

AN ABSTRACT OF THE THESIS OF

JUNE ELLEN TREMAIN for the degree of DOCTOR OF EDUCATION  
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Title: A COMPARISON OF MEN AND WOMEN VOCATIONAL EDUCATORS' PRESENT  
AND EXPECTED LEVELS OF WORK SATISFACTION AS RELATED TO  
SELECTED WORK VALUES

Abstract Approved: Redacted for privacy  
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The purpose of this study was to compare men and women vocational educators' present and expected levels of work satisfaction as related to selected work values. An instrument, the Value Inventory of Work Satisfaction, was designed for use in this study. Work values investigated included social status, pay, interesting work, interpersonal relationships, job security, independence, service to others, leadership opportunity, meeting personal goals through your work, use of abilities, working conditions, and advancement.

The population was industrial arts and home economics educators in Oregon high schools. A random sample of 100 teachers from each group was selected from directories supplied by the Oregon Department of Education.

The following null hypotheses were tested:

1. There will be no relationship between men and women vocational educators' rank ordering of selected work values.
2. There will be no difference between men and women vocational educators' present level of job satisfaction as related to each of the selected work values.
3. There will be no difference between men and women vocational educators' expected level of job satisfaction as related to each of the selected work values.
4. There will be no difference between vocational educators' work values as a function of sex and/or levels of present and expected work satisfaction.
5. There will be no relationship between general life satisfaction and present and expected levels of job satisfaction of men and women vocational educators for each of the selected work values.

A high correlation (.76) was found between men and women vocational educators' rank orderings of the identified work values. In men and women vocational educators' rank orderings of the selected work values, both men and women ranked interesting work as most important and social status as least important. All other work values were within three rank order intervals of each other except the work value of pay. Thus, these vocational educators appear to seek fulfillment of similar values through their work, with the only significant difference existing on the work value of pay. Present levels of satisfaction for men and women

differed only on the values of interesting work and interpersonal relationships. Men experience higher levels of satisfaction on both of these work values. No significant difference was found between the expected levels of satisfaction in relation to any of the work values. Both men and women in this study expected to achieve greater levels of satisfaction as related to each of the work values in the future.

Using a two-way analysis of variance to examine the effects of sex and/or levels of present and expected work satisfaction, the only significant sex-related difference existed on the work value of pay for which women experience greater levels of work satisfaction for both the present and the future. On the basis of levels of present and expected work satisfaction, a significant difference existed on all twelve values. Both men and women vocational educators expect to achieve greater satisfaction in the future. Sex and levels of present and expected work satisfaction did not interact.

Male vocational educators' general life satisfaction correlated to present satisfaction for pay, interesting work, job security, independence, leadership opportunity, meeting personal goals, and using abilities. Men's expected work satisfaction significantly correlated to the value of interesting work. A high correlation existed between women vocational educators' present and expected satisfaction for all values and their general life satisfaction.



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A COMPARISON OF MEN AND WOMEN VOCATIONAL EDUCATORS' PRESENT  
AND EXPECTED LEVELS OF WORK SATISFACTION AS RELATED TO  
SELECTED WORK VALUES

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A COMPARISON OF MEN AND WOMEN VOCATIONAL EDUCATORS' PRESENT  
AND EXPECTED LEVELS OF WORK SATISFACTION AS RELATED TO  
SELECTED WORK VALUES

I. INTRODUCTION

Vocational education is concerned with preparing people for work. According to Calhoun and Finch (1976), America is a work-oriented society where the "work-ethic", which maintains that all honest work is noble and dignified, is widely accepted. Borow (1964), Wirtz (1975), and Warnath (1975) note considerable change in the traditional American work ethic because of factors such as advances in technology, shorter work week, decreasing demand for physical labor, increased leisure time, changes in the nature of work, and breakdown of sex-role stereotyping of occupations. As the nature of work changes, vocational educators strive to help workers be flexible to change and aware of values they seek to fulfill through their work.

Work provides individual independence, fosters self-expression, and serves as a means to gain social acceptance and respectability. Roberts (1971) and Rettig (1974) indicate that individual values, needs, and purpose for an activity determine whether it is work or play. Zytowski (1970) views work values as the most effective means of predicting individual occupational entry and achievement of job satisfaction. It is necessary to know the values a worker seeks to fulfill through work in order to help him or her achieve work satisfaction. More empirical research is needed on the relationship of values and work satisfaction to provide a base for vocational educators who pre-

pare people for the world of work.

### Need for the Study

According to Hansen (1974) and Wirtz (1975), changes in the American women's work patterns, occupational opportunities, social trends, and the changing nature of work create a particular need for further study of working women. There are increasing numbers of women in the labor force but research has not indicated conclusively what work values these women seek to fulfill through their work. Men and women may seek to fulfill both similar and different work values in relation to their achievement of work satisfaction. Data comparing male and female work values and job satisfaction are conflicting. Some studies have reported men more satisfied than women with their work (Farley, 1974; Hulin and Smith, 1964, 1967); others have found women more satisfied (Chase, 1951).

While the study of work values for women has been limited, Blai (1974) and Wolfe (1969) report differences in men's and women's work values. Women tend to be more concerned about mastery-achievement, social, and interesting activities while men tend to be more concerned about economics, stability, management of others, recognition, and independence. Herzberg, Mausner, Peterson, and Capwell (1957) and Wolfe (1969) found age to be a factor in job satisfaction. Older women, those past thirty, and those approaching retirement were generally more satisfied with their work than younger women. Kluckhohn (1952) predicted American women would become increasingly dissatisfied with their

role and activities since their role was not clearly defined and they were excluded from the dominant American achievement pattern. Men participated in the dominant American achievement pattern while women were involved in less important activities. In fact, men generally did not participate in those activities defined as part of the women's role.

Limited and conflicting research findings on male and female work values and work satisfaction indicate a need for further study of specific work values as they relate to present and expected levels of work satisfaction for both sexes. Vocational educators train people for work yet little research has focused on vocational educators as workers. Information gained from this study is useful for pre-service vocational education preparation programs and in-service education for vocational personnel.

