the Study

<u>Name of Institution</u>	<u>Location</u>
Anne Arundel Community College	Arnold, Maryland
Catawba Technical Institute	Hickory, North Carolina
Central Piedmont Community College	Charlotte, North Carolina
Davidson Community College	Lexington, North Carolina
Frederick Community College	Frederick, Maryland
Lenoir Community College	Kinston, North Carolina
Montgomery Community College	Takoma Park, Maryland
J. Sargeant Reynolds Community College	Richmond, Virginia
John Tyler Community College	Chester, Virginia

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Chapter 1

INTRODUCTION

In present day society, individuals are seeking many factors through their work--equitable pay, more fringe benefits, increased opportunities to participate in decision-making, and others. However, more importantly, individuals today seek work that is personally satisfying or want satisfaction from their work experience.

The importance of job satisfaction was expressed by Frankel (1973) as follows:

"Job satisfaction has been considered important not only for humanitarian reasons but also because it has been held that the worker who likes his job will work with efficiency and enthusiasm--the dissatisfied one will show the opposite effect" (p. 1).

Most attention in research has been in an effort to understand the nature, concepts, and causes of job satisfaction in business and industrial environments. Recently, some researchers have given consideration to job satisfaction of faculty members of educational institutions realizing that job satisfaction was as important to faculty members as to individuals in other professions. The educational studies pertaining to job satisfaction have focused primarily on the demographic characteristics of faculty members, i. e. age, income level, degrees held, and possible relationships to job satisfaction.

However, the literature revealed that few studies have dealt with values and attitudes of community college faculty and the possible

relationship to job satisfaction and/or dissatisfaction. Demographic data are important as Brawer (1976) emphasized but this information could be more meaningful when integrated with individual perceptions or attitudes toward specific events.

Cohen and Brawer (1977) postulated that job satisfaction was more closely related to the "unique characteristics of the individual" rather than of the work situation or condition. This suggests as does the literature that individuals react differently to the same situational or work factors, even though individuals are performing similar duties in the same organizational environment, some individuals may perceive job satisfaction while others may perceive job dissatisfaction. Therefore, it appeared essential to study the values held by individuals in an effort to better understand this factor of individual differences in perceiving factors in the work environment as well as to explore possible relationships between values of the individual and perceived levels of job satisfaction.

Rokeach (1973) stated that since values occupy a central position within one's personality make-up and cognitive system, they are determinants of attitudes as well as behavior. Rokeach also emphasized that educational institutions have been in the business of transmitting knowledge from one generation to the next and of shaping certain values, but that the attention on understanding and using values of the individual has been minimal. He asserted that the Rokeach Value Survey had practical implications for education including the assessment of needs, goals, and conflicts within and between individuals and groups as well

as in academic and vocational counseling and selection processes.

Administrators should be interested in both determining and understanding the values held by employees so as to minimize the conflict among individuals and improve their working relationships and thereby the personal work satisfaction, according to Brown (1976).

The views expressed by Rokeach (1973), Brown (1976), and Cohen and Brawer (1977) tend to emphasize the need for determining what values of faculty members are important and may or may not be associated with their perceived levels of job satisfaction. Basic to this study was the assumption that providing satisfying and fulfilling work for faculty becomes an important task of the community college administrator.

Need for the Study

There has been a voluminous body of literature concerning the understanding of the nature, concepts, and causes of job satisfaction in business and industrial environments. Research findings have revealed few consistent results due mainly to the different definitions of job satisfaction as well as the varied instruments used to measure job satisfaction.

Recently, some research has focused upon job satisfaction of faculty members in higher education. Cohen and Brawer (1977), Cohen (1975), Frankel (1973), and others asserted that job satisfaction was as important to faculty members in education as it was to individuals in other professions.

In higher education, studies have dealt with job satisfaction as a measure of the work environment (Lofquist and Dawies, 1969),

characteristics of the job (Carroll, 1969), and demographic characteristics (Brawer, 1976). Cohen (1974) tested the Herzberg two-factor theory of job satisfaction among community college faculty. Results supported the two-factor theory of job satisfaction. Elements leading to satisfaction were related to the content of the job (achievement, work itself, advancement, recognition and responsibility) and factors leading to dissatisfaction were related to the context or the environment of the job (i.e. salary, company policy, working conditions, and supervision.)

Park (1971) and Brown (1976), in studies concerning values of the individual identified this area as a major weakness in the job satisfaction literature. However, recently, Cohen and Brawer (1977), in a study of humanities faculty of two-year colleges, postulated that job satisfaction was more closely related to the personal characteristics of the individual than to the work situation. This suggested that job satisfaction was a personality correlate rather than a situational response (Cohen and Brawer, 1977.) A similar view was expressed by Guion (1974) as follows:

"Job satisfaction is a highly personal, subjective construct; different people react to the same organizational stimuli with different kinds and degrees of affect. Job satisfaction is an individual characteristic" (p.294).

Therefore, according to Cohen and Brawer (1977) and Guion (1974), job satisfaction was viewed as an individual characteristic implying that there is a need to explore facets of the individual

personality for a better understanding of job satisfaction. Values, as one personality variable of the individual, are instrumental in determining one's perceived level of job satisfaction. Since values give expressions to needs they also influence one's beliefs, attitudes, and motivations--all which ultimately result in one's perceived feeling of being satisfied or dissatisfied in a job.

Mankoff (1974) stated that values and value systems play a central role in human motivation and communications and further asserted that should organizations adopt a 'value-based strategy,' such adaptation would open the door for large numbers of individuals in an organization to move toward self-actualization (Mankoff, 1974:29) as conceptualized by Maslow. This emphasized that the satisfaction of higher-order needs are related to one's perceived level of job satisfaction. Feather (1972) and Rokeach (1973) also advocated the use of values as a strong component in education.

The need for this study has been revealed by the literature. This study endeavored to determine if the values held by faculty members were related to and/or were indicators of job satisfaction. Also, a comparison was made of the values of business faculty of community colleges with the values of faculty members of prior studies including a two-year private junior college, several community colleges, and a four-year university. Particular attention was focused upon analyzing the academic values which according to Rokeach (1973) pertain to intellectual competence and self-actualization of educators and their impact upon job satisfaction in educational institutions.

Purpose of the Study

There were several purposes of the study.

1) Of primary importance was to find out specifically what values were perceived as being of "high importance" by business faculty members since values influence the individual in his behavior attitudes and perceived level of job satisfaction.

2) It was essential to determine if the values perceived as being of "high importance" by business faculty of community colleges were congruent with those values of:

a) general faculty members of two-year private junior colleges;

b) general faculty members of two-year community colleges; and/or

c) business faculty members in four-year universities.

3) Since values give expression to underlying individual needs, according to Rokeach (1968), the study examined the possible relationship of values to job satisfaction and/or dissatisfaction. This information would be helpful to college administrators, possibly in the design and implementation of improvements in the working environment of faculty members. Since high levels of job satisfaction among community college faculty are desirable, this study was important in determining if a relationship existed between faculty values and job satisfaction.

Specific Research Questions

The specific research questions in the study were these:

- 1) What values on the Rokeach Value Survey are ranked as having "high importance" by business faculty members in the community colleges surveyed?
- 2) Is the ranking of values of "high importance" by business faculty members of the community colleges more congruent with the values previously reported of faculty members of two-year private junior colleges, of community colleges and/or four-year universities?
- 3) How do business faculty members of the community colleges rank the subset of values--academic values--on the Rokeach Value Survey?
- 4) Are the rankings of the "academic values" by business faculty members of community colleges the same or different from the rankings, previously reported, of the "academic values" by respondents of the three comparison groups?
- 5) What are the perceived levels of total job satisfaction of business faculty of community colleges?
- 6) Are the "academic values" as ranked by business faculty of community colleges related to their perceived levels of job satisfaction?
- 7) What are the perceived levels of the job satisfaction subset "work" of business faculty of community colleges?

- 8) Are the "academic values" as ranked by community college business faculty related to the job satisfaction subset "work?"
- 9) What are the perceived levels of the job satisfaction subset "advancement" of business faculty of community colleges?
- 10) Are the "academic values" as ranked by community college business faculty related to the job satisfaction subset advancement?"

Hypotheses of the Study

The hypotheses tested in this study were:

Hypothesis 1: There is no significant agreement in the ranking of the values of "high importance" as measured by the Rokeach Value Survey of faculty members of business divisions of community colleges and those values of "high importance" as ranked by faculty members at two-year private junior colleges, at community colleges, and at four-year universities. (This hypothesis will address research questions numbers one and two.)

Hypothesis 2: There is no significant agreement in the ranking of the "academic values" (intellectual, logical, capable, imaginative) as measured by the Rokeach Value Survey, by community college business faculty and the ranking of the "academic values," as measured by the Rokeach Value Survey, for faculty in general at two-year private junior colleges, at community colleges, and by business faculty in four-year universities. (This hypothesis will address research questions numbers three and four.)

Hypothesis 3: There is no agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty members of community colleges with high total job satisfaction scores and by business faculty members with low total job satisfaction scores as measured by the Job Descriptive Index (JDI). (This hypothesis will address research questions numbers five and six.)

Hypothesis 4: There is no agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty of community colleges with high scores on the job satisfaction subset of "work" and by business faculty with low scores on the job satisfaction subset of "work" as measured by the Job Descriptive Index (JDI). (This hypothesis will address research questions numbers seven and eight.)

Hypothesis 5: There is no agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty of community colleges with high scores on the job satisfaction subset of "advancement" and by business faculty with low scores on the job satisfaction subset of "advancement" as measured by the Job Descriptive Index (JDI). (This hypothesis will address research questions numbers nine and ten.)

Definition of Terms

Terms requiring clarification for use in this study are defined as follows:

Job Satisfaction: The degree of fulfillment of needs, both intrinsic and extrinsic, through the content and context factors of the job, as measured by the Job Descriptive Index (JDI).

Job Descriptive Index (JDI): An instrument designed to measure five aspects of job satisfaction including the work itself, pay, promotions, supervision, and co-workers.

Value: An enduring belief concerning a specific mode of conduct or end-state of existence that is personally and socially preferable to alternative modes of conduct or end-states of existence (Rokeach, 1968:160).

Value System: An enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance as measured by the Rokeach Value Scale Instrument (Rokeach, 1973:5).

Belief: An inference made by an observer about underlying states of expectancy (Rokeach, 1968:2).

Attitude: A relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner (Rokeach, 1968:112).

Academic Values: The values identified by Rokeach pertaining to intellectual competence and self-actualization of educators--a sense of accomplishment, capable, intellectual, imaginative and logical.

Community College: A two-year institution of higher education offering programs of instruction generally up to two years

beyond the high school level. Offerings include occupational-technical education, university parallel-college transfer education; general education; continuing education, special training programs; developmental studies, and specialized regional and community services.

Two-Year Private College: A two-year institution of higher education, usually church-related and controlled, which concentrates primarily on preparing its students to transfer to four-year colleges to pursue the bachelor degree and also offers some two-year terminal or occupational curricula.

Four-Year University: A four-year institution of higher education which offers majors leading to both undergraduate and graduate degrees.

Basic Assumptions

Certain basis assumptions were made for this research project:

1. A high level of faculty job satisfaction is a desirable organizational characteristic.
2. Educational managers should allow for individual and organizational differences among subordinates.
3. The values of an individual are one dimension of the personality of an individual.
4. General inferences could be drawn from data based upon a sample of faculty members from two institutions in Virginia;

three institutions in Maryland, and four institutions in North Carolina.

Limitations of the Study

The study encompassed only the faculty members of business technology divisions of two community colleges in Virginia, three community colleges in Maryland, and three community colleges and one vocational-technical institute in North Carolina. Sampling was non-probability in nature; the population was chosen because of predetermined characteristics (i.e. large, medium, small school and city, suburban and rural location) and convenience. Caution should be exercised in making any generalization from the study.

Organization of the Study

The study is organized into six chapters. Chapter 1 presents an introduction, need for the study, the purposes, specific research questions, hypotheses, operational definitions, basic assumptions and limitations. Chapter 2 consists of a review of the literature related to both job satisfaction and values. Chapter 3 presents the theoretical framework of the study. Chapter 4 includes a description of the methodology and the procedures employed in the study. Chapter 5 presents an analysis of the data including the treatment of the responses. Chapter 6 concludes the study with a summary of the findings, conclusions based upon the data, and recommendations for further study.

Chapter 2

REVIEW OF THE LITERATURE

Job satisfaction studies in business and industry go back to the Hawthorne studies with Elton Mayo in the Western Electric Company of the 1920's. Out of this experiment the human relations school was born; its founders immediately sought to improve the happiness of the worker and through this to improve productivity on the assumption that the satisfied worker would produce more (Gruenberg, 1976).

The large quantity of research studies pertaining to job satisfaction may be indicative of the importance of this subject. Due to different definitions of job satisfaction and diverse measuring instruments and interpretations, the results of these studies have been inconsistent. Although conflicting viewpoints have been revealed in the literature, no study that was reviewed discounted the significance of job satisfaction as a desired organizational characteristic.

This chapter will first present the two prominent theories of job satisfaction; the Need Hierarchy Theory (Maslow, 1943), and the research studies which provided confirmation as well as opposition to the two theories of job satisfaction. Similarities and relationships of the two theories are reviewed to show that Herzberg (1959) expanded the works of Maslow (1943) and identified specific satisfiers and dissatisfiers associated with job satisfaction. Secondly, this chapter will present an introduction to values, the Rokeach Value Survey, supporting and non-supporting studies and dimensions of values.

Two Theories of Job Satisfaction

One of the first and most significant theories of job satisfaction was developed by Maslow (1943). He emphasized that human needs occurred in a hierarchy or series of levels including:

1. physiological or biological needs,
2. safety and security needs,
3. social, belongingness and love needs,
4. ego and esteem needs, and
5. self-actualization or self-fulfillment needs.