#### Statement of the Problem

Limited research has been conducted on vocational educators as workers and little is known whether men and women vocational educators seek to fulfill the same work values or achieve the same levels of work satisfaction as measured by work values. The purpose of this study is to compare men and women vocational educators' present and expected levels of work satisfaction as related to specific work values.

The objectives of this study are:

1. To develop an instrument which will compare present and expected levels of work satisfaction in relation to specific work values.

2. To compare men and women vocational educators' levels of present and expected work satisfaction as related to these specific work values.

#### Assumptions

1. Work satisfaction can be measured in relation to selected work values.
2. Individuals differ in their value systems, personal values, and valuing processes.
3. While valuing is a process, "work values" includes conditions, environment, and relationships of common concern to workers.

#### Limitations

The findings from this study are limited to Oregon vocational educators in home economics education and industrial arts education at the secondary level; therefore, they may not be generalizable to workers of other occupations or geographical areas.

#### Definition of Terms

WORK is one's current employment, position, or job. Work includes tasks, skills, attitudes, knowledge, and behavior required in the performance of the job.

VALUES/VALUING refers to personally desired methods and means, attitudes, beliefs, behaviors, and feelings which a person seeks, consciously or unconsciously, which define for one the "good life."

PERSONAL or INDIVIDUAL VALUE SYSTEM is a unique set of values held by each person. People are assumed to differ in the size, content, and complexity of their value system. Some people have large numbers of values while other individuals have only a few personal values. Some people have both positive and negative values; others have only positive values.

WORK VALUES are aspects of the job which reflect personal value orientation, including beliefs, needs, and attitudes. Work values included in this study are social status and prestige, pay and compensation, interesting work, interpersonal relationships, job security, independence, social service, leadership opportunity, meeting personal goals through work, use of ability, working conditions, and advancement. A closely related factor, general satisfaction with life, is included.

JOB SATISFACTION is fulfillment of personally desired values, including needs, attitudes, behaviors, and feelings, which is assumed to lead to achievement of the "good life" as described by the individual. Achievement of desired work values is assumed to produce a feeling of personal contentment with one's work or "job satisfaction."

## II. REVIEW OF LITERATURE

Fundamental to this study are the concepts of values, work values inventories, and job satisfaction. In this chapter, these concepts are presented and relevant studies are reviewed. The chapter concludes with hypotheses for the study.

### Values

Philosophers, anthropologists, psychologists, social scientists, educators, and economists have studied values, value systems, and the valuing process to better understand human behavior. Simmons (1977) defined the study of values, axiology, as a subfield of ethics in philosophy. Axiology is the study of worth and goodness. Superka (1976) separated value education into five general educational approaches: inculcation, clarification, action learning, analysis, and moral development. Inculcation and clarification approaches are concerned with value content and include researchers such as Spranger (1928), Kluckhohn and Strodtbeck (1961), Rokeach (1973), and Rath, Harmin, and Simon (1966). Action learning and analysis deal with fulfillment through values and were developed by researchers such as Frankl (1959) and Cantril (1965). Moral development is concerned with valuing competency and includes work done by Maslow (1959) and Simmons (1977).

One of the earliest attempts to classify people according to value types was developed by Spranger (1928). He used six pure or ideal value groups: theoretical, economic, aesthetic, social, political,



and religious. These groups served as the basis for the Allport-Vernon "A Study of Values," the third oldest psychological test, still widely used in research regarding the study of values.

A later approach to the study of values attempted to classify societies according to their value orientation rather than merely classifying individuals. Kluckhohn, an anthropologist, studied differences in societies and cultures by comparing dominant and variant value orientations (Kluckhohn and Strodtbeck, 1961). The dominant value orientation of a society was determined by answers to the following human problems present in all societies:

1. What is the character of innate human nature? (human nature)
2. What is the relation of man to nature (and supernature)?  
(man-nature)
3. What is the temporal focus of human life? (time)
4. What is the modality of human activity? (activity)
5. What is the modality of man's relationship to other men?  
(relational) (p. 11)

Kluckhohn views the range of variations for each of the five orientations to be limited to three possible answers, with the exception of human nature which is viewed as being mutable or immutable for any of the variations. Human nature orientation may be evil, neutral-mixture of good and evil, or good; however, each of the variations is also mutable or immutable. Thus, a society might view human nature as basically evil but mutable or able to improve. Table 1 shows Kluckhohn's range of variations for the five human problems.

Table 1. The Five Value Orientations and the Range of Variations Postulated for Each

Human Nature	Evil	Neutral Mixture	Good
	----- mutable/immutable	----- Good & Evil mutable/immutable	----- mutable/immutable
Man-Nature	Subjugative - to Nature	Harmony - with Nature	Mastery - over Nature
Time	Past	Present	Future
Activity	Being	Being - in- Becoming	Doing
Relational	Lineality	Collaterality	Individualism

(p. 12)

Within any culture, there are also present variant value orientations which differ from the more commonly accepted cultural dominant value orientation. In her research, Kluckhohn found that American Mormon men were more collaterally oriented than Mormon women. Her approach to the study of values used an interview technique which asked specific questions related to orientation with possible answers demonstrating various solutions within the postulated range of variations.

One of the most theoretical approaches to the study of values is that of Rokeach (1973), a social psychologist. While all may not agree with his concepts, he is very exact in his definition of value:

A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organiza-

tion of beliefs concerning preferred modes of conduct or end-states of existence along a continuum of relative importance.  
(p. 5)

Rokeach believes that there are only a small number of values, more instrumental (modes of conduct) than terminal (end-states of existence), and that all people possess the same values, differing only in degrees.

Using Rokeach's "Value Survey" to study Adelaide students' values, Feather (1975) found men rated the following values higher than women:

1972 Survey	
Terminal Values	At $p < .001$ : A comfortable life, an exciting life, freedom, pleasure; at $p < .05$ : A sense of accomplishment.
Instrumental Values	At $p < .001$ : Ambitious, imaginative, logical; at $p < .05$ : Broad-minded, capable, independent.
1973 Survey	
Terminal Values	At $p < .001$ : A comfortable life, an exciting life, pleasure; at $p < .01$ : Social recognition; at $p < .05$ : A sense of accomplishment.
Instrumental Values	At $p < .01$ : Ambitious, imaginative, intellectual; at $p < .05$ : Logical.

Women rated the following values higher than men:

1972 Survey	
Terminal Values	At $p < .001$ : Inner harmony, salvation; at $p < .05$ : A world at peace, self-respect.
Instrumental Values	At $p < .001$ : Forgiving, loving; at $p < .05$ : Cheerful, helpful, honest, obedient.
1973 Survey	
Terminal Values	At $p < .001$ : A world at peace; at $p < .01$ : Equality, inner harmony; at $p < .05$ : Family security, true friendship.
Instrumental Values	At $p < .001$ : Forgiving, helpful; at $p < .05$ : Honest.

The noted differences in male and female values may be cultural and social in role definition. Further study was indicated for factors of age or developmental value differences, generational differences, and cross-cultural value differences. Both Rokeach and Feather believe that people select environments that will fit their personal values. They refer to this matching of values as "person-environment fit" which assumes that people will be more satisfied in environments which limit conflicts between personal and social or environmental values. Rewards and motivation should be greater for people in environmental situations which share their values. This concept of "person-environment fit" includes schools, cultures, and occupational groups.

In recent years, many teachers have used the "Values Clarification" approach to teach values (Raths, Harmin, and Simon, 1966). Its popularity is based on the acceptance of Dewey's (1939) educational and valuation theory by American educators. This method views values as results of the valuing process which includes three stages of choosing, prizing, and acting. Educators who lack a clear understanding of the different approaches to values have incorrectly used methods and materials developed by other value researchers when attempting to teach Values Clarification.

Approaching the study of values as the means of fulfillment of human potential, Frankl (1959) views man's "search for meaning" as a primary force in life. He believes that people must discover their own meaning of life by discovering their own personal values. Values

may be discovered through action, experience, or suffering. Cantril (1965) views individual and cultural fulfillment through values as a developmental process which grows through five phases: acquiescence to circumstances, awakening to potentialities, awareness of means to realize goals, experiencing intended consequences through action, and general satisfaction with an achieved way of life.

While attempting to scientifically study the nature of man, Cantril (1965) describes values as guides to behavior which define personal satisfaction or frustration. In order to make meaningful comparisons between individuals and groups, he developed the Self-Anchoring Ladder Device. This tool allows individuals to express values in their own terms.

Other researchers approach valuing as a competency. Maslow (1959) believes there are good and bad valuers, good and bad choosers. By studying the good choosers, one might learn more about helping people become better choosers or valuers. He believes that all people share basic human needs and therefore share common values. Individual needs and abilities account for differences in personal values. Maslow views the ultimate human value as self-actualization or being all that one is capable of being. People do not consciously strive to be self-actualized; but, according to Maslow all people unconsciously strive to fulfill themselves by being all that they can by using their own abilities. Values, like needs, are developmental. Once people achieve lower values, they seek fulfillment of higher order values.

One of the most recent approaches to the study of values and the

valuing process is Simmons' (1977) "Values Exploration." Simmons defines values in a much broader sense than Rokeach and includes both concrete and abstract concepts or items. While Rokeach limits his list of values to specific terminal and instrumental items, Values Exploration includes one hundred values and allows for the addition of others.

Listed below are the Values Exploration assumptions of Simmons:

1. Values are those beliefs which define for us the nature of the "Good-Life." They are beliefs about what constitutes good (better) situations, events, ways to act, intentions, etc.
2. Our daily pattern of activities is guided by goals derived from our values. The relative appropriateness of alternative behavioral responses to life situations, or the need for new alternative responses (prescriptions), is determined by the organization of our values.
3. Values exist only as organized components in a unique value system.
4. Values enter a value system through training, selection, and/or creation.
5. Values are experienced as having relative degrees of requiredness, or mandatoriness.
6. Values may have reference to the concrete or the intangible, and may be arranged on a "distance from self" continuum.
7. A value may be thought of as having a life history.
8. Values have a directive influence upon perception and upon action.
9. Value systems are structured as modified hierarchies.
10. The values in primacy determine how the consequences of one's behavior shall be judged.
11. Value systems are dynamic, often changing and reorganizing in response to external and internal pressures.
12. Some values seem to have a modulating influence upon the organization and expression of a value system.
13. A value system may operate as a set of eternal ideals or as a set of immediate aspirations.
14. To actualize one's values is a decision.
15. Because values become operative at choice points, the expression of value systems is situational and variable.
16. The components of one's self-concept used for self-evaluation are derived from one's value system.
17. One's perceptions of oneself as a valuer center on the dimensions of the clarity, affirmation, expression, and stability of one's value system.

18. The rapport and stability of one's interpersonal relationships are determined by selected values, rather than by the similarity of total value systems.
19. Social roles are value structures, satisfaction with the role being a product of harmony between personal values and role values.
20. Values provide the foundation for the integration of an individual into a social structure.
21. Valuing competency is a set of skills which may be learned.
22. The greater the competency of the valuer, the greater the functional adaptability of the value system.

(p. 45-47)

People involved in Simmons' Values Exploration Workshop find their rankings of values differ but there is more similarity than difference in highest and lowest rating values. This lends support to value competency theorists such as Maslow. Values Exploration illustrates value systems are different in size, complexity, and direction. Some people have a large number of values while others limit themselves to only a few. For example, people who value "simplicity" might hold that as their only value. Some people have both positive and negative values whereas others may discover they have only positive values.

Simmons disagrees with the Values Clarification concept that values have to be acted upon and publicly affirmed. The Value Exploration theory states people choose whether or not to act on their values and that personal values may or may not be publicly affirmed.

Research on values and the valuing process has been so varied in purpose, methods, and findings, one must specify the value approach used in a study. Simmons' Value Exploration assumptions and definitions are used throughout this study. Work is viewed as a social structure in which values are the basis for integration and/or satisfaction. Per-

haps in the work situation, as in interpersonal relationships, key values are more important for personal satisfaction than total value system fit.