The essence of the theory was that there were basic or primary needs, such as those for food, water and sleep, that an individual satisfied (at least minimally) first, after which he turned to so-called higher other needs, such as those for affiliation, nurturance, and esteem. Finally, if the individual had satisfied some of these first order and middle order needs, he then could spend effort trying to satisfy the highest-order need--that of self-actualization--the "desire for self fulfillment...the desire to become more and more what one is, to become everything that one is capable of becoming..." (Maslow, 1954, p91).

The structure for the second prominent job satisfaction theory was obtained by a thorough examination of the job satisfaction literature by Herzberg, Mausner, Peterson, and Capwell (1957). Specific attention was given to two dimensions of job satisfaction; job content and job context factors. Job content referred to factors associated with work itself, and the nature of the job whereas job context referred to

factors outside of the job or work itself.

The researchers, Herzberg et al (1957), after their review of job satisfaction literature, concluded that one of the most consistent findings was that factors associated with job content were more important to employees at higher occupational levels whereas security appeared to be least important to these same employees.

These findings were the basis for the Motivation-Hygiene Theory, often referred to as the dual-factor theory, developed by Herzberg, Mausner and Snyderman (1959). Herzberg et al. (1959) conducted a study among accountants and engineers (N=200) from Pittsburgh industry to investigate their attitudes toward work and their experiences, both good and bad. Subjects were asked to respond to this question: "Think of a time when you felt exceptionally good or exceptionally bad about your job, either your present job or any other job you have had...Tell me what happened" (Herzberg et al. 1959, p. 141). Out of the responses to this question, an analysis was made to determine the kinds of things which made people happy and satisfied or unhappy and dissatisfied on their jobs. When people reported unhappiness and job dissatisfaction, they attributed this to their job environment or the job context. When people reported happiness or satisfaction, they attributed this good feeling to work itself or to the job content. It was concluded that the two different kinds of needs appeared to be independent.

Herzberg et al. (1959) called the factors which were identified in the job context "hygiene" factors for they operated to remove health hazards from the environment of man. The "hygiene" factors included

the working conditions, administrative policies and practices, supervision, interpersonal relations, salary and benefits. When these factors deteriorated below what the worker considers an acceptable level, job dissatisfaction resulted. And when the job context factors were considered optimal by the worker, dissatisfaction was removed; but this led to a neutral state of neither satisfaction nor dissatisfaction.

The factors that led to positive attitudes, motivations, and satisfaction were called the "motivators" or those things in the work itself which satisfied the individual's needs for self-actualization. The "motivators" were such factors as achievement, increased job responsibility, recognition for accomplishment, challenging work, and opportunities for growth and development. All of these factors were related to the nature of the job itself; they were called job content factors--factors which when present led to higher motivation for the worker.

From this study Herzberg et al. (1959) developed the dual-factor theory, which stated that factors (job content) involved in producing job satisfaction were separate and distinct from factors (job context) that led to job dissatisfaction. Job content factors (achievement, recognition, responsibility, the work itself, advancement) were unipolar as they contributed very little to job dissatisfaction. Job context factors (supervision, company policy, administrative practices, working conditions, pay and benefits) were also unipolar as they contributed very little to job satisfaction.

The essence of the dual-factor theory was reiterated as follows

by Herzberg (1964):

"...the two-factor motivator-hygiene theory suggested that the factors involved in producing job satisfaction were separate and distinct from the factors that led to job dissatisfaction. Since separate factors needed to be considered depending on whether job satisfaction or job dissatisfaction was involved, it followed that these two feelings were not the obverse of each other. The opposite of job satisfaction would not be job dissatisfaction, but rather NO job satisfaction; and similarly the opposite of job dissatisfaction is NO job dissatisfaction--not job satisfaction. The fact that job satisfaction is made up of two unipolar traits is not a unique occurrence" (p. 3).

The Herzberg Motivation-Hygiene model contained some similarities to the Maslow Need-Priority model, but some differences also exist. For example, Herzberg classified some of Maslow's higher order needs as hygiene factors. Also, considerable overlapping appeared with Herzberg's hygiene factors and Maslow's first three levels of human needs. The Herzberg model and the Maslow model, portraying similarities and differences, are presented in Figure 2.1.

The development of the Motivation-Hygiene Theory by Herzberg (1959) laid the foundation for numerous subsequent studies. Research studies which supported and which failed to support the Herzberg theory are reviewed below.

Research Non-Supportive of the Dual-Factor Theory

Both motivators and hygiene factors were found to be equally potent contributors to job satisfaction and dissatisfaction according

MASLOW		HERZBERG	
Self-realization and fulfillment	Motivational factors	Work itself Achievement Possibility of growth Responsibility	Overlapping items
Esteem and status		Advancement Recognition Status	
Belonging and social activity		Interpersonal relations supervision peers subordinates	
Safety and security	Hygiene factors	Supervision-technical	
		Company policy and administration	
		Job security	
		Working	
Conditions			
Physiological needs		Salary Personal life	

Figure 2.1

Maslow's Need-Priority Model Compared with

Herzberg's Motivation-Hygiene Model

Note: From Human Relations of Work by Keith Davis. New York: McGraw Hill, 1972, 22-32.

to Ewen, Smith, Hulin, and Locke (1966) in a study where subjects were industrial workers (N=793). The study concluded that the distinction between motivators and hygiene factors was no longer reasonable and therefore argued against the dual-factor theory of job satisfaction. Similar results were obtained in a study by Graen (1966).

Burke (1966) tested the dual approach to job motivation with students (N=187) who ranked the importance of five motivators (challenges ability, high responsibility, voice in decisions, importance of the job, opportunities for advancement) and five hygienes (good boss, good physical working conditions, good salary, job security, liberal fringe benefits). It was concluded that Herzberg's motivators and hygiene factors were not independent constructs.

The two-factor theory of job satisfaction was tested by Wernimont (1966) using accountants (N=50) and engineers in several midwestern companies. Results showed that the respondents endorsed more motivators than hygiene items when describing both situations of satisfaction and dissatisfaction. Since it was concluded that hygiene factors caused both satisfaction and dissatisfaction, the study challenged Herzberg's theory that job satisfaction and job dissatisfaction were caused by different job factors.

Motivators were more important to job satisfaction than were hygiene factors, according to a study by Lindsay, Marks, and Gorlow (1967) using aerospace research and development employees (N=324) as subjects. Both motivators and hygiene were related to both satisfaction and dissatisfaction. The authors concluded that Herzberg's conception of job satisfaction as being comprised of two-separate and independent

factors should be reevaluated.

Similar results were revealed in a study by Hulin and Smith (1967) using data from office employees, supervisors and executives (N=670) within the same company. Results showed that any variable in the job situation could be both a hygiene factor and a motivator.

Dunnette, Campbell and Hekel (1967) tested the Herzberg two-factor theory of job satisfaction and concluded that Herzberg's theory was "grossly oversimplified" since satisfaction or dissatisfaction could reside in the job content, the job context, or both jointly.

The review of literature also revealed many studies which were favorable to the Herzberg theory. Several research studies are hereby presented.

Research Supportive of the Dual-Factor Theory

Carnall and Wild (1974) conducted a study of shop floor workers (N=169) in a kitchen tools manufacturing company. The study concluded that the self-actualization characteristic of the job was dominant as a determinant of overall job satisfaction. Findings generally supported the Herzberg theory.

The relationship between motivator and hygiene satisfaction variables and job involvement was investigated by Weissenberg and Gruenfeld (1968) in a study using civil service supervisors (N=96) as subjects. Results of the study indicated that the motivator satisfaction variables (recognition, advancement, responsibility, achievement, and the work itself) correlated with job involvement; and these findings gener-

ally supported the Herzberg theory.

A review of the Motivation-Hygiene Theory and its subsequent supportive and non-supportive research studies was conducted by Whitsett and Winslow (1967). These authors concluded that the criticisms of the theory were invalid for several reasons; the misinterpretations of the theory; the general weaknesses in methods of collecting and testing data, and the frequent misinterpretations of the results of the studies.

Kerr, Harlan, Stogdill (1974) offered an explanation for the disparities in studies pertaining to the Herzberg theory. Conclusions of a review of related studies showed that when the critical-incident method of collecting and analyzing data (Herzberg et al. 1959) was employed, the results were consistent with the Herzberg study. When different methods and instruments were used in studies, results appeared to not support the Herzberg theory. These views are consistent with those concerning reviews of the job satisfaction literature by Whitsett and Winslow (1967), Behling et al. (1968), Bockman (1971), Solomon (1972), and French et al. (1973).

Both the Maslow and Herzberg theories have provided a structure for exploration and research in the area of job satisfaction. At least, the Herzberg study and some subsequent studies have contributed to a better understanding of job satisfaction.

In summary, the major theories for job satisfaction research have been presented. These theories are based upon the gratification of needs,

intrinsic and extrinsic, have different effects upon job satisfaction/dissatisfaction of individuals (Herzberg et al. 1959).

A review of the research revealed a rich literature on other variables or dimensions which could relate to job satisfaction. Among those variables investigated were age, sex, tenure, job involvement, turnover, and absenteeism.

Dimensions of Job Satisfaction in Business

Age: Carrell and Elbert (1974) studied employees (N=397) in two midwestern locations and found positive linear correlation between age and satisfaction until age 50 when job satisfaction declined.

A second study pertaining to the relationship of age and job satisfaction was conducted by Saleh and Otis (1964). Subjects, managers (N=118) above the age of 50, ranked their periods of most satisfaction and least satisfaction. Results revealed that the level of job satisfaction increased with age until the pre-retirement period (60 and over) when job satisfaction decreased.

Age and Sex: An analysis of age and sex by Glenn, Taylor, and Weaver (1977) was made from data of respondents (males N=1080 and females N=461) from three national surveys conducted by the National Opinion Research Center in 1972, 1973 and 1974. Results showed that for both sexes, male and female, a consistent positive correlation existed between age and job satisfaction.

Age and Tenure: Hunt and Saul (1975), in a study of managers, professionals, administrative clericals and process workers (N=3253

males and N=550 females) in a large Australian government organization, found that age and tenure had a linear relationship to overall job satisfaction.

Job Involvement: In a study of civil service supervisors (N=96) by Weissenberg and Gruenfeld (1968), the Herzberg satisfaction variables (recognition, achievement, work itself, advancement, responsibility) correlated with job involvement. The study concluded that job involvement was a determinant of job satisfaction.

Turnover and Absenteeism: Lawler and Porter (1967) analyzed the relationship of performance to satisfaction among managers (N=148) in five organizations. The study concluded that high satisfaction would lead to low turnover and absenteeism. Similar results were obtained in studies by Ronan (1968) and Nicholson and Miljus (1972).

In summary, the literature generally supported the assumption that job satisfaction was an important organizational factor even though there were divergent views as to its effect upon employee behavior. Some consistent results were:

1. a linear relationship was found to exist between age and job satisfaction (Carrell and Elbert, 1974; and Saleh and Otis, 1964);
2. an inverse relationship appeared to exist between job satisfaction and turnover (Lawler and Porter, 1967; Ronan, 1968, and Nicholson and Miljus, 1972).

Building on this knowledge from the business environment, now job satisfaction will be analyzed as it pertains to educational institutions. The specific focus was on investigating job satisfaction of

faculty members in selected community colleges as compared to that of other community colleges, two-year private junior colleges and four-year universities. The literature contained numerous studies of job satisfaction in these educational institutions.

Job Satisfaction in Education

Junior college faculties, in general, expressed satisfaction with their jobs. For example, more than 80 percent of the Minnesota teachers surveyed by Eckert and Williams (1971) reported that they liked their jobs. Ninety-five percent of the Florida faculty studied by Kurth and Mills (1968) responded that they were happy with teaching as a career. Moreover, although comparisons between studies were tenuous, the situation seemed to have improved since the late fifties, when only 25 percent of the faculty in nine states (Medsker, 1960) and only 31 percent in Minnesota faculty (Elbert and Stecklein, 1961) expressed satisfaction with their jobs.

Most pleasure seemed to be derived from working with students (the job content, to use Herzberg's term.) Garrison (1967) found genuine enthusiasm for teaching and working with students. Similarly, the California junior college faculty survey by Park (1971) responded that they had a high commitment to their students.

Studies in four-year colleges and universities generally showed that faculty were satisfied with their jobs. For example, Feville and Blandin (1974) found that among faculty (N=454) at the University of Oregon, 84 percent expressed satisfaction with teaching as a career.

In Minnesota, ninety-three percent of instructors (N=576) indicated a "satisfied" attitude toward their career according to Eckert and Stecklein (1961).

A survey of the literature revealed several specific studies dealing with job satisfaction as it pertained to faculty in four-year universities, in two-year private colleges and in community colleges.

Four-Year Universities: An analysis of job satisfaction/dissatisfaction of full-time teaching faculty at Virginia Polytechnic Institute and State University was conducted by Harshberger (1975).

Results indicated that:

1. Herzberg motivators were significantly different from the hygiene factors;
2. the eight individual job factors used in the study (policy, supervision, working conditions, relations with peers, recognition, responsibility, achievement and the work itself) were distinctly different job dimensions.

These findings supported the Herzberg Motivation-Hygiene Theory.

Nicholson and Miljus (1972) studied job satisfaction/dissatisfaction with professors (N=759) representing 21 liberal arts colleges in Ohio. Results supported the Herzberg theory that turnover was associated with job context factors as opposed to job content factors.

Two-Year Junior Colleges: Eckert and Stecklein (1961) conducted a study concerning general attitudes of two-year junior college faculty (N=130). Faculty indicated overwhelming satisfaction with factors concerning the nature of the work (related to students) with 86.2

percent expressing a "satisfied" attitude toward their career. Similar views were reported by Garrison (1967) in a study of two-year junior and community college instructors (N=650-700). The study revealed general satisfaction by faculty toward teaching as a permanent career.

Community Colleges: Hollon and Gemmill (1976) revealed through a study of community college faculty (N=321) representing seven community colleges in New York that male instructors experienced higher levels of overall job satisfaction than their female counterparts. However, sex was not related to job satisfaction in a survey of two-year community college instructors (N=1493) conducted by Brawer (1976). The study showed that age and job satisfaction were related but only for faculty in the age brackets of 36 to 40 and 46 to 50; that job satisfaction increased with number of class hours taught up to 15 class hours when satisfaction decreased; and that five or more years teaching experience contributed to faculty being more satisfied.