As America has been able to meet manpower needs, increased effort has been made to measure worker needs, values, and satisfaction. In recent years, several work values inventories have been developed to measure levels of work satisfaction as related to work values.

#### Work Values Inventories

While many job factors and worker traits have been studied in relation to occupational choice and job satisfaction, career development theorists and vocational educators view values as one of the most promising factors for measuring work satisfaction. Work values inventories reviewed for this study included: Super's Work Values Inventory, Weiss' Minnesota Importance Questionnaire, Stefflre's Vocational Values Inventory, Center's Job Values and Desires Questionnaire, Gribbons and Lohnes' "Values Indicators", Dipboye and Anderson's "List of Values", Rosenberg's Ideal Job Scale, Schaffer's "Values List", Impellitteri and Kapes' Occupational Values Inventory, Hammond's Occupational Attitude Rating Scale, Herzberg's "Motivation to Work", Hales and Fenner's Ohio Work Values Inventory, and Weiss, Dawis, England, and Lofquist's Minnesota Satisfaction Questionnaire.

Although the number of values included in the various inventories ranged from four (Hammond) to twenty (Minnesota Importance Questionnaire), much similarity of value content was found. The inventories



often used different names for the same value. For instance, the work value of interpersonal relationships was also expressed as associates, co-workers, affection, personal contact, supervisor, subordinates, and human-relations. Similarity of values included in these work values inventories can be seen in Table 2, revised from Zytowski's (1970) and Impellitteri and Kapes' (1971) work values charts.

As seen in Table 2, all of these work values inventories included work values related to prestige and salary. The next ten most commonly included values were interesting activity, interpersonal relationships, security, independence, social service, leadership opportunity, personal goals, use of ability, working conditions, and advancement.

Research on sex-related differences in work values has produced conflicting findings. Table 3 illustrates the varied age levels studied to determine sex-related differences in work values. As seen in Table 3, one work value which needs further study is the economic rewards of work. Above cited studies (Blai, 1974; Gribbons and Lohnes, 1965; and, Impellitteri and Kapes, 1971) show women to be less concerned about economic factors than men yet the United States Department of Labor statistics (1977) noted increasing numbers of women heads of households and women who work to improve the household income. Gribbons and Lohnes (1965) found adolescent males to prefer prestige more than females yet Dipboye and Anderson (1959) and Impellitteri and Kapes (1971) found adolescent females to rate prestige higher than males. Maples (1977) reported that men in college student services administration rated the work value of social service higher than women yet

Table 2. Comparison of Work Values Found in Work Values Inventories

SUPER	ROSENBERG	MIQ	STEFFLRE
Security	Secure future	Security	Security
Prestige	Status, Prestige	Social status	Prestige
Economic returns	Good deal of money	Compensation	Money
Achievement		Achievement	
		Advancement	
		Recognition	
Surroundings		Working conditions	
		Company Policy and	
		Administration	
Associates	Work with people	Co-workers	
Management	Leadership	Authority	Control
Supervisory		Supervision -	
		Human Relations	
		Supervision -	
		Technical	
Independence	Free of supervision	Independence	Job freedom
Altruism	Helpful to others	Social service	Altruism
Creativity	Creativity, Original	Creativity	Self-realization
Way of life		Moral values	
Intellectual stimulation	Use special abilities	Ability utilization	
Variety		Variety	
	Adventure	Responsibility	
		Activity	

Table 2 (continued)

SCHAFFER	JVDQ	GRIBBONS AND LOHNES	DIPBOYE AND ANDERSON
Socio-economic status	Status, Esteem	Demand	Security
Economic security	Profit	Prestige	Prestige
Mastery and achievement		Salary	Salary
Recognition/approbation	Fame	Advancement	Advancement
Affection and inter- personal relationships		Location and travel	Working conditions
Dominance	Leadership, Power	Personal contact	Benefits
Dependence			Relations with others
Independence	Independence		Independence
Social welfare	Social service	Social service	
Creativity and talent	Interesting experience	Interest, Satisfaction	Interesting work
Moral value scheme		Personal goal	
		Preparation and ability	
		Marriage and family	

Table 2 (continued)

HERZBERG	OVI	HAMMOND
Job security	Security	
Status	Prestige	
Salary	Salary	Materialistic
Achievement		
Advancement	Advancement	
Recognition		
Working conditions		
Company policy and administration		
Interpersonal relations peers		Humanitarian
Interpersonal relations subordinates		
Interpersonal relations superiors		
Supervision - technical		Technical Competitive
Work itself	Interest and satisfaction	
Factors in personal life	Personal goal	
Possibility of growth	Preparation and ability	
Responsibility		

Revised from Zytowski (1970) and Impellitteri and Kapes (1971)

Singer and Stefflre (1954), Thompson (1966), Gribbons and Lohnes (1965), and Wagman (1965) found women to be more concerned about social service than men.

Workers in different occupations hold different work values. The review of literature indicates men and women do differ in their work values but findings are not conclusive. Research on job satisfaction measured by work values has also provided inconclusive data on work values and levels of job satisfaction for men and women vocational educators.

#### Job Satisfaction

Early studies (Chase, 1951) found women to be more satisfied with their jobs than men; however, later studies (Farley, 1974; Hulin and Smith, 1964, 1967) showed men to be more satisfied with their work than women. Hulin and Smith (1964) concluded that sex per se was not the variable directly related to job satisfaction but some variables did covary with sex: pay, job level, promotional opportunities, and societal expectations which determine job satisfaction.

Robinson, Athanasiou, and Head (1969) provided a review of research on job satisfaction related to factors such as general job satisfaction scales; job satisfaction for particular occupations; satisfaction with specific job features; and concepts related to job satisfaction (alienation, tension, work organization). One example of an instrument designed to measure job satisfaction is the Minnesota Importance Questionnaire by Weiss, Dawis, England, and Lofquist (1965). The MIQ includes

Table 3. Research Findings on Males' and Females' Preferred Work Values

Researchers	Population	Males Preferred	Females Preferred
Impellitteri and Kapes (1971)	Ninth Graders	(.01 level) salary advancement	(.01 level) interest and satisfaction prestige personal goals  (slightly higher on preparation and ability, security)
Singer and Stefflre (1954)	Adolescents	(.01 level) independence  (.05 level) power profit	(.01 level) interesting experience social service
Thompson (1966)	High School Freshmen and Sophomores	leadership power profit fame	self-expression social service
Blai (1974)	Adults	economic rewards management of others recognition stability independence	
Wolfe (1969)	Adults		mastery - achievement social interesting activity  (Women least in- terested in economic and dominance - recognition)

Table 3 (continued)

Researchers	Population	Males Preferred	Females Preferred
Gribbons and Lohnes (1965)	Longitudinal study of eighth to twelfth grade	salary prestige  (Both sexes preferred satisfaction, interest, and marriage and family; and, they were least interested in advancement, personal goals, demand, and location and travel.)	personal contact social service
Dipboye and Anderson (1959)	High School Freshmen and Seniors	salary advancement independence	prestige interesting work working conditions relations with others
Wagman (1965)	High School	esteem	social service

twenty vocational values or needs.

The MIQ was used to study rehabilitation counselors by demographic subgroups of sex, age, education, and tenure. Males were higher on Advancement, Authority, Recognition, Security, and Social Service than their female counterparts. Older counselors were higher than younger counselors on Social Service and Supervision - Human Relations. Lower means appeared for groups with higher levels of education on Company Policies and Practices and Supervision - Human Relations. Tenure showed a curvilinear relationship for counselors on Social Service.

Although many job related factors and worker traits have been

used to study job satisfaction, this research will measure job satisfaction in relation to specific work values. Occupational groups differ in their work values and levels of job satisfaction. This study will examine only vocational educators. Little research has been conducted on this group yet it would seem particularly important to understand their work values and satisfactions as they are responsible for training future workers. Research on work values and job satisfaction indicates sex-related differences but has been inconclusive in findings. This study will examine men and women vocational educators' present and expected levels of work satisfaction as related to selected work values.

### Hypotheses

Questions posed by a review of research data and the statement of the problem for this study are stated in the following null hypotheses:

1. There will be no relationship between men and women vocational educators' rank orderings of selected work values.
2. There will be no difference between men and women vocational educators' present level of job satisfaction as related to each of the selected work values.
3. There will be no difference between men and women vocational educators' expected level of job satisfaction as related to each of the selected work values.
4. There will be no difference between vocational educators' work values as a function of sex and/or levels of present and expected work satisfaction.



5. There will be no relationship between general life satisfaction and present and expected levels of job satisfaction of men and women vocational educators for each of the selected work values.

The .05 level of significance was used to reject the null hypotheses.

### III. METHODOLOGY AND PROCEDURES

The purpose of this study was to compare men and women vocational educators' present and expected levels of work satisfaction as related to selected work values. This chapter includes development of the instrument, population, collection of data, and statistical design.

#### Development of the Instrument

Work values inventories examined for possible use in this study are cited in Table 2, Chapter II. These instruments were not selected for use because they had too many items for measuring values and/or they failed to include a comparison of expected levels of job satisfaction for five years in the future. The twelve work values selected for inclusion in this study were the most commonly measured values in the previously reviewed work values inventories. Table 4 illustrates the frequency of work values from those inventories.

As seen in Table 4, Social Status and Pay were included in all twelve work values inventories examined. Interesting Work was included in eleven of the inventories; Security and Interpersonal Relationships were found in nine inventories; Independence, Social Service, and Leadership were identified in eight; Personal Goals and Ability appeared in seven inventories; and, Working Conditions and Advancement were found in six work values inventories. Thus, these values were the ones selected for use in this study. In addition to the twelve selected work values, general life satisfaction was included as an item since Sheppard and Herrick (1972) found this to be closely cor-

Table 4. Frequency of Commonly Included Values in Work Values Inventories as Basis for Selection of Values for Study

Value	H	WVI	IJS	VVI	Sch	JVDQ	G&L	D&A	MIQ	MSQ	O	He	f
Interest and Satisfaction		X	X	X	X	X	X	X	X	X	X	X	11
Prestige	X	X	X	X	X	X	X	X	X	X	X	X	12
Salary	X	X	X	X	X	X	X	X	X	X	X	X	12
Independence		X	X	X	X	X	X		X	X			8
Social Service		X	X	X	X	X	X		X	X			8
Co-workers	X	X	X		X		X	X	X	X		X	9
Leadership		X	X	X	X	X			X	X		X	8
Security		X	X	X			X	X	X	X	X	X	9
Personal Goal		X			X		X		X	X	X	X	7
Preparation and Ability		X			X		X		X	X	X	X	7
Working Conditions		X					X	X	X	X		X	6
Ability Utilization		X	X						X	X			4
Advancement							X	X	X	X	X	X	6
Dependence		X			X				X	X			4
Recognition					X	X			X	X		X	5
Benefits								X	X	X			3
Responsibility							X		X	X		X	4
Self-Expression					X	X						X	3
Variety		X							X	X			3
Activity									X	X		X	3
Adventure									X	X			2
Supervision - Technical	X								X	X		X	4

Revised from Impellitteri and Kapes (1971)

H = Hammond's Occupational Attitude Rating Scale, WVI = Super's Work Values Inventory, IJS = Rosenberg's Ideal Job Scale, VVI = Steffire's Vocational Values Inventory, Sch = Schaffer's "Values List", JVDQ = Center's Job Values and Desires Questionnaire, G&L = Gribbons and Lohnes' "Values Indicators", D&A = Dipboye and Anderson's "List of Values", MIQ = Minnesota Importance Questionnaire, MSQ = Minnesota Satisfaction Questionnaire, O = Impellitteri and Kapes' Occupational Values Inventory, and He = Herzberg's "Motivation to work", f = frequency.

related with people's level of work satisfaction.

Simmons' (1977) "Values Exploration" assumptions, philosophy, and definitions of personal values, value systems, and the valuing process were used as the basis for development of this instrument. The work values are not assumed to have worth in themselves. Individual workers bring meaning and worth to the items through the valuing process and their degree of feeling and/or belief of importance in the particular item.