The Herzberg two-factor theory of job satisfaction was tested by Cohen (1974) using community college faculty (N=222) in three colleges in California. Results showed that two-thirds of the faculty gained satisfaction from something to do with students; i. e. feedback from students, whereas, one-third of the instructors suggested that dissatisfaction was related to their students. Extrinsic variables such as lack of support or inference from administration or from colleagues and institutional red tape, were noted as prime annoyances. The study supported the Herzberg two-factor theory. Similar results

were obtained in a study of community college faculty in Texas by Tesar (1974).

In another study concerning the general attitude toward teaching as a career, Kurt and Mills (1968) reported that 98 percent of faculty members (N=2756) of the Florida Community Colleges were satisfied with their jobs. The main dissatisfaction factor indicated by faculty was administrative procedures. This statement supported the Herzberg Motivation-Hygiene Theory.

In summary, faculty members in higher education generally appeared to express satisfaction with their work/profession. The only consistent finding was that different factors, motivators and hygienes, contributed to job satisfaction/dissatisfaction (Cohen, 1974; Tesar, 1974; and Harshberger, 1975). These studies supported the contention that the Herzberg Motivation-Hygiene Theory was applicable to educational institutions. Studies investigating the relationship of job satisfaction with factors of the work situation have produced vague and conflicting results. Consequently, several researchers have suggested that future research should deal with job satisfaction as related to the individual (Park, 1971; and Cohen and Brawer, 1977).

Values - Introduction

This study explored the possible relationship of values of faculty members to their perceived level of job satisfaction. A review of the literature revealed a few studies which provided the framework for the understanding, the analysis, and the use of values in this study.

The Rokeach Value Theory provided the foundation for analyzing values. Research studies which confirmed and opposed the theory are presented as well as studies concerning with values of faculty members and dimensions of values.

The Rokeach Value Theory

Milton Rokeach asserted that although about ten times as much research had been devoted to attitudes as compared to values, that the emphasis should be on values since they "occupy a more central position than attitudes within one's personality make-up and cognitive systems, and they are, therefore, determinants of attitudes as well as of behavior" (Rokeach, 1968:18).

The distinction was made between attitude and values by Rokeach (1968) as follows:

"An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (p. 112).

"A value is an enduring belief concerning a specific mode of conduct or end-state of existence that is personally and socially preferable to alternative modes of conduct or end-states of existence" (p. 160).

A value system was described by Rokeach as an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance.

Rokeach (1973) made certain assumptions about human values:

- 1) the total number of values that a person possesses is

relatively small;

- 2) all men everywhere possess the same values to different degrees;
- 3) values are organized into value systems;
- 4) human values can be traced to culture, society, institutions and personality; and
- 5) consequences of human values will be manifested in all phenomena that social scientists might investigate and understand.

Rokeach stated that a single value guides actions and judgments across a variety of objects and situations. While an adult had tens or hundreds of thousands of beliefs and thousands of attitudes, that person would possess only a few dozen basic values. Consequently, a focus on values and value systems would provide more specific data about what motivates an individual. Similar views were expressed by McMurry (1963).

The distinction between the concept of need and the concept of value for the purpose of explaining job satisfaction and dissatisfaction was described as follows by Locke (1969):

"A value is that which a man actually seeks to gain and/or keep or considers beneficial. A value presupposes an awareness, at some level, of the object or condition sought. A need does not. Further, what a man wants or values may or may not be in his actual self-interest. Since men are neither omniscient nor infallible, they will not always seek values which in fact further and maintain their well-being. Whether or not a man's values correspond to his needs, it is his values which regulate his actions and determine his emotional responses" (pp. 320-321).

Values were classed by Rokeach (1968) as instrumental and terminal. Terminal values, often called personal and social values, are end-states of existence and may be self-centered or society-centered, intrapersonal or interpersonal. Terminal values are said to be motivating, according to Rokeach, because they represent the supergoals which the individual forever strives to obtain. Instrumental values, referred to as moral and competence or self-actualization values, are modes of behavior. Instrumental values motivate because the idealized modes of behavior they are concerned with are perceived to be instrumental to the attainment of desired end goals. If the individual behaved in all the ways prescribed by his instrumental values, he would be regarded with all the end-states specified by the terminal values.

In 1967, Rokeach developed the Rokeach Value Survey which contained two alphabetized lists of 18 values each; one list containing terminal and the other instrumental values. (See Figure 2.2). The listing of 18 terminal values was derived from reviewing the literature, from analyzing his own values, and from studying graduate students in psychology, adults in Lansing, Michigan and other sources. The listing was reduced to 18 through eliminating synonymous overlappings (i.e. religion and salvation), deleting overly specific values (i.e. family security rather than spousehood), and omitting those values which did not represent end-states of existence (i.e. not education but wisdom). The development of the listing of 18 instrumental values was taken from 18,000 trait-name listing developed by Allport and Odbert (1936). Rokeach

The Terminal and Instrumental Values Scales

Terminal Values	Instrumental Values
A COMFORTABLE LIFE (a prosperous life)	AMBITIOUS (hard-working, aspiring)
AN EXCITING LIFE (a stimulating, active life)	BROADMINDED (open-minded)
A SENSE OF ACCOMPLISHMENT (lasting contribution)	CAPABLE (competent, effective)
A WORLD AT PEACE (free of war and conflict)	CHEERFUL (lighthearted, joyful)
A WORLD OF BEAUTY (beauty of nature and the arts)	CLEAN (neat, tidy)
EQUALITY (brotherhood, equal opportunity for all)	COURAGEOUS (standing for your beliefs)
FAMILY SECURITY (taking care of loved ones)	FORGIVING (willing to pardon others)
FREEDOM (independence, free choice)	HELPFUL (working for the welfare of others)
HAPPINESS (contentedness)	HONEST (sincere, truthful)
INNER HARMONY (freedom from inner conflict)	IMAGINATIVE (daring, creative)
MATURE LOVE (sexual and spiritual intimacy)	INDEPENDENT (self-reliant, self-sufficient)
NATIONAL SECURITY (protection from attack)	INTELLECTUAL (intelligent, reflective)
PLEASURE (an enjoyable, leisurely life)	LOGICAL (consistent, rational)
SALVATION (saved, eternal life)	LOVING (affectionate, tender)
SELF-RESPECT (self-esteem)	OBEDIENT (dutiful, respectful)
SOCIAL RECOGNITION (respect, admiration)	POLITE (courteous, well-mannered)
TRUE FRIENDSHIP (close companionship)	RESPONSIBLE (dependable, reliable)
WISDOM (a mature understanding of life)	SELF-CONTROLLED (re-trained, self-discipline)

Figure 2.2

The Terminal and Instrumental Value Scales

NOTE: From The Nature of Human Values by Milton Rokeach, New York: The Free Press, 1973, 28. Copyright 1967 by Milton Rokeach. Reprinted by permission.

obtained the final 18 values by reducing the synonyms, by eliminating words denoting temporary states, by omitting physical characteristics, negative values and values which were associated with sex, and by discarding relatively unfamiliar words.

Respondents are asked to rank each of the two lists of values by their relative importance. Analysis may be made by comparing the values ranked as having high importance and/or low importance with various groups in an effort to establish norm values for particular groups of individuals being studied (i.e. college students, educators, managers).

The use of the Rokeach Value Survey has been suggested for the purposes of understanding individual behavior and for improving their working relationships. Mankoff (1974), a business consultant, stated that values and value systems played a central role in human motivation and communication, and dissonance between corporate values and individual values could create problems of motivation, communication, commitment and productivity.

Consequently, Mankoff (1974) and Brown (1976) suggested that organizations use the Rokeach Value Survey to better understand the values of employees and the correlation between employee values and perceptions of organization climate. They also suggested that results of an organization study should be fed back and discussed with the employees so participants can clarify their own values. Mankoff (1974) posited the idea that when an organization adopts a "value-based strategy for change, it opens the door for large numbers of its people

to move toward Maslow's ideal of self-actualization" (Mankoff, 1974: 29).

The survey of literature provided numerous studies which supported the Rokeach Value Theory and revealed only a few studies which were critical of the theory.

Research Supportive of Rokeach's Value Theory

Trent and Johnson (1977) reported that students' values and their attitudes played a major role in their evaluation of faculty. The findings supported Rokeach's conceptual premise that values were more central to the understanding of human behavior than attitudes.

The universality of values represented by Rokeach's Value Survey was confirmed by Moore (1976) in a cross-cultural comparison of value systems with 68 Israeli Jewish students (N=68) and Israeli Arab students (N=101) as further compared to four comparison groups: Australian (Feather, 1973); Germans (Guther in press); Americans (Rokeach, 1973); and Canadians (Rokeach, 1973). The results showed a high correlation between value systems of different cultures. Similar results were obtained in a study conducted in Pua, New Guinea by Feather and Hutton (1973).

Feather and Peay (1975) analyzed multidimensional scaling and clustering with two groups, one group of students (N=548) at Flinders University of South Australia and the second group of students (N=430) at Mitchell College in Australia. Results showed consistency between the two sets of data and indicated that clusters of values did exist;

both findings supported Rokeach's work of 1968.

Feather (1970) conducted a study of college students (N=463) at Flinders University of South Australia in which the results suggested that choice of school was related to the values of the individual. These conclusions showed that rank ordering was generally consistent with Rokeach's Michigan study.

Only two studies from the survey of literature appeared to be critical of the Rokeach Value Theory.

Research Non-Supportive of Rokeach Value Theory

Kitwood and Smithers (1975) recognized that systematic knowledge about personal values was crucial to the understanding of human behavior but viewed the methods used to study values as being poorly developed. Weaknesses cited by the authors were:

- 1) There was no theoretical framework to support the strict ordering of the values within the personal value system;
- 2) The individual values contained a projective element;
- 3) The actual choice of individual values was questioned;
- 4) The ranking of the values was conceptually difficult; and
- 5) The relationship of values to beliefs and actions was questioned (pp. 176-177).

In the second study critical of the Rokeach Value Theory, Mahoney and Katz (1976) used psychology students (N=130) at Virginia Commonwealth University to analyse the ipsative nature of the Rokeach Value Survey. Subjects completed rank correlations and the resulting

matrix was factor-analyzed. The results yielded 13 value clusters indicating that it may be possible to reduce the Value Survey to a smaller number of underlying structural factors.

In summary, one of the few and the newest of the value theories was reviewed. The Rokeach Value Survey was advocated to be the best instrument for measuring values (Brown, 1976). The instrument was simple in design, and economical to administer, appeared interesting to participants, produced responses directly expressed in quantitative terms, and provided possibilities for understanding the individual and his motivation.

There appeared to be general support of the Rokeach Value Theory. Regardless of the minimal criticism, the Value Survey provided an excellent method for measuring values of individuals.

The literature revealed several studies which dealt with values of faculty members in educational institutions. These studies are reviewed as they pertained to values of faculty in four-year universities, in two-year community colleges, and in two-year private colleges.

Research on Values in Education

Four-Year Universities: Rokeach (1973) investigated academic values in a study conducted in 1969 with faculty members (N=212) at Michigan State and Wayne State Universities. In comparing the values of these educators with those of the adult American Study (N=1409), Rokeach asserted that college professors placed considerable value on

intellectual competence and self-actualization as compared to the general population (1973, p. 147). The academic values on the instrumental scale were identified as "capable," "intellectual," "logical" and "imaginative," and one academic value--"a sense of accomplishment" was identified on the terminal scale.

A second study concerning the ranking of values by professors (N=150) was conducted at the University of North Colorado by Gorman (1974). Faculty rated high the values "sense of accomplishment" and "family security" on the terminal scale while "honesty," "capable," and "responsible" were rated high on the instrumental scale. Findings indicated that the faculty were motivated by Maslow's esteem needs.

The literature revealed two studies pertaining to values of faculty members in community colleges.

Community Colleges: In the first study, community college faculty (N=238) were subjects of a study conducted by Young Park (1971) among three different colleges (urban, suburban, and rural) in California. The Rokeach Value Survey was used to measure values in relating personality to institutional environment. The study concluded that the desired end-states of existence (terminal values) for the faculty were personal while the composite modes of conduct (instrumental values) related more directly to their professional lives. The highest ranked terminal values, "sense of accomplishment", and "self-respect," were considered to be closely related to the satisfaction of needs. The instrumental values ranked highest, "responsible" and honest," indi-

cated that faculty were self-oriented rather than socially-oriented.

The second study concerning the values of community college faculty (N=183) was conducted by Brawer (1973). Subjects represented three colleges in metropolitan Los Angeles area. Results revealed that faculty ranked the values "self-respect," "sense of accomplishment", and "capable" as having the most importance to them which was consistent with the study by Park (1971).

Only one study was available which provided a framework for viewing faculty values in two-year private junior colleges.

Two-Year Private Junior Colleges: The study dealing with values of faculty in two-year private junior colleges was conducted by Blai (1972) at Harcum Junior College in Pennsylvania. The purpose of the study was to investigate values and perceptions of the college environment and compare the results with the results of the California study by Park (1971). The main conclusion was that there was general agreement in the high ranking of the top instrumental (honest, responsible) and terminal (self-respect, sense of accomplishment) values by faculty at Harcum Junior College and the faculty in the Park study (1971). These results were similar to the findings of studies concerning values of community college faculties.

These studies have shown that a certain degree of consistency existed among the top instrumental values as perceived by faculties representing three comparison groups. However, the greatest difference was the higher ranking of the academic values, "capable," "imaginative," and "intellectual" by four-year faculty as compared to faculties of both

two-year private junior and two-year community colleges.

Several studies have been conducted which examined a variety of dimensions or variables which could possibly relate to values. Among these variables were background factors, job involvement, income, race, sex, and several predictors as related to values.

Dimensions of Values

Background Factors and Values and Job Involvement: Ruh, White, and Wood (1975) analyzed the interrelationships among job involvement, values, personal background, participation in decision-making and job attitudes with employees (N=1328) in six Midwest manufacturing companies. The study concluded that background and values (Rokeach Value Survey) influenced job involvement.

Income Levels and Values: The data from two surveys conducted in the metropolitan area of Adelaide, Australia, one in 1972 and the other in 1973, were analyzed by Feather (1975). The Rokeach Value Survey was used to ascertain the importance of values across five levels of income for heads of households (N=388). Higher incomes were associated with greater importance assigned to a "sense of accomplishment," "mature love" and being "logical." Lower income was associated with greater importance assigned to "clean." Results were similar to the Rokeach and Parker study (1970) reporting differences in the relative importance of terminal and instrumental values across income levels in the National Opinion Research Center Study.

Rich/Poor and Negro/White and Values: Using the data from the

National Opinion Research Center study of adult Americans in 1968, Rokeach and Parker (1970) investigated the premise that values are social indicators of underlying social problems and specifically compared differences of the rich and poor (N=1325) and Negro and White (N=1397). The value "clean" best distinguished the poor from the rich; however, no evidence existed for value differences between Negro and White. Results indicated that persons of low status as compared with persons of high status, are more religious, more conformist, less concerned with responsibility, more concerned with friendship than with love and less concerned with competence and self-actualization.

Values as Predictors - Honesty: Several values from the Rokeach Value Survey were validated in a study by Shotland and Berger (1970). Subjects, female line workers (N=131) from two plants in the midwest, were given the Rokeach Value Survey, a scoring pencil and instructions to return the completed questionnaire in the envelope. Pencils were returned with the questionnaire by 39 percent of the respondents. They ranked the values "honest" and "salvation" to be more important than those who did not return the pencil. The study concluded that the values "honest" and "salvation" were predictors of honesty as measured by the act of returning the pencil, and that values may prove to be useful predictors of honesty in other settings.

Values as a Predictor of Educational Choice - Schools: A follow-up study of Feather (1970) was conducted by Feather (1971) to test a theory of educational choice which stated that "given a range of

alternatives (e.g. schools at a university) a student would be biased towards choosing those alternatives which, in his view, demanded abilities and values that were congruent with his own" (p. 201).

One group of undergraduate students (N=401) at Flinders University ranked their values from the Rokeach Value Survey in their order of importance to them and a second group of students (N=161) ranked the values in relation to their school (Humanities, Social Sciences and Sciences). The hypothesis that the students' own value system would closely resemble the perceived value system of the school they entered was generally supported.

Summary

The literature on values generally supported the idea that values were a central part of the individual. Researchers concurred that an understanding of values and value systems would enhance the general knowledge of motivation and behavior of individuals, lead to improvements in working relationships, and positively impact the personal satisfaction of individuals.

The literature on values in education indicated that educators tended to place importance on a cluster of values different from those value clusters of other groups, e. g. students, as measured by norms established by Rokeach (1973). Even though there appeared to be some similarities in the values of educators in general, some differences existed in the value systems of educators at two-year private colleges; at two-year community colleges and at four-year universities.

Some dimensions of values were revealed by the literature: that values influenced job involvement (Ruh, White, and Wood, 1975); that values were a predictor of honesty (Shotland and Berger, 1970), and educational choice (Feather, 1971); and were a social indicator of the quality of life (Rokeach, 1974); that no value differences existed between race (Rokeach and Parker, 1970); and that two factors, income level (Feather, 1975) and age (Feather, 1974), contributed to differences in value systems of individuals.

Chapter 3

THEORETICAL FRAMEWORK

Introduction

The lack of job satisfaction research dealing with values of the individual was identified as a major weakness in the education literature by Park (1971), Brown (1976), and Cohen and Brawer (1977). Thus, the major emphasis of the present study was to examine the relationship of job satisfaction and values of the individual. To accomplish this, the Rokeach Value Theory (1968) and subsequent study of educators (1973) were used as the primary means of relating values to job satisfaction according to Herzberg's Motivation-Hygiene Theory (1959).

Association of the Two Theories of Job Satisfaction

The two prominent theories of job satisfaction, Maslow's (1943) and Herzberg's (1959), possessed some factors of commonality. The Need Hierarchy Theory stated that needs are arranged into an hierarchy which consisted of five levels:

- 1) Physiological needs;
- 2) safety and security needs;
- 3) affection and belongingness needs;
- 4) self-esteem needs, and
- 5) self-actualization needs. (Maslow, 1943:80-91).

The last two levels, self-esteem and self-actualization, are referred

to as higher order needs; Maslow claimed the average person satisfied only a small proportion of these needs (forty percent of self-esteem needs and ten percent of his self-actualization needs).

The Motivation-Hygiene Theory of job satisfaction, developed by Herzberg (1959), was based on a premise about the nature of man--he operated on two equally important basic needs; the need to avoid pain and the need to grow. The essence of the theory was that the two are served by independent and different groups of factors. The need to avoid pain was comparable to Maslow's lower-order needs. The growth needs, like Maslow's growth motives, were those which have to do with the uniquely human push toward self-actualization. Since psychological growth can only be achieved through successful completion of meaningful tasks, only the factors having to do with the intrinsic aspects of the job--the motivators--can influence these inherent growth needs. These motivator factors are not able to relieve pain nor satisfy the avoidance needs, just as the hygiene factors cannot satisfy the growth needs.

The intrinsic factors or motivators lead to satisfaction and they included the work itself, as well as a sense of responsibility, achievement, advancement and recognition. The extrinsic factors or hygienes, if absent or not up to the level acceptable to the worker, lead to dissatisfaction and they included the working conditions, salary, status, interpersonal relations, company policy, administrative practices, personal life and job security. Herzberg (1959) claimed that, while hygienes could prevent discontent, they could not, by themselves produce a motivated, satisfied worker. Only when the

actual tasks of a job were stimulating to the worker did he feel satisfied and motivated.

Therefore, it appeared evident that the intrinsic factors or motivators (sense of responsibility, achievement, recognition, work itself, advancement) of the Herzberg Theory are associated with the so-called higher-order needs (self-esteem and self-actualization) of the Maslow Hierarchy Theory of job satisfaction.

Rokeach Value Theory -- Academic Values

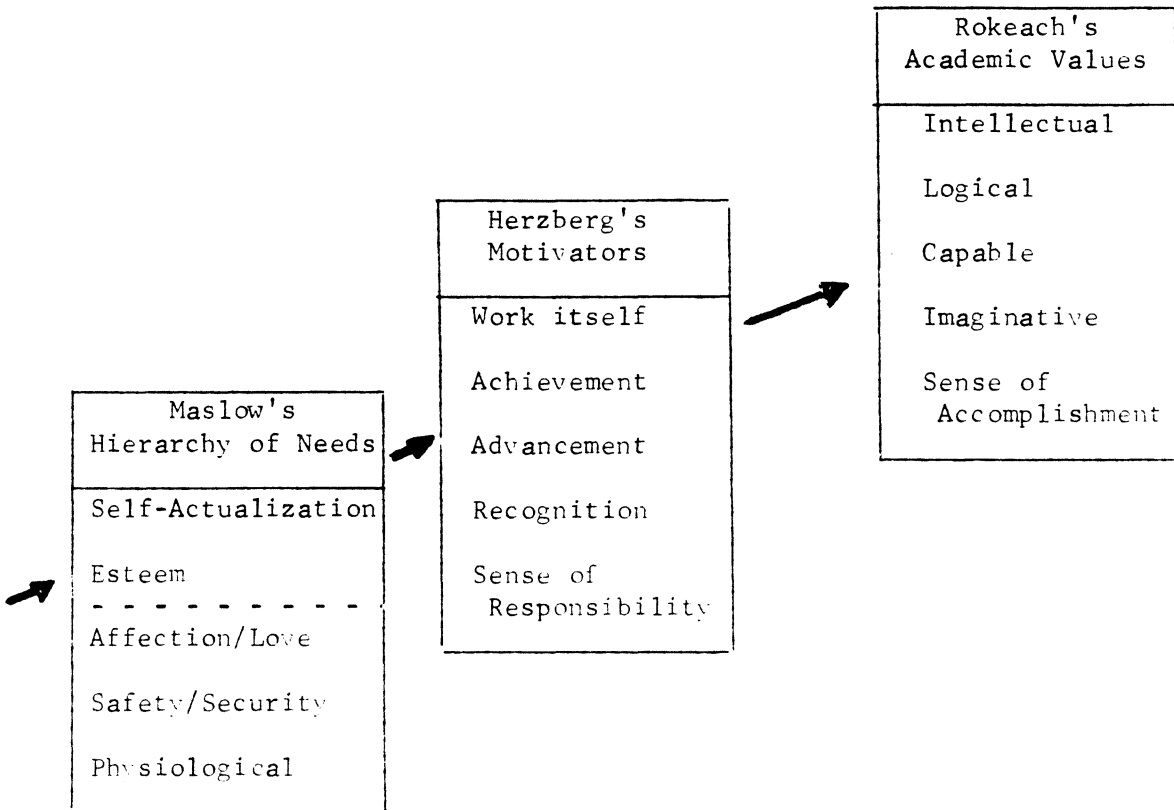
The use of values in understanding motivation of individuals has been extolled by Rokeach (1968, 1973), Brown (1976) and others, believing that measuring values and providing feedback to respondents would improve the working relationship of individuals and thereby the personal work satisfaction.

Rokeach (1973) investigated academic values in a study conducted in the Summer 1969 with faculty members (N=212) at the Michigan State and Wayne State Universities. In comparing the values of these educators with those values of the adult American study (N=1409), certain academic values emerged; namely, sense of accomplishment, capable, intellectual, logical, and imaginative. Rokeach concluded that college professors placed considerable value on intellectual competence and self-actualization as compared to the general population (1973, p. 147).

Integration of Academic Values and Job Satisfaction Motivators

Consequently, according to the studies by Rokeach (1973) and the work by Herzberg (1959), the intrinsic factors or motivators (sense of responsibility, achievement, advancement, the work itself, and recognition) could be related to the cluster of academic values (sense of accomplishment, capable, intellectual, logical and imaginative) as identified by Rokeach. The conceptualization and the integration of Herzberg's Motivators with Rokeach's academic values are portrayed below in Figure 3.1.

The emphasis of this study was to investigate the likelihood that individual values were predictors of job satisfaction, and specifically, that academic values of business faculty members of community colleges were related to the intrinsic factors or motivators relating to job satisfaction.



The higher-order needs were identified by both Maslow and Herzberg as growth needs.

Herzberg identified the cluster of motivators which were contributors to self-actualization.

Rokeach identified the cluster of academic values which were indicators of intellectual competence and self-actualization.

Figure 3.1

The Conceptualization and the Integration of
Herzberg's Motivators with Rokeach's Academic Values

Chapter 4

METHODOLOGY

The main problem in this investigation was to provide further information that would be useful to the community college administrator as he attempts to develop an organization with high levels of job satisfaction. Three purposes were identified for examination:

- 1) Of primary importance was to find out specifically what values are perceived as being of "high importance" by business faculty members since values influence the individual in his behavior, attitudes and perceived level of job satisfaction;
- 2) It was essential to determine if the values perceived as being of "high importance" by business faculty of community colleges are congruent with those values of:
 - a) general faculty members of two-year private junior colleges;
 - b) general faculty members of two-year community colleges; and/or
 - c) business faculty members in four-year universities, and
- 3) Since values give expression to underlying individual needs, according to Rokeach (1968), the study examined the possible relationship of values to job satisfaction and/or dissatisfaction.

This chapter explains the methods used to explore both the purposes presented above, including the selection of the sample, a description of the instruments utilized in collecting the data, and the methods by which the data were analyzed.

Population and Sample

The population for the study consisted of all the full-time business faculty members of all community colleges representing the community college systems in the states of Virginia, North Carolina and Maryland. The colleges selected possessed varied characteristics, i.e., urban, suburban, rural; small, medium, large; so as to be representative of all colleges of each system. The two institutions in Virginia included in the study were J. Sargeant Reynolds and John Tyler Community Colleges. Colleges in North Carolina included in the study were Catawba Technical Institute, Central Piedmont, Davidson County and Lenoir Community Colleges. The three community colleges in Maryland included in the study were Montgomery, Anne Arundel and Frederick. Descriptions of each institution may be found in Appendix A.

The sample of the study was all faculty members of the divisions of business technology of each college selected to participate in the study. To be eligible for participation, a faculty member must have been in full-time employment at their respective institution during the 1978-79 academic year.

Three completed studies were used as comparison groups for the

faculty values in the study--a study of faculty at a two-year private junior college, Harcum Junior College in Pennsylvania (Blai, 1972); a study of faculty at three community colleges in California (Brawer, 1973), and a study of faculty at two four-year universities (Wayne State and Michigan State) in Michigan (Rokeach, 1973).

Instrumentation

One instrument for measuring job satisfaction and one instrument for measuring values were used in the study. The particular instruments used were selected because of their validity and reliability, successful use by former researchers and appropriateness to the problem which the study investigated.

The instrument selected for measuring dimensions of job satisfaction was the Job Descriptive Index (JDI). Rokeach's Value Scale was used to measure values of faculty members. Descriptions of these instruments follow:

The Job Descriptive Index: The JDI is a cumulative-point, adjective checklist. It was designed to measure five aspects of job satisfaction including the work itself, pay, promotions, supervision and co-workers, (See Appendix B). The JDI was designed to determine what factors were either present or absent in the work environment. However, the authors, Smith et al. (1969), stated that high JDI scores indicating favorable factors in the work environment implied job satisfaction by respondents whereas low JDI scores referred to job dissatisfaction.

Dunn, Stephens, Kelly (1973) described the JDI as a major landmark accomplishment in the field of job satisfaction measurement.

Imparto (1972) viewed the Job Descriptive Index as follows:

"The job areas investigated by the JDI were selected from a review of previous satisfaction research. Smith et al. (1969) contend that other aspects of the job might also be important but that the five aspects included in their questionnaire are those that most consistently appear in studies designed to identify the underlying dimensions of job satisfaction. The scales have shown high reliability, as well as discriminant and convergent validity with interviews and other rating methods" (pp. 397-398).