Cantril's (1965) Self-Anchoring Ladder was modified for use in this study since it allowed personal comparison of the individual's present and expected levels of work satisfaction on each of the selected work values. Cantril's device is a vertical ladder with rungs from one to ten, with one representing the least possible satisfaction and ten representing the greatest possible satisfaction for the individual. Because individuals and societies seek to fulfill different values, Cantril developed the ladder device to allow individuals to express their own level of desire for the item being measured. The ladder device was modified to a horizontal scale for use in this study. The intervals on the scale were assumed to be equidistant.

The instrument used in this study, the Value Inventory of Work Satisfaction, was a mailed questionnaire consisting of two parts. The questionnaire began with a letter of introduction, space was provided for those wishing to receive research findings to write their name and address, and demographic information on sex and years of

teaching experience was asked. Part I was a rank ordering of the twelve work values designed to measure sex-related preference or degree of importance for each value. Part II used the scale modified from Cantril's ladder device to measure and compare individuals' present and expected levels of satisfaction as related to each of the twelve work values. An additional item, general life satisfaction, was measured on a Likert-type scale for the present only. This item was used to compare the relationship between general life satisfaction and present and expected levels of work satisfaction for men and women vocational educators for each of the selected work values. The final instrument appears in Appendix A.

### Population

The population for this study was high school vocational educators in home economics education and industrial arts education in Oregon. A random sample of 100 home economics teachers and 100 industrial arts teachers was selected from the names included in the Home Economics Staff in Oregon Public Schools for 1977-78 and the OVAA-AVTTA Directory for 1978. Both directories were supplied by the Oregon Department of Education. Participants were identified through a table of random numbers.

### Collection of Data

The instrument, with introductory letter, was mailed to the 200 participants in the sample. The letter requested that all instruments be returned, whether or not completed. Space was provided for indi-

viduals to check, if they did not wish to participate in the study. To facilitate ease of return, stamps and return addresses were placed on the questionnaire. A numbered code was placed on each questionnaire and checked off a master list when returned. One week after the initial mailing, a follow-up post card was sent to those who had not responded. Returned questionnaires were checked for completeness before coding for computer computation.

Of 200 questionnaires mailed, 115 (57%) were returned. Five of the latter were returned uncompleted. One hundred ten completed questionnaires were used in the final analysis. Of these, 66 (33%) were home economics educators and 44 (22%) were industrial arts educators.

#### Statistical Design

The Spearman Rank Order Correlation Coefficient (Siegel, 1956) was used to measure the relationship between men and women vocational educators' rank ordering of the twelve work values (Hypothesis 1). The data were ordinal and twelve pairs were compared. The median test (Siegel, 1956) was used to test significance of difference in rankings of men and women for each work value.

A Student's "t"-test (Courtney and Sedgwick, 1974) was used to contrast differences between the means of the men's and women's present level of job satisfaction as related to each of the selected work values (Hypothesis 2). The data were interval and normal distribution was assumed. Means were independent and the standard deviation was computed for uncorrelated data.

A Student's "t"-test (Courtney and Sedgwick, 1974) was used to measure differences between the means of the men's and women's expected level of job satisfaction as related to each of the selected work values (Hypothesis 3). The means were independent and the standard deviation was computed for uncorrelated data.

A two-way analysis of variance (Downie and Heath, 1974) measured differences between vocational educators' work values as a function of sex and/or levels of present and expected work satisfaction (Hypothesis 4). The data were equidistant interval, samples randomly drawn, and four means were compared at the same time. The two mean scores were compared by the factor of sex.

The Pearson Product Moment Correlation Coefficient (Courtney and Sedgwick, 1974) was used to measure the relationship between general life satisfaction and present and expected levels of job satisfaction of men and women vocational educators for each work value (Hypothesis 5). The data were interval and a normal distribution was assumed.

#### IV. ANALYSIS OF DATA

This chapter presents data regarding Oregon men and women vocational educators' present and expected levels of work satisfaction as related to selected work values. The first section deals with demographic data of the participants. Section two presents data regarding the hypotheses.

##### Demographic Data

One hundred ten educators participated in this study. All of the 66 home economics educators were women and all of the 44 industrial arts educators were men.

##### Findings Related to the Hypotheses Under Investigation

###### Hypothesis One

In testing the null hypothesis that there was no relationship between men and women vocational educators' rank orderings of selected work values, the Spearman Rank Order Correlation Coefficient was used. This coefficient was computed as .76 and found to be significant at the .01 level. Men and women vocational educators in this study seek to fulfill similar work values in relation to their achievement of work satisfaction, thus the null hypothesis was rejected.

As seen in Table 5, both men and women vocational educators ranked the work value of interesting work as most important and the work value of social status as least important. Both groups' rankings of the work values of job security, altruism, meeting personal goals, working condi-



Table 5. Men and Women Vocational Educators' Rank Orderings of Selected Work Values

Value	Men's Rankings	Women's Rankings
1. Social Status	12	12
2. Pay	2	8
3. Interesting Work	1	1
4. Relationships	8	5
5. Job Security	9	9
6. Independence	4	7
7. Altruistic	3	2
8. Leadership	11	10
9. Personal Goals	7	6
10. Using Abilities	6	3
11. Working Conditions	5	4
12. Advancement	10	11

tions, leadership opportunity, and advancement were the same or differed by only one rank interval. Leadership opportunity and advancement were ranked low by both groups, 11 and 10 for the men, respectively and 10 and 11 for women, respectively.

A median test (Siegel, 1956) revealed a significant difference between the two groups' rankings only on the work value of pay. While men ranked pay as second in importance, women ranked it eighth out of twelve in importance. This finding supports Blai (1974), Gribbons and Lohnes (1965), and Impellitteri and Kapes (1971), all who found women to be less concerned about economic factors than men.