Smith, Kendall, and Hulin (1969) analyzed the discriminant and convergent validity of the Job Descriptive Index. The first study, consisting of janitors, secretaries and cafeteria workers (N=58) at Cornell University, indicated significant correlations with supervisory rating and rankings of job satisfaction. In a later study of Cornell undergraduate students (N=148) who had held full-time jobs for at least two months and a group of community people (N=18) who currently held full-time jobs, Smith, Kendall and Hulin found that the JDI measures contained very good discriminant and convergent validity (correlations of .68 between interview ratings and the JDI Direct). Likewise, in a study of randomly selected employees of a farmers' cooperative (N=80) using the JDI Direct method, Smith, Kendall and Hulin discovered excellent discriminant and convergent validity. The complete validation data on the JDI are presented by Smith, Kendall and Hulin (1969, pp. 32-68).

In the Cornell study with students (N=168), preliminary studies of split-half estimates of internal consistency of the JDI Direct showed an average corrected reliability estimate of .79. In another study of male employees (N=80) from two electronics plants, the estimated split-half internal consistencies for the JDI Scales with correlations corrected to full length by the Spearman-Brown formula were as follows: work, .84; pay, .80; promotions, .86; supervision, .87, and co-workers, .88. All corrected estimates of the five scales were over .80. Complete reliability data on the JDI are presented by Smith, Kendall and Hulin (1969, pp. 74-75).

The Rokeach Value Survey: The Rokeach Value Survey contains two alphabetized lists of eighteen values each, (See Appendix B). One list contains terminal (end-states of existence) values and the other instrumental (modes of conduct) values. Each value is presented along with a brief definition in parentheses. The instruction to the respondent is to "arrange them in order of importance to YOU, as guiding principles in YOUR life." (Rokeach, 1973, p. 27). The ranking method assumes that the relative ordering of the values is of utmost importance. The Value Survey was developed on the assumption that values are expressions of attitudes, beliefs and behavior.

Form D of the Value Survey, the newest form containing the values printed on a gummed label, has had good reliabilities on both kinds of values. Median test-retest reliabilities of the terminal values were .62 for seventh graders (N=26) in the Lansing (Michigan) area and

.78-.80 for college students (N=253). Median test-retest reliabilities for the instrumental values were .53 for seventh graders and .70-.72 for college students. The time intervals between test and retest varied from three to seven weeks. For longer test-retest time intervals, the reliabilities for college students (N=420) were lower. For the terminal values, the median reliability was .76 after a two to four month interval and .69 after a fourteen to sixteen month interval; for the instrumental values, the comparable median reliabilities were .65 and .61. Complete reliability data on the Rokeach Value Survey are presented by Rokeach (1973, pp. 31-39).

Form E presented the identical 18 values in a more conventional form in which the respondent ranked the values by writing in numbers from 1 (very important) to 18 (least important) in the blank spaces provided. Test-retest reliabilities were usually somewhat lower than those obtained for Form D; .74 for terminal values and .65 for the instrumental values for American samples and .74 for terminal values and .70 for instrumental values for a sample of South Australian College students (N=77) tested by Feather (1972), which suggested a high degree of cross-cultural consistency in value system stability.

Homant (1969) conducted a study to test for construct validity of the values as measured by the Rokeach ranking method. Subjects (N=88) rated each of Rokeach's values against fifteen semantic differential scales measuring for connotative meaning and one-half of the subjects (N=44) completed the Rokeach terminal value scale while the other half of subjects (N=44) completed the instrumental value scale. Median rho

correlations between value rankings and semantic differential ratings on evaluative scales were .68 and .62 respectively. These findings supported construct validity of the Rokeach Value Survey.

Subjects can indeed rank-order the values in a reasonably reliable manner, according to Rokeach (1973). With three to seven weeks intervening between test and retest, the median reliability for the terminal values was .78 to .80 and for the instrumental values, it was .70 to .72.

Penner, Homant, and Rokeach (1968) in a study of undergraduate students (N=30) found that the reliability of Rokeach's value scales were comparable to that obtained by a more complex paired-comparison method of measuring those values. The paired comparison method yielded .87 on the terminal value scale and .60 on the instrumental value scale whereas former reliabilities were .78 for terminal values and .71 for instrumental values.

Positive evidence in support of construct validity of the Rokeach Value Survey was obtained by Moore (1976). A cross-cultural comparative study was conducted among Israeli Jewish students (N=68) and Israeli Arab students (N=101) with four comparison groups; students (N=382) at Flinders University of South Australia; German exchange students (N=400); students (N=169) at Michigan State University, and a group of students (N=125) at the University of Western Ontario in Canada. Results revealed generally high levels of correlation between value systems of different cultural groups (average $Rho = 0.61$).

In this study, Form E (ranking of values by writing in numbers) of the Rokeach Value Survey was used because it was more economical than was Form D (gummed labels with printed values).

Data Collection

The Presidents of each of the nine institutions were contacted by letter which described the project and requested the participation of their respective college. The researcher visited J. Sargeant Reynolds Community College and distributed the test instruments in faculty mailboxes. For John Tyler Community College in Virginia, the four colleges in North Carolina, and the three colleges in Maryland, the questionnaires including the test instruments and a returned stamped envelope were mailed to all subjects constituting the sample.

Analysis of Data

Data collected in this study were analyzed by statistical techniques selected because of their appropriateness for the required analyses. The hypotheses and the descriptions of statistical techniques used in testing each hypothesis follow:

Hypothesis 1: There is no significant agreement in the ranking of the values of "high importance" as measured by the Rokeach Value Survey of faculty members of business divisions of community colleges and those values of "high importance" as ranked by faculty members of two-year private junior colleges, of community colleges and of four-year universities.

The Page L-test, a non-parametric statistic, was used to compare the ranking of values by respondents in the study with the composite rank orders of values taken from the three comparison studies; a two-year private junior college study; a community college study, and a study of values conducted at two four-year universities.

Hypothesis 2: There is no significant agreement in the ranking of the academic values (intellectual, imaginative, logical, capable), by community college business faculty and the ranking of the academic values, as measured by the Rokeach Value Survey, by faculty in general at two-year private junior colleges, at community colleges, and by business faculty at four-year universities.

The Page L-test was used to compare the ranking of the academic values by respondents in the study with rankings, composite rank orders, of the academic values (logical, intellectual, imaginative, capable) taken from the three comparative college studies.

Hypothesis 3: There is no significant agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty members of community colleges with high total job satisfaction scores and by business faculty members with low total job satisfaction scores as measured by the Job Descriptive Index (JDI).

A rank test, developed by Schucany and Frawley (1973), was used to test for concordance between the composite ranking of the academic values and perceived levels of job satisfaction. Job satisfaction total scores as measured by the Job Descriptive Index were divided into two groups; a low group with scores of 0 to 108 and a high group with scores of 109 to 216.

The rankings of academic values associated with a respective JDI score were compiled for each category. The Schucany and Frawley rank test was used to test concordance of academic values among the two groups of satisfaction levels.

Hypothesis 4: There is no significant agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty of community colleges with high scores on the job satisfaction subset of "work" and by business faculty with low scores on the job satisfaction subset of "work" as measured by the Job Descriptive Index (JDI).

Hypothesis 5: There is no significant agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty of community colleges with high scores on the job satisfaction subset of "advancement" and by business faculty with low scores on the job satisfaction subset of "advancement" as measured by the Job Descriptive Index (JDI).

In this study the subset entitled "promotions" on the Job Descriptive Index was used as the subset "advancement" in order to be classified

as a motivator and/or satisfier. The motivators and subsets of job satisfaction, "work" and "advancement," were analyzed separately with the composite rank ordering of the subset of "academic values." The JDI score for "work" was subdivided into two groups--a low group with scores of 0 to 27, and a high group with scores of 28 to 54. The JDI score for "advancement" was subdivided into two groups--a low group with scores of 0 to 13, and a high group with scores of 14 to 27. The rankings of "academic values" that were associated with a respective JDI score were compiled for each group. The Schucany and Frawley (1973) rank test was used to test for concordance between the "academic values" and "work" and between the "academic values" and "advancement."

Chapter 5

RESULTS

The purposes of this study were to determine what values were perceived as being of "high importance" by business faculty; to compare the values of participants of this study with those of three comparison groups, and to explore the possible relationship of values to job satisfaction and/or job dissatisfaction. In order to accomplish these purposes, an investigation was conducted in September 1978 of 185 business faculty members representing nine community colleges in the three states of Virginia, Maryland, and North Carolina. Questionnaires were sent to 185 faculty members and 150 forms were returned for a response rate of 81.1 percent. The distribution of responses of the survey according to state and the college may be found in Table 5.1.

Chapter 5 consists of three major sections:

1. A descriptive profile of the faculty members (questionnaire questions 1-6);
2. an analysis of the results of the responses to the questionnaire as related to the ranking of terminal (page 2 of questionnaire), and instrumental values (page 3 of questionnaire) and the ratings of the Job Descriptive Index (page 4 of questionnaire), and
3. a summary of these results in an effort to answer the hypotheses and the research question of the study.

The distribution of respondents by college, location, sex, age,

Table 5.1

DISTRIBUTION OF RESPONSES OF SURVEY

State and College	Number Of Surveys Mailed	Number Of Surveys Completed	Response Rate %
<u>VIRGINIA:</u>			
Reynolds Community College	44	43	98
John Tyler Community College	15	14	93
<u>MARYLAND:</u>			
Montgomery Community College	23	13	56
Anne Arundel Community College	28	16	57
Frederick Community College	6	5	83
<u>NORTH CAROLINA:</u>			
Catawba Technical Institute	15	12	80
Central Piedmont Community College	28	28	100
Davidson Community College	13	9	69
Lenoir Community College	13	10	76
TOTALS	185	150	81.1

NOTE: N=185 (Total Population Surveyed)

and teaching years may be found in Table 5.2 whereas the distribution of respondents by college and degree is shown in Table 5.3.

Research Question 1: What values on the Rokeach Value Survey were ranked as having "high importance" by business faculty members in community colleges?

Of the terminal values, the six values ranked highest as measured by medians and composite ranks were self-respect, family security, sense of accomplishment, inner harmony, happiness and freedom. Table 5.4 shows the medians and the composite ranks for the terminal values.

Of the instrumental values, the top six values as measured by medians and composite ranks were honest, responsible, intellectual, capable, independent, and ambitious. Table 5.5 shows the medians and composite ranks for the instrumental values.

Research Question 2: Were the ranking of values of "high importance" by business faculty members of community colleges congruent with the previously reported values of faculty members of private two-year colleges; of community colleges, and/or of four-year universities?

Hypothesis 1: There is no significant agreement in the ranking of values of "high importance" as measured by the Rokeach Value Survey of faculty members of business divisions of community colleges and those values of "high importance" as ranked by faculty members at two-year private junior colleges, at community colleges and at four-year universities.

The Page L-test was used to determine if a relationship

Table 5.2

DISTRIBUTION OF RESPONDENTS BY COLLEGE, LOCATION,
SEX, AGE, AND TEACHING YEARS

College	Location			Sex		Age*	Teaching Years Present Rank*
	Urban	Suburban	Rural	M	F		
Reynolds	x			17	26	33.0	2.0
Tyler		x		9	5	36.5	2.5
Catawba			x	9	3	39.0	6.0
Central Piedmont	x			17	11	40.0	9.7
Davidson		x		7	2	39.0	10.25
Lenoir			x	2	8	33.0	5.5
Montgomery	x			6	7	50.0	4.2
Anne Arundel		x		12	4	38.0	2.8
Frederick			x	4	1	38.0	2.5
TOTALS	3	3	3	83	67	37.0	3.52

NOTE: * Indicated Medians.

Table 5.3

DISTRIBUTION OF RESPONDENTS BY COLLEGE AND DEGREE

College	Highest Degree										TOTAL RESPONSES			
	Bachelor		Masters		DBA		EDD		JD				PHD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reynolds	8	19	33	77	0	0	0	0	1	2	1	2	43	29
Tyler	1	7	10	72	0	0	2	14	1	7	0	0	14	9
Catawba	3	25	8	67	0	0	1	8	0	0	0	0	12	8
Central Piedmont	3	10	21	75	0	0	1	4	1	4	2	7	28	19
Davidson	1	11	7	78	0	0	0	0	1	11	0	0	9	6
Lenoir	4	40	6	60	0	0	0	0	0	0	0	0	10	7
Montgomery	0	0	12	92	0	0	0	0	0	0	1	8	13	9
Anne Arundel	0	0	14	88	0	0	0	0	1	6	1	6	16	10
Frederick	0	0	5	100	0	0	0	0	0	0	0	0	5	3
TOTALS	20	14	116	78	0	0	4	2	5	3	5	3	150	100

Table 5.4

TERMINAL VALUE MEDIANS AND COMPOSITE RANK ORDERS
FOR FACTULY (N=150) OF BUSINESS TECHNOLOGY SURVEYED

Terminal Values	Median	Composite Rank
1. A Comfortable Life	10.68	10
2. An Exciting Life	11.53	12
3. A Sense of Accomplishment	4.52	3
4. A World at Peace	11.62	13
5. A World of Beauty	14.54	18
6. Equality	12.54	17
7. Family Security	4.35	2
8. Freedom	6.00	6
9. Happiness	5.50	5
10. Inner Harmony	5.46	4
11. Mature Love	8.48	8
12. National Security	12.47	15
13. Pleasure	12.50	16
14. Salvation	12.45	14
15. Self-Respect	3.48	1
16. Social Recognition	11.52	11
17. True Friendship	9.59	9
18. Wisdom	6.34	7

Table 5.5

INSTRUMENTAL VALUE MEDIANS AND COMPOSITE RANK ORDERS
FOR FACULTY (N=150) OF BUSINESS TECHNOLOGY SURVEYED

Instrumental Values	Median	Composite Rank
1. Ambitious	7.60	6
2. Broadminded	8.57	9
3. Capable	5.56	3
4. Cheerful	11.60	15
5. Clean	14.50	17
6. Courageous	9.39	12
7. Forgiving	11.47	13
8. Helpful	8.68	11
9. Honest	3.58	1
10. Imaginative	11.59	14
11. Independent	7.00	5
12. Intellectual	6.53	4
13. Logical	7.71	7
14. Loving	8.33	8
15. Obedient	16.63	18
16. Polite	12.59	16
17. Responsible	4.59	2
18. Self-Controlled	8.58	10

existed between the ranking of the values by participants of this study and the ranking of the values of the three comparison groups. Tables 5.6 and 5.7 show the composite rank orders of the terminal and instrumental values, respectively, of the three comparison groups. Separate and independent Page L-tests were computed for comparisons of the ranking of both the terminal and the instrumental values of this study with those of the two-year private college; the two-year community colleges, and the four-year universities. (See Table 5.8). All three Page L-statistics were significant indicating there was agreement in the ranking of the values perceived as having "high importance" by the respondents of this study and by those in each of the three comparison groups. Consequently, the null hypothesis was rejected.