While there were not significant differences between men and women on the rankings of the work values of interpersonal relationships, inde-

pendence, and abilities, there was an observable three interval difference in their rankings of these values. Women ranked interpersonal relationships and using abilities higher than men by three rank intervals and men ranked independence three intervals higher than women. Singer and Stefflre (1954) and Dipboye and Anderson (1959) found men to be more concerned with independence than women. Impellitteri and Kapes (1971) found women to be slightly higher than men on use of abilities and Dipboye and Anderson (1959) found women to be more concerned about relations with others.

#### Hypothesis Two

A "t"-test was used to test the null hypothesis there will be no difference between men and women vocational educators' present level of job satisfaction as related to each of the selected work values. Table 6 presents the results of the "t"-test. A significant difference was found between the groups on two work value variables, having interesting work and interpersonal relationships. Men's levels of present satisfaction were greater than women's for both of these values. Thus, Null Hypothesis 2 was rejected for these two work variables and retained for the other ten.

Data from earlier studies comparing men's and women's levels of work satisfaction have been conflicting. Chase (1951) found women to be more satisfied with their work than men; Farley (1974) and Hulin and Smith (1964, 1967) found men to be more satisfied than women. Hulin and Smith (1964) reported that the differences in work satisfaction

Table 6. Student's "t"-Test on Men and Women Vocational Educators' Present Level of Work Satisfaction as Related to Each of the Selected Work Values

Work Value	Mean <sup>1</sup>	S.D.	t Value	Decision
1. Social Status and Prestige	5.43 5.31	2.25 2.55	1.29	Retain
2. Pay and Compensation	5.11 5.45	1.98 2.47	1.56	Retain
3. Interesting and Challenging	6.60 6.32	1.72 2.76	2.58*	Reject
4. Interpersonal Relationships	6.63 5.87	2.32 3.16	1.86*	Reject
5. Job Security	5.58 4.69	3.16 3.77	1.42	Retain
6. Independence	6.65 5.74	2.68 2.99	1.24	Retain
7. Altruistic	6.57 6.28	2.68 2.51	1.14	Retain
8. Leadership Opportunity	5.94 5.65	1.94 2.51	1.66	Retain
9. Meeting Personal Goals	5.69 6.49	2.15 1.93	1.25	Retain
10. Using Abilities and Skills	6.73 6.84	2.32 2.60	1.25	Retain
11. Good Working Conditions	6.05 5.60	2.56 2.75	1.15	Retain
12. Advancement	5.94 4.79	2.07 2.60	1.57	Retain

\*p<.05

<sup>1</sup> Group 1 - Males  
Group 2 - Females

might not be due to sex per se but to variables that covary with sex such as pay and promotion.

### Hypothesis Three

A "t"-test was used to test the null hypothesis of no difference between men and women vocational educators' expected level of job satisfaction as related to each of the work values. Table 7 shows no significant difference to exist between men and women for expected level of work satisfaction in relation to any of the twelve work values. Thus, Null Hypothesis 3 was retained for all values on the Value Inventory of Work Satisfaction. The findings of this study support Cantril's (1967) theory that Americans are future oriented in hopes and expectations. Americans expect their lives to progress and improve in the future.

### Hypothesis Four

To test the null hypothesis of no difference between vocational educators' work values as a function of sex and/or levels of present and expected work satisfaction, a two-way analysis of variance (ANOVA) was used. In this two-way analysis of variance, four means were compared at once. For each work value, the means of women's present, women's expected, men's present and men's expected levels of work satisfaction were compared to determine differences by sex and/or levels of present and expected work satisfaction. Table 8 presents the results of the two-way ANOVA for sex and levels of present and expected satisfaction for each of the work values of the Value Inventory of Work Satisfaction. When compared on the basis of sex, no differences were

Table 7. Student's "t"-Test on Men and Women Vocational Educators' Expected Level of Work satisfaction as Related to Each of the Selected Work Values

Work Value	Mean <sup>1</sup>	S.D.	t Value	Decision
1. Social Status and Prestige	6.68 7.02	2.23 2.13	1.10	Retain
2. Pay and Compensation	6.70 7.38	2.18 2.10	1.09	Retain
3. Interesting and Challenging	8.90 8.17	1.65 1.87	1.28	Retain
4. Interpersonal Relationships	7.98 8.17	1.59 2.05	1.66	Retain
5. Job Security	8.20 8.59	1.81 1.95	1.15	Retain
6. Independence	8.02 7.98	1.69 1.97	1.36	Retain
7. Altruistic	8.45 8.26	1.44 1.73	1.45	Retain
8. Leadership Opportunity	7.66 7.89	1.90 1.95	1.05	Retain
9. Meeting Personal Goals	7.89 7.82	1.93 2.02	1.09	Retain
10. Using Abilities and Skills	8.36 8.67	1.64 1.55	1.12	Retain
11. Good Working Conditions	8.20 7.97	1.51 1.75	1.33	Retain
12. Advancement	7.05 6.95	2.22 2.47	1.23	Retain

p<.05

<sup>1</sup>Group 1 - Males  
Group 2 - Females

Table 8. Two-Way Analysis of Variance Used to Test Differences Between Vocational Educators' Work Values as a Function of Sex and/or Levels of Present and Expected Work Satisfaction

1. Social Status and Prestige

Sources of Variation	SS	df	Mean S.	F	Decision
	58.13	2	29.07	6.13	
Sex	7.71	1	7.71	1.63	Retain
Present & Expected	50.27	1	50.27	10.60*	Reject
Two-way interaction	.13	1	.13	.03	Retain

\* $p < .05$

2. Pay and Compensation

Sources of Variation	SS	df	Mean S.	F	Decision
	154.60	2	77.30	16.27	
Sex	26.59	1	26.59	5.60*	Reject
Present & Expected	127.56	1	127.56	26.86*	Reject
Two-way interaction	.12	1	.12	.03	Retain

\* $p < .05$

3. Interesting and Challenging Work

Sources of Variation	SS	df	Mean S.	F	Decision
	72.64	2	36.32	11.08	
Sex	8.01	1	8.01	2.44	Retain
Present & Expected	64.46	1	64.46	19.67*	Reject
Two-way interaction	6.22	1	6.22	1.90	Retain

\* $p < .05$

Table 8 (continued)