Research Question 3: How did business faculty members of community colleges rank the subset of values--academic values--on the Rokeach Value Survey?

Of the instrumental values, four were classified as academic values--capable, intellectual, logical and imaginative. Respondents of this study ranked "capable" as third highest value; "intellectual," fourth; "logical," seventh, and "imaginative" as fourteenth. Of the terminal values, only one--"sense of accomplishment," was classified as an academic value. Participants of this study ranked "sense of accomplishment" as third highest of the terminal values. Table 5.9 shows a comparison of the academic values of this survey and the three

Table 5.6

TERMINAL VALUES AND COMPOSITE RANK ORDERS FOR COMPARATIVE COLLEGE GROUPS

Terminal Values	Three Comparative Groups		
	Junior College 1972 Blai	Community College 1973 Brawer	Four-Year University 1973 Rokeach
1. A Comfortable Life	14	13	13
2. An Exciting Life	18	10	9
3. A Sense of Accomplishment	1	2	3
4. A World at Peace	9	14	6
5. A World of Beauty	11	12	14
6. Equality	15	11	7
7. Family Security	7	6	1
8. Freedom	5	3	2
9. Happiness	6	7	10
10. Inner Harmony	3	4	8
11. Mature Love	8	8	11
12. National Security	12	17	17
13. Pleasure	13	16	15
14. Salvation	16	18	18
15. Self-Respect	2	1	4
16. Social Recognition	17	15	16
17. True Friendship	4	9	12
18. Wisdom	10	5	5

Table 5.7

INSTRUMENTAL VALUES AND COMPOSITE RANK ORDERS FOR COMPARATIVE COLLEGE GROUPS

Instrumental Values	Three Comparative Groups		
	Junior College 1972 Blai	Community College 1973 Brawer	Four-Year University 1973 Rokeach
1. Ambitious	15	13	8
2. Broadminded	5	4	6
3. Capable	6	3	3
4. Cheerful	8	15	15
5. Clean	16	17	17
6. Courageous	17	6	7
7. Forgiving	9	14	14
8. Helpful	3	8	11
9. Honest	2	1	1
10. Imaginative	11	12	10
11. Independent	12	7	9
12. Intellectual	10	10	4
13. Logical	4	11	5
14. Loving	13	5	13
15. Obedient	18	18	18
16. Polite	14	16	16
17. Responsible	1	2	2
18. Self-Controlled	7	9	11

Table 5.8

PAGE L-STATISTIC FOR TERMINAL AND INSTRUMENTAL
VALUES FOR FOUR COMPARISON GROUPS

Comparison Group	Page L-Value	Significance
<u>TERMINAL VALUES:</u>		
Private Two-Year College vs. Survey	273 105.	*
Public Two-Year Com- munity College vs. Survey	275 745.	*
Four-Year University vs. Survey	270 833.	*
<u>INSTRUMENTAL VALUES:</u>		
Private Two-Year College vs. Survey	266 385	*
Public Two-Year Com- munity College vs. Survey	235 108	*
Four-Year University vs. Survey	272 676	*

* L-Statistic (X^2 values with one degree of freedom)
significant beyond the .01 level.

Table 5.9

COMPARISON OF ACADEMIC VALUES OF THE SURVEY GROUP
AND THE THREE COMPARISON GROUPS

Survey	Comparison Groups		
	BLAI STUDY	BRAWER STUDY	ROKEACH STUDY
<u>INSTRUMENTAL :</u>			
3 Capable	4 Logical	3 Capable	3 Capable
4 Intellectual	6 Capable	10 Intellectual	4 Intellectual
7 Logical	10 Intellectual	11 Logical	5 Logical
14 Imaginative	11 Imaginative	12 Imaginative	10 Imaginative
<u>TERMINAL :</u>			
3 Sense of Accomplishment	1 Sense of Accomplishment	2 Sense of Accomplishment	3 Sense of Accomplishment

comparison groups.

Research Question 4: Were the rankings of the academic values by business faculty members of community colleges of this study the same or different from the rankings of the academic values by the respondents of the three comparison groups?

Hypothesis 2: There is no significant agreement in the ranking of the academic values (intellectual, logical, imaginative, capable), as measured by the Rokeach Value Survey, by community college business faculty and the ranking of the academic values, as measured by the Rokeach Value Survey, for faculty in general at two-year private junior colleges, at community colleges, and by business faculty in four-year universities.

The Page L-test was used to determine if there was a relationship between the ranking of the academic values by respondents of this survey and the rankings by faculty of the three comparison groups; two-year private junior colleges; community colleges, and four-year universities. This statistic compared the ranking of the four academic values on the terminal value scale (capable, intellectual, logical, imaginative), using the composite rank orders by the participants of this study with the ranking of the academic values of each of the three comparison groups. These four academic values were used in the analysis while the fifth (sense of accomplishment) was omitted from statistical study because the statistic could not

accommodate items from two scales.

All three Page L-statistics were significant indicating that there was agreement in the pattern of ranking the academic values. (See Table 5.10). Among the four groups, the results indicated that the ranking of the values by participants of this study were more congruent with the ranking by participants at four-year universities than the ranking by either individuals at two-year private colleges or individuals at community colleges. Consequently, the null hypothesis was rejected.

Research Question 5: What are the perceived levels of total job satisfaction of business faculty members of community colleges?

The total job satisfaction scores were divided into two groups-- a low group with scores of 0 to 108 and a high group consisting of scores of 109 to 216. In the survey, there were 10 responses in the low group, and 140 in the high group of total job satisfaction.

Research Question 6: Were the "academic values" as ranked by business faculty of community colleges related to their perceived levels of total job satisfaction? The academic values--capable, imaginative, intellectual, and logical--were assigned the ordinal values of one, two, three and four, respectively.

Hypothesis 3: There is no agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty members of community colleges with high total job satisfaction scores and by business faculty

Table 5.10

PAGE L-STATISTIC SHOWING RELATIONSHIP OF ACADEMIC
VALUES OF THE SURVEY AND THE THREE COMPARISON GROUPS

Comparison Groups	Page L-Statistic Value	Significance
Private Two-Year Private College vs. Survey	42 905.	*
Public Two-Year Community College vs. Survey	46 974.	*
Four-Year University vs. Survey	34 196	*

* L-Statistic (X^2 values with one degree of freedom) significant beyond the .01 level.

members with low total job satisfaction scores as measured by the Job Descriptive Index (JDI).

The Schucany and Frawley L-statistic was computed to test the concordance of the academic values by respondents in the low group with their total job satisfaction score and those of the high group with their total job satisfaction score. The L-statistic indicated that there was a preference pattern in the ranking of the academic values and that the two groups agreed. (See Table 5.11). The results indicated that there was no relationship between an individual's score on total job satisfaction and his/her respective ranking of the academic values. Consequently, the null hypothesis was rejected.

Research Question 7: What are the perceived levels of the job satisfaction subset "work" by business faculty of community colleges as measured by the Job Descriptive Index (JDI)?

In the job satisfaction subset of "work," the scores were divided into two groups--a low group consisting of scores from 0 to 27, and a high group consisting of scores of 28 to 54. There were 6 responses in the low group and 144 responses in the high group.

Research Question 8: Were the "academic values" as ranked by community college business faculty members related to the job satisfaction subset "work?" The academic values--capable, imaginative, intellectual, and logical--were assigned the ordinal values of one, two, three and four, respectively. The scores of the job satisfaction subset "work" were divided into two groups--a low group consisting of

Table 5.11

RELATIONSHIP OF ACADEMIC VALUES TO TOTAL JOB SATISFACTION

Job Satisfaction Groups	L-Statistic	Critical Point
Low Group (N=10)		
	368 947	35 252*
High Group (N=140)		

* Significance at the .01 level.

scores of 0 to 27 and a high group consisting of scores of 28 to 54.

Hypothesis 4: There is no significant agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty of community colleges with high scores on the job satisfaction subset of "work" and by business faculty with low scores on the job satisfaction subset of "work" as measured by the Job Descriptive Index (JDI).

The Schucany and Frawley rank order test was used to test for concordance between these two groups and their respective rankings of the academic values. The L-statistic value of 22 401 was significant at the .01 level indicating that the two groups agreed in the preference pattern on their ranking of the academic values. Table 5.12 shows the relationship between the academic values and the job satisfaction subset "work." Since the results indicated that there was concordance of the rankings of the academic values by both the low and the high groups of the job satisfaction subset "work," the null hypothesis was rejected.

Research Question 9: What are the perceived levels of the job satisfaction subset "advancement" by business faculty of community colleges?

In the job satisfaction subset of "advancement," the scores were divided into two groups--a low group consisting of scores from

Table 5.12

RELATIONSHIP OF ACADEMIC VALUES TO THE JOB SATISFACTION SUBSET "WORK"

Job Satisfaction Subset "Work" Groups	L-Statistic	Critical Point
Low Group (N=6)	22 401	21 798*
High Group (N=144)		

* Significant at .01 level.

0 to 13, and a high group consisting of scores of 14 to 27. There were 96 responses in the low group and 54 in the high group.

Research Question 10: Were the "academic values" as ranked by community college business faculty members related to the job satisfaction subset "advancement" as measured by the Job Descriptive Index (JDI)? The academic values--capable, imaginative, intellectual, and logical--were assigned the ordinal values of one, two, three and four, respectively. In testing the subset of job satisfaction "advancement," the scores were divided into two groups--a low group consisting of the scores of 0 to 13, and a high group consisting of scores of 14 to 27. There were 96 responses in the low group and 54 in the high group.

Hypothesis 5: There is no significant agreement on the concordance of the variables of "academic values" as measured by the Rokeach Value Survey by business faculty of community colleges with high scores on the job satisfaction subset of "advancement" and by business faculty with low scores on the job satisfaction subset of "advancement" as measured by the Job Descriptive Index (JDI).

The Schucany and Frawley rank order test was used to test for concordance of the academic values between the low and the high groups of the job satisfaction subset "advancement." The L-statistic value of 133 981 was significant at the .01 level indicating that the two groups were in agreement in the preference pattern of their ranking

of the academic values. (See Table 5.13). Since the results indicated that there was concordance of the rankings of the academic values by both the low and the high groups of the job satisfaction subset "advancement," the null hypothesis was rejected.

Table 5.13

RELATIONSHIP OF ACADEMIC VALUES TO THE JOB SATISFACTION SUBSET
"ADVANCEMENT"

Job Satisfaction Subset "Advancement" Groups	L-Statistic	Critical Point
Low Group (N=96)	133 981	130 084*
High Group (N=54)		

* Significant at .01 level.

Summary

Business faculty members representing nine community colleges in the states of Virginia, Maryland, and North Carolina participated in this study. Fifty-five percent of the respondents were male. Fifty-six percent of the faculty taught at an urban college; 26 percent at an suburban college, and 18 percent at a rural college. The median age was 37 representing a range of 24 to 63. Eighty-seven percent of the faculty held a master's degree and/or doctorate. The median number of years in which a faculty member had taught at their present rank was 3.5 with a range of 1 to 28 years.

The business faculty members of the survey ranked the terminal, instrumental, and a subset of "academic values," and a comparison was made with rankings at a two-year private junior college; two-year community colleges, and a four-year university. The rankings of these values by business faculty of the survey were in agreement with the rankings by the respondents of the three comparison groups. Results of the study also indicated that there was no relationship between an individual's job satisfaction score and his/her ranking of the academic values. In addition, the subsets of job satisfaction, "work" and "advancement," appeared to be not related to the rankings of academic values.

Chapter 6 contains a summary, discussion and conclusions of this study and will offer recommendations for further research.

Chapter 6

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This study attempted to examine values and the extent in which values were predictive of total job satisfaction of business faculty of selected community colleges. There was further examination to determine if there was a relationship between values and two subsets of job satisfaction identified as motivators and/or satisfiers.

Summary

The Purposes: The purposes of this study were:

- 1) To determine what values were perceived as being of "high importance" by business faculty members of community colleges;
- 2) to determine if the values perceived as being of "high importance" by business faculty of community colleges were congruent with those values of three comparison groups; general faculty members of two-year private junior colleges; general faculty members of two-year community colleges, and/or business faculty members in four-year universities, and
- 3) to examine the possible relationship of values to job satisfaction, specifically, test for relationship between "academic values" and total job satisfaction and "academic values" and two subsets of job satisfaction, "work" and "advancement."

Methodology: Business faculty members representing nine community colleges from the three states of Maryland, North Carolina, and Virginia were invited to participate in the study. The sample consisted of 150 business faculty, which represented 81.1 percent of those who were invited to participate (N=185).

The instrument selected for measuring dimensions of job satisfaction was the Job Descriptive Index (JDI). Rokeach's Value Survey was used to determine the ranking of values and degrees of importance.

The presidents and/or directors of research of each of the nine colleges were contacted by letter which described the project and requested the participation of their business faculty.

Analysis of Data: The Page L-test was used to assess concordance of the rankings of all values as well as the "academic values" by the respondents of the study and the three comparison groups. Possible relationships between values and job satisfaction were tested by the Schucany and Frawley rank order test.

Results: The research revealed that there was concordance both in the ranking of all values and the "academic values" by participants of this study and among those of the three comparison groups. Secondly, the results did not suggest a positive relationship between the ranking of values and perceived levels of job satisfaction.

Discussion

Five hypotheses were tested for statistical significance in this study regarding values and job satisfaction of business faculty

in the community college. Discussion of these hypotheses follow:

1. What values were perceived as having "high importance" by business faculty of community colleges?

Of the terminal values, the top six values ranked as having "high importance" as measured by medians and composite ranks in this study were: self respect, family security, a sense of accomplishment, inner harmony, happiness, and freedom (Table 5.4). Three of these terminal values--a sense of accomplishment, freedom and self-respect--were also ranked in the top six values by faculty members at two-year private junior colleges, at community colleges, and at four-year universities.

Of the instrumental values, the top six values perceived as having "high importance" as measured by medians and composite ranks in this study were: honest, responsible, capable, intellectual, independent, and ambitious (Table 5.5). Three of these instrumental values--honest, responsible, and capable--were also ranked among the top six values by faculty at two-year private junior colleges; at community colleges, and and at four-year universities. The values perceived as having "high importance" by business faculty of this survey tended to be in accordance with the rankings of the values having "high importance" by faculty in general at two-year private junior colleges and at community colleges, and by business faculty at four-year universities.

Business faculty members of this survey tended to possess a value system which was similar to that of general faculty members of two-year private junior colleges; general faculty in two-year community

colleges, and of business faculty members in four-year universities.

How did the ranking of values by respondents of this study compare with the rankings by faculty in general from samples drawn at two-year private junior colleges; at community colleges, and by business faculty representing four-year universities?

The ranking of the values perceived as having "high importance" by faculty members of community colleges in this study were in concordance with the rankings of the values by the faculty members of the three comparison groups. The rankings of the terminal values by members of this study were more congruent with the rankings by the faculty members at four-year universities whereas the rankings of the instrumental values by members of this study were more congruent with the rankings by members of two-year community colleges (Table 5.8).

Business faculty members have a terminal value system approximating the terminal value system of business faculty of four-year universities which suggest a commonality of faculty motivators. The desired end-states of existence were personal indicating faculty were motivated by Maslow's esteem needs.

The instrumental value system of business faculty of the survey was similar to that of general faculty members of two-year community colleges. The instrumental value system of these two faculty groups were more related to their professional lives indicating faculty were self-oriented rather than socially-oriented.

2. Were the "academic values" as ranked by business faculty of community colleges congruent with the rankings by faculty of the

three comparison groups?

Faculty members of this survey rated the "academic values" on the instrumental scale as follows: "capable" as third highest value, "intellectual," fourth, "logical," seventh, "imaginative" fourteenth (Table 5.9). One academic value, "a sense of accomplishment," on the terminal value scale was rated third in importance. Of the five academic values, respondents of this study ranked three values (sense of accomplishment, capable, intellectual) identically with the ranking of faculty members at four-year universities. The data tended to indicate that the rankings of the "academic values" by members of this study were more congruent with the rankings of the "academic values" by faculty members at four-year universities (Table 5.10).

All four groups (this survey and the three comparison groups) showed some agreement on the ranking of both the terminal and the instrumental values as well as the subset, "academic values," which suggested consistency in the measurement of the values. Business faculty members of this survey placed higher importance on the "academic values" than did either general faculty members of two-year private junior colleges or general faculty members of two-year community colleges. It may be suggested that business faculty are unique and have different orientations in that their high rankings of the "academic values" indicate a high priority on intellectual competence and self-actualization (Rokeach, 1973).

3. Is there a relationship between values ("academic values") and total job satisfaction?

For statistical purposes, total job satisfaction scores were divided into two groups--a low group and a high group. The two groups were compared in relation to their ranking of the "academic values." The data revealed that there was no relationship between the "academic values" and total job satisfaction. There was no relationship between an individual's score on total job satisfaction and his/her respective ranking of the "academic values." This suggests that "academic values" (capable, intellectual, logical, imaginative, sense of accomplishment) were not related to job satisfaction, which consisted of both intrinsic and extrinsic job factors (work, co-workers, supervision, advancement, and pay). Since 94 percent of the respondents of this study rated their overall job satisfaction as being good and/or excellent, this was indicative that community college business faculty positions possessed favorable and positive working factors.

4. Were the "academic values" related to the job satisfaction subset of "work?"

For statistical purposes, "work" scores were divided into two groups--a low and a high group. The two groups were compared in relation to their ranking of the "academic values." The data revealed that there was no relationship between an individual's score on "work" and his/her respective ranking of the "academic values."

5. Were the "academic values" related to the job satisfaction subset of "advancement?"

The data revealed that there was no relationship between an individual's score on "advancement" and his/her respective ranking of the

"academic values." This suggests that academic values (sense of accomplishment, capable, intellectual, logical and imaginative) as identified by Rokeach (1973) were not related to the intrinsic factors and/or motivators (advancement and work), two subsets of job satisfaction (Herzberg, 1959).

Inasmuch as 96 percent of the respondents of this study indicated a high score on the job satisfaction subset "work," teaching in community colleges (business divisions) appeared to be a strong source of job satisfaction. "Work" was characterized as being good, fascinating, satisfying, creative, respected, useful, gives sense of accomplishment and challenging. This supported the Herzberg study (1959) that job content factors motivate and satisfy needs for self-actualization and thus job satisfaction. The literature supported the fact that faculty members experienced a high degree of satisfaction with their work (Eckert and Stecklein, 1961; Garrison, 1967; Park, 1971, and Feville and Blandin, 1974).

Because 60 percent of the respondents of this study indicated low scores on the job satisfaction subset "advancement," community college administrators ought to investigate their present promotion policies and to modify them so as to improve this aspect of total job satisfaction. The majority of respondents indicated job dissatisfaction with the factors: good opportunity for advancement, regular promotions, and promotion on ability. The literature supported the fact that the job satisfaction subset "advancement" had the lowest JDI score among the five subsets of the Job Descriptive Index (JDI) (Smith, et al. 1969).

Conclusions

Based upon the findings of the study, the following conclusions were drawn:

1. The preference of a value system, as measured by the ranking of both the terminal and instrumental values, by business faculty of community colleges was in concordance with those of other studies in higher education. This study confirmed the findings of a private two-year junior college study (Blai, 1972); two two-year community-college studies (Park, 1971 and Brawer, 1973), and two four-year university studies (Gorman, 1974 and Rokeach, 1973).

2. The desired end-states of existence (terminal values) for the faculty were personal which indicated faculty were motivated by Maslow's esteem needs. The composite modes of conduct (instrumental values) were related more directly to their professional lives and indicated faculty were self-oriented rather than socially-oriented. These results support the findings of the studies cited above and it is concluded that this population is similar to the general college population.

3. Business faculty members of community colleges possessed "academic values" which indicate a high value on intellectual competence and self-actualization. This substantiated both the findings of a four-year university study (Rokeach, 1973) in which the concept of "academic values" was first formulated and the replication of other studies (Blai, 1972; Brawer, 1973 and Gorman, 1974) in which the "academic values" were indirectly identified. Since faculty, representing all these studies

possessed "academic values" to a unique degree implies that educators seek the satisfaction of their higher-order needs.

4. There was no relationship between "academic values" and total job satisfaction as measured by the Rokeach Value Survey and the Job Descriptive Index, respectively. If the instrumentation was appropriate and reliable, values are not related to factors of job satisfaction. The failure to find a relationship between values and job satisfaction may be due to instrumentation, particularly, the JDI. Since three of the five subsets which constitute total job satisfaction are classified as hygiene factors and the majority of respondents indicated a high total job satisfaction score resulting in no relationship between "academic values" and job satisfaction, the JDI did not appear to measure the actual higher-order needs. Since the Rokeach Value Survey has had limited use in conjunction with other instruments like the JDI, it was concluded that neither the Rokeach Value Survey nor the JDI were adequate in providing the data necessary for studying the relationship between values and job satisfaction.

5. There was no relationship between "academic values" and job satisfaction, specifically, "work" and "advancement," two subsets of job satisfaction classified as motivator and/or satisfiers. If the instrumentation was appropriate and reliable, values are not related to motivators and/or satisfiers. The failure to find a relationship between values and the motivators, "work" and "advancement," may be due to instrumentation since the JDI did not appear to be a sensitive measure of the higher-order needs.

6. The study was unsuccessful in statistically proving that values were a predictor of job satisfaction, even though the literature suggested a possible relationship (Cohen and Brawer, 1977). However, it was concluded that the relationship might exist, but the methods of instrumentation and statistical analysis were not sensitive or appropriate for this objective.

7. Since business faculty members of community colleges perceived a high level of total and overall job satisfaction, it was concluded that business faculty are happy in their jobs and/or with their work.

8. The findings may appear to show that the works of Rokeach (1973) and Herzberg (1959) are contradictory. Rokeach (1973) stated that educators tend to rank the "academic values"--intellectual, imaginative, logical, capable, sense of accomplishment--higher than the individuals of the adult American study (N=1409). On the other hand, Herzberg (1959) stated that all individuals seek to satisfy the higher order needs, growth and self-actualization, through the motivators of recognition, sense of responsibility, achievement, work, and advancement. It appears that Rokeach (1973) acknowledged that individuals place a different ranking or degree of importance on the "academic values" but emphasized that educators (as a group) tend to place a higher importance on the "academic values" than did other individuals. Therefore, there appears to be some consistency and similarity in both the works of Rokeach (1973) and Herzberg (1959).

Recommendations

1. Further research is recommended for exploring "academic values" of faculty members of community colleges to determine if these values are acquired through business experiences and/or through socialization within the organizational framework of the college.

2. Since 50 percent of respondents indicated low scores on the job satisfaction subset "advancement," it is recommended that community college administrators investigate their promotion policies and design a policy which would be favorably accepted and enforced in behalf of faculty members.

3. Community college administrators should design their organizational structures so as to enhance socialization within the academic subculture since it is a major determinant of the "academic values."

4. As new methods of instrumentation and statistical analysis are developed, future study should be explored concerning the relationship of values and job satisfaction.

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APPENDICES

APPENDIX A
PROFILES OF COLLEGES PARTICIPATING IN THE STUDY

PROFILES OF COLLEGES IN THE STUDY

<u>STATE</u>	<u>COLLEGE</u>	<u>LOCATION</u>	<u>STUDENTS</u>	<u>CLASSIFICATION</u>
<u>VIRGINIA:</u>				
	Reynolds Parham Road Campus Downtown Campus	Richmond, VA.	8,000	Urban
	John Tyler	Chester, VA.	3,007	Suburban
<u>NORTH CAROLINA:</u>				
	Catawba	Hickory, NC	1,982	Rural
	Central Piedmont	Charlotte, NC	12,222	Urban
	Davidson	Lexington, NC	2,158	Suburban
	Lenoir	Kinston, NC	1,972	Rural
<u>MARYLAND:</u>				
	Montgomery Takoma Park Campus Rockville Campus	Takoma Park, MD.	13,984	Urban
	Anne Arundel	Arnold, MD.	6,544	Suburban
	Frederick	Frederick, MD	1,716	Rural

* Information taken from Education Directory, Colleges and Universities 1977-78, US Government Printing Office, Washington, D. C. 1978. (National Center for Education Statistics).

PROFILE OF COLLEGES IN THE SURVEY

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

J. Sargeant Reynolds Community College, located in Richmond, Virginia and established in 1972, is part of the Community College System of Virginia. The College has an 105-acre Parham Road Campus in Henrico County and a five-story building as Downtown Campus in the City of Richmond.

The service area of the College includes the city of Richmond and the counties of Henrico, Hanover, Goochland and Powhatan.

The student enrollment was 8,000 students in Fall 1976.

JOHN TYLER COMMUNITY COLLEGE

John Tyler Community College, established in 1966, is part of the Community College System of Virginia. The 210-acre campus is located in Chester, Virginia, which is 10 miles from Richmond, Virginia.

The service area of the College includes the cities of Colonial Heights, Petersburg, Hopewell and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry and Sussex.

The student enrollment was 3,007 students in Fall 1976.

DAVIDSON COMMUNITY COLLEGE

Davidson Community College, established in 1958, is part of the Community College System of North Carolina. The College, encompassing an 83-acre campus, is located between the towns of Lexington and Thomasville and is 5 miles from Lexington.

The service area of the College includes the cities of Lexington, Thomasville, High Point, Winston-Salem, Greensboro, Ashboro, and the counties of Davidson, Rowen, Randolph, Davie, Forsyth, and Gilford.

The student enrollment was 2,158 students in Fall 1976.

LENOIR COMMUNITY COLLEGE

Lenoir Community College, established in 1958, is part of the Community College System of North Carolina. The 86-acre campus is located in Kinston, North Carolina, and it serves the cities of Kinston, Goldsboro, New Bern, Snow Hill, Trenton, and the counties of Lenoir, Greene, and Jones.

The student enrollment was 1,972 students in Fall 1976.

CATAWBA COLLEGE TECHNICAL INSTITUTE

Catawba Valley Technical Institute, established in 1958, was named a comprehensive vocational-technical institute in 1963. The 40-acre campus is located in Hickory, North Carolina, which is in the Piedmont 50 miles from Charlotte, North Carolina.

The service area of the College includes the cities of Hickory, Maiden, Charlotte, Salisburg, Statesville and the counties of Catawba, Caldwell, Gaston, Lincoln, Iredell and Mecklenburg.

The student enrollment was 1,982 students in Fall 1976.

CENTRAL PIEDMONT COMMUNITY COLLEGE

Central Piedmont Community College, established in 1963, is part of the Community College System of North Carolina. The College, located on a 25-acre campus, is in downtown Charlotte, North Carolina.

The service area of the College includes the cities of Charlotte, Kanapolis, Concord, Gastonia, Huntsville, Salisburg, Statesville and the counties of Carrus, Gaston, Union and Mecklenburg.

The student enrollment was 12,222 students in Fall 1976.

MONTGOMERY COMMUNITY COLLEGE

Montgomery Community College, a multi-campus college, is part of the Community College System of Maryland. The College has a Takoma Park Campus, established in 1946, containing 7.5 acres north of the District of Columbia and a Rockville Campus, established in 1961, encompassing 7.5 acres 15 miles north of the city.

The College serves the cities of Rockville and Silver Springs, Maryland, and Washington, D. C. and the county of Montgomery.

The student enrollment was 13,984 students in Fall 1976.

ANNE ARUNDEL COMMUNITY COLLEGE

Anne Arundel Community College, established in 1961, is part of the Community College System of Maryland and is located in Arnold, Maryland, 18 miles south of Baltimore, Maryland and 8 miles north of Annapolis, Maryland. The College encompasses a 166-acre campus.

The service area of the College includes the city of Annapolis, Maryland, the counties of Anne Arundel and Calvert, and the military and civilian personnel at Fort Meade, Maryland.

The student enrollment was 6,544 students in Fall 1976.

FREDERICK COMMUNITY COLLEGE

Frederick Community College, established in 1957, is part of the Community College System of Maryland. The College, a 110-acre campus, is located in the county of Frederick, which is 40 miles from both Baltimore, Maryland and Washington, D. C.

The service area of the College includes the city of Frederick and the county of Frederick.

The student enrollment was 1,716 students in Fall 1976.

APPENDIX B
QUESTIONNAIRE

Q U E S T I O N N A I R E

Instructions: Please indicate the number of the answer which pertains to you in the proper line at right.

I. DEMOGRAPHIC DATA:

1. College: 1. _____
1) Reynolds 2) Tyler 3) Catawba
4) Central Piedmont 5) Davidson 6) Lenoir
7) Montgomery 8) Anne Arundel 9) Frederick

2. College Location: 2. _____
1) Urban 2) Suburban 3) Rural

3. Your Sex: 3. _____
1) Male 2) Female

4. Your Age is (indicate actual number) 4. _____

5. Indicate the actual number of years which you have been teaching at your present rank. 5. _____

6. Your Highest Degree obtained: 6. _____
1) Bachelors 2) Masters 3) D.B.A.
4) Ed.D. 5) J.D. 6) Ph.D.

THE ROKEACH VALUE SURVEY

INSTRUCTIONS: 18 Values are listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Study the list carefully and pick out the one value which is the most important for you and write the number 1 in the line beside it, then pick the value which is second most important for you and indicate number 2, and so forth, until you have completed it.

1		A COMFORTING LIFE (prosperous life)
2		AN EXCITING LIFE (a stimulating active life)
3		A SENSE OF ACCOMPLISHMENT (lasting contribution)
4		A WORLD AT PEACE (free of war and conflict)
5		A WORLD OF BEAUTY (beauty of nature and the arts)
6		EQUALITY (brotherhood, equal (opportunity for all)
7		FAMILY SECURITY (taking care of loved ones)
8		FREEDOM (independence, free choice)
9		HAPPINESS (contentedness)
10		INNER HARMONY (freedom from inner conflict)
11		MATURE LOVE (sexual and spiritual intimacy)
12		NATIONAL SECURITY (protection from attack)
13		PLEASURE (an enjoyable, leisurely life)
14		SALVATION (saved, eternal life)
15		SELF-RESPECT (self-esteem)
16		SOCIAL RECOGNITION (respect, admiration)
17		TRUE FRIENDSHIP (close companionship)
18		WISDOM (a mature understanding of life)

WHEN YOU HAVE FINISHED, GO ON TO THE NEXT PAGE.

THE ROKEACH VALUE SURVEY

INSTRUCTIONS: 18 Values are listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Study the list carefully and pick out the one value which is the most important for you and write the number 1 in the line beside it, then pick the value which is second most important for you and indicate number 2, and so forth, until you have completed it.

1		AMBITIOUS (hard-working, aspiring)
2		BROADMINDED (open-minded)
3		CAPABLE (competent, effective)
4		CHEERFUL (lighthearted, joyful)
5		CLEAN (neat, tidy)
6		COURAGEOUS (standing up for your beliefs)
7		FORGIVING (willing to pardon others)
8		HELPFUL (working for the welfare of others)
9		HONEST (sincere, truthful)
10		IMAGINATIVE (daring, creative)
11		INDEPENDENT (self-reliant, self-sufficient)
12		INTELLECTUAL (intelligent, reflective)
13		LOGICAL (consistent, rational)
14		LOVING (affectionate, tender)
15		OBEDIENT (dutiful, respectful)
16		POLITE (courteous, well-mannered)
17		RESPONSIBLE (dependable, reliable)
18		SELF-CONTROLLED (restrained, self-disciplined)

The Job Descriptive Index (JDI)

INSTRUCTIONS: Put "Y" beside an item if the item describes the particular factor, and a "N" beside an item if the item does not describe the factor. If you are undecided put a "I" beside the item.

WORK

- _____ Fascinating
- _____ Routine
- _____ Satisfying
- _____ Boring
- _____ Good
- _____ Creative
- _____ Respected
- _____ Not
- _____ Pleasure
- _____ Useful
- _____ Tiresome
- _____ Healthful
- _____ Challenging
- _____ On your feet
- _____ Frustrating
- _____ Simple
- _____ Endless
- _____ Gives sense of accomplishment

SUPERVISION

- _____ Asks my advice
- _____ Hard to please
- _____ Impolite
- _____ Praises good work
- _____ Tactful
- _____ Influential
- _____ Up-to-date
- _____ Doesn't supervise enough
- _____ Quick-tempered
- _____ Tells me where I stand
- _____ Annoying
- _____ Stubborn
- _____ Knows job well
- _____ Bad
- _____ Intelligent
- _____ Leaves me on my own
- _____ Around when needed
- _____ Lazy

CO-WORKERS

- _____ Stimulating
- _____ Boring
- _____ Slow
- _____ Ambitious
- _____ Stupid
- _____ Responsible
- _____ Fast
- _____ Intelligent
- _____ Easy to make enemies
- _____ Talk too much
- _____ Smart
- _____ Lazy
- _____ Unpleasant
- _____ No privacy
- _____ Active
- _____ Narrow interests
- _____ Loyal
- _____ Hard to meet

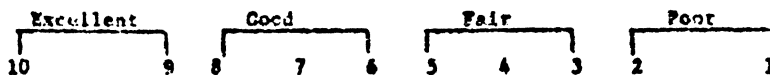
PAY

- _____ Income adequate for normal expenses
- _____ Satisfactory profit sharing
- _____ Rarely live on income
- _____ Bad
- _____ Income provides luxuries
- _____ Insecure
- _____ Less than I deserve
- _____ Highly paid
- _____ Underpaid

PROMOTIONS

- _____ Good opportunity for advancement
- _____ Opportunity somewhat limited
- _____ Promotion on ability
- _____ Deep-end job
- _____ Good chance of promotion
- _____ Unfair promotion policy
- _____ Infrequent promotions
- _____ Regular promotions
- _____ Fairly good chance for promotion

Please indicate your overall job satisfaction by circling the appropriate figure on the following scale:



APPENDIX C

LETTER TO COLLEGE PRESIDENTS/DIRECTORS OF RESEARCH

1776/Tradesmen
1976/Technicians

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

June 27, 1978

As a graduate student at Virginia Polytechnic Institute and State University, I recently passed my preliminary examination for the doctorate in education.

I am writing to request your permission to use the faculty members of the Business Technology Division of your institution as a sample for my research project. Three institutions from three community college systems--Virginia, North Carolina, Maryland--will constitute the total sample of the study.

The major purposes of the study are: 1) to determine what values are perceived as having "high importance" by faculty members; 2) to determine perceived levels of job satisfaction; and 3) to examine the possible relationship of individual values with job satisfaction.

I am enclosing a copy of the first chapter of the research to acquaint you with the nature of the study.

If you would consider me to use your institution, I would appreciate a current listing of faculty members of the Business Technology Division. This will enable me to commence with collection of data during the Fall 1978.

Thank you for your interest and I am grateful for your consideration to this request.

Sincerely,

Bob S. Bulls, Program Head
Business Management

BSB/cfc
Enclosure

V
C
C
S

P. O. Box 12084, Richmond, Virginia 23241

APPENDIX D
LETTER TO FACULTY MEMBERS

1776/Tradesmen
1976/Technicians

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

September 29, 1978

Dear Professor:

I am requesting your assistance in a research project I am conducting at Virginia Polytechnic Institute and State University. Your college evidenced support of the project by permitting business faculty from your college to participate in the study.

The purposes of the research are: 1) to determine what values you rank as having "high importance," 2) to assess your overall job satisfaction in your position; and 3) to explore the possible relationship between values and perceived levels of job satisfaction.

Your responses will be summarized with those of approximately 200 others in nine institutions representing selected colleges in Virginia, Maryland, and North Carolina. However, your response will be completely anonymous.

INSTRUCTIONS

1. Please complete the first page of demographic data.
2. The Rokeach Value Survey contains two (2) listings of 18 values each. Please rank the values on each page from 1 (most important) to 18 (least important).
3. Kindly complete the Job Descriptive Index by indicating "Y" if item describes the factor in your work; "N" if the item does not describe the factor and "?" if undecided.
4. Please return all four pages of the questionnaire in the enclosed stamped, self-addressed envelope.

Thank you for participating in this research project. A full report of the results of the study will be provided at a later date.

Sincerely,

Bob S. Bulls, Program Head
Business Management
Downtown Campus

BSB/cfc
Enclosures

V
C
C

P. O. Box 12084, Richmond, Virginia 23241

APPENDIX E

FIRST FOLLOW-UP LETTER TO PARTICIPANTS OF THE STUDY

1776/Tradesmen
1976/Technicians

J.SARGEANT REYNOLDS COMMUNITY COLLEGE

September 29, 1978

R E M I N D E R - PLEASE COMPLETE AND RETURN YOUR QUESTIONNAIRE
TODAY. THANK YOU. OCTOBER 1978

Dear Professor:

I am requesting your assistance in a research project I am conducting at Virginia Polytechnic Institute and State University. Your college evidenced support of the project by permitting business faculty from your college to participate in the study.

The purposes of the research are: 1) to determine what values you rank as having "high importance," 2) to assess your overall job satisfaction in your position; and 3) to explore the possible relationship between values and perceived levels of job satisfaction.

Your responses will be summarized with those of approximately 200 others in nine institutions representing selected colleges in Virginia, Maryland, and North Carolina. However, your response will be completely anonymous.

INSTRUCTIONS

1. Please complete the first page of demographic data.
2. The Rokeach Value Survey contains two (2) listings of 18 values each. Please rank the values on each page from 1 (most important) to 18 (least important).
3. Kindly complete the Job Description Index by indicating "Y" if item describes the factor in your work; "N" if the item does not describe the factor and "?" if undecided.
4. Please return all four pages of the questionnaire in the enclosed stamped, self-addressed envelope.

Thank you for participating in this research project. A full report of the results of the study will be provided at a later date.

Sincerely,

Bob S. Bulls, Program Head
Business Management
Downtown Campus

BSB/cfc
Enclosures

V
C
C

P. O. Box 12084, Richmond, Virginia 23241

APPENDIX F

SECOND FOLLOW-UP LETTER TO PARTICIPANTS OF THE STUDY

1776/Tradesmen
1976/Technicians

J.SARGEANT REYNOLDS COMMUNITY COLLEGE

November 30, 1978

Dear Professor:

As you may recall, about two months ago, I mailed you a letter with attached questionnaire pertaining to my research project being conducted in the doctoral program at Virginia Polytechnic Institute and State University.

Since the questionnaire is an essential part of my project, a large number of responses is necessary for the results of the study to be meaningful. If you have not completed and returned this questionnaire in the self-addressed, stamped envelope previously provided, please take a moment to do so.

Your participation in this project is greatly appreciated. Thank you for your interest in this important endeavor.

Sincerely,

Bob S. Bulls, Program Head
Business Management
Downtown Campus

BSB/mscb

Enclosure

V
C
C S

P. O. Box 12084, Richmond, Virginia 23241

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the scanned document**

VALUES AS A PREDICTOR OF JOB SATISFACTION
OF BUSINESS TECHNOLOGY FACULTY AMONG SELECTED
COMMUNITY COLLEGES

by

Bobby Stieh Bulls

(ABSTRACT)

An investigation was conducted to determine what values were perceived as being of "high importance" by business faculty of community colleges; to compare the values of participants of the study with those of three comparison groups (two-year private junior colleges; two-year community colleges; four-year universities;) and to explore the possible relationship of values to job satisfaction.

The design of the investigation was a questionnaire mailed to 185 business faculty members from nine community colleges which represented the states of Maryland, North Carolina, and Virginia. Colleges were selected which possessed characteristics (urban, rural, suburban and small, medium, large) as to be representative of the three community college systems. One hundred and fifty responses were received for a response rate of 81 percent.

Two instruments were used to obtain data: The Job Descriptive Index (JDI) for measuring dimensions of job satisfaction and the Rokeach Value Survey for the ranking of values. The data was analyzed using the Page L-statistic and the Schucany-Frawley rank order test.

In this study business faculty members of community colleges ranked the terminal and instrumental values of "high importance" in accordance with the ranking of the terminal and instrumental values by faculty members in general from samples drawn at two-year private junior colleges and two-year community colleges; and by business faculty representing four-year universities. Of the terminal values, the three values ranked highest by medians and composite scores were "self-respect," "family security," and "sense of accomplishment." Of the instrumental values, the three values ranked highest were "honest," "responsible," and "capable."

Respondents of this study also ranked a subset of the terminal and instrumental values, the "academic values" (sense of accomplishment, capable, intellectual, logical, imaginative), in concordance with the rankings by faculty of the three comparison groups. This confirmed the Rokeach (1973) study that educators were unique in placing a high priority to the "academic values" which indicate a high value on intellectual competence and self-actualization.

The relationship between "academic values" and total job satisfaction was tested. Results indicated that there was no relationship between an individual's score on total job satisfaction and his/her respective ranking of the "academic values."

Finally, the possible relationship between "academic values" and two subsets of job satisfaction, "work" and "advancement," satisfiers and/or motivators according to Herzberg (1959), were explored. Results indicated that there was no relationship between an individual's score on the JDI subset of either "work" or "advancement" and

his/her ranking of the "academic values."

In summary, the study concluded that business faculty of community colleges ranked the terminal, instrumental, and "academic values" in concordance with the rankings of the three comparison groups and that there was no relationship between either values and job satisfaction or values and Herzberg (1959) motivators and/or satisfiers.