## 4. Interpersonal Relationships

Sources of Variation	SS	df	Mean S.	F	Decision
	50.09	2	25.04	5.88	
Sex	.81	1	.81	.19	Retain
Present & Expected	49.22	1	49.22	11.55*	Reject
Two-way interaction	.07	1	.07	.01	Retain

\*p&lt;.05

## 5. Job Security

Sources of Variation	SS	df	Mean S.	F	Decision
	54.68	2	27.34	5.75	
Sex	13.94	1	13.94	2.94	Retain
Present & Expected	40.55	1	40.55	8.53*	Reject
Two-way interaction	1.21	1	1.21	.26	Retain

\*p&lt;.05

## 6. Independence and Personal Freedom

Sources of Variation	SS	df	Mean S.	F	Decision
	41.59	2	20.79	5.04	
Sex	5.75	1	5.75	1.39	Retain
Present & Expected	35.73	1	35.73	8.65*	Reject
Two-way interaction	4.02	1	4.02	.97	Retain

\*p&lt;.05

Table 8 (continued)

## 7. Being of Service to Others, Altruistic

Sources of Variation	SS	df	Mean S.	F	Decision
	61.46	2	30.73	10.43	
Sex	3.34	1	3.34	1.14	Retain
Present & Expected	58.01	1	58.01	19.68*	Reject
Two-way interaction	.10	1	.10	.03	Retain

\*p&lt;.05

## 8. Leadership Opportunity

Sources of Variation	SS	df	Mean S.	F	Decision
	126.17	2	63.09	15.97	
Sex	3.27	1	3.27	.83	Retain
Present & Expected	123.05	1	123.05	31.15*	Reject
Two-way interaction	.00	1	.00	.00	Retain

\*p&lt;.05

## 9. Meeting Personal Goals through work

Sources of Variation	SS	df	Mean S.	F	Decision
	110.93	2	55.47	15.01	
Sex	2.44	1	2.44	.66	Retain
Present & Expected	108.61	1	108.61	29.38*	Reject
Two-way interaction	4.29	1	4.29	1.16	Retain

\*p&lt;.05



Table 8 (continued)

## 10. Using Abilities, Skills, and Preparation

Sources of Variation	SS	df	Mean S.	F	Decision
	75.94	2	37.97	12.66	
Sex	6.87	1	6.87	2.29	Retain
Present & Expected	69.23	1	69.23	23.08*	Reject
Two-way interaction	.12	1	.12	.04	Retain

\* $p < .05$ 

## 11. Good Working Conditions

Sources of Variation	SS	df	Mean S.	F	Decision
	180.48	2	90.24	19.59	
Sex	1.57	1	1.57	.34	Retain
Present & Expected	179.09	1	179.09	38.87*	Reject
Two-way interaction	.28	1	.28	.06	Retain

\* $p < .05$ 

## 12. Advancement

Sources of Variation	SS	df	Mean S.	F	Decision
	78.02	2	39.01	7.24	
Sex	1.35	1	1.35	.25	Retain
Present & Expected	76.79	1	76.79	14.25*	Reject
Two-way interaction	.24	1	.24	.04	Retain

\* $p < .05$

found for the work values except one, receiving adequate pay and compensation for your efforts. Tables 6 and 7 indicate that mean scores for women's levels of present and expected work satisfaction on the value of pay are greater than men's (Female Present, 5.54; Male Present, 5.11; Female Expected, 7.38; Male Expected, 6.70). Therefore, the null hypothesis was retained for eleven work values and rejected for the work value of pay.

When compared on levels of present and expected work satisfaction, the vocational educators evidenced significant differences on all twelve work value variables. Mean scores in Tables 6 and 7 show that women and men expect to achieve higher levels of work satisfaction than they are presently experiencing for each of the twelve work values. Thus, Null Hypothesis 4 was rejected for all work values on the basis of levels of present and expected work satisfaction. No significant interaction was found between sex and levels of present and expected work satisfaction. Based on the findings of this study, the variables of sex and levels of present and expected work satisfaction appear to be independent of each other.

#### Hypothesis Five

To test the null hypothesis that there is no relationship between general life satisfaction and present and expected levels of job satisfaction of men and women vocational educators for each of the selected work values, the Pearson Product Moment Correlation Coefficient was used. Table 9 presents the relationships between men vocational edu-

cators' general life satisfaction and present levels of job satisfaction as related to values on the Value Inventory of Work Satisfaction. Significant relationships exist on the work values of receiving adequate pay and compensation for your efforts; having interesting, challenging, and personally satisfying work; possessing job security; experiencing independence and personal freedom in your work; having leadership opportunity; meeting personal goals through your work; and, using your abilities, skills, and preparation in your work. The null hypothesis was rejected for these seven work values and retained for the other five.

Table 9. Pearson Product Moment Correlation Coefficient on Relationships Between Men Vocational Educators' General Life Satisfaction and Present Levels of Job Satisfaction as Related to Selected Work Values

Value	Correlation Coefficient	P	Decision
1. Social Status	.10	.25	Retain
2. Pay	.25	.05	Reject
3. Interesting Work	.42	.00	Reject
4. Relationships	.10	.25	Retain
5. Job Security	.29	.03	Reject
6. Independence	.30	.02	Reject
7. Altruistic	.13	.20	Retain
8. Leadership	.28	.03	Reject
9. Personal Goals	.26	.04	Reject
10. Using Abilities	.38	.01	Reject
11. Working Conditions	.03	.40	Retain
12. Advancement	.13	.20	Retain

The relationships between men vocational educators' general life satisfaction and expected levels of job satisfaction as related to the work values in the Value Inventory of Work Satisfaction are reported in Table 10. A significant relationship exists on the work value of having interesting, challenging, and personally satisfying work. The null hypothesis was rejected for this value and retained for the remaining eleven values. These findings support Feather's (1975) theory that sex-related value differences might be due to cultural and social role differences.

Table 10. Pearson Product Moment Correlation Coefficient on Relationships Between Men Vocational Educators' General Life Satisfaction and Expected Levels of Job Satisfaction as Related to Selected Work Values

Value	Correlation Coefficient	P	Decision
1. Social Status	-.13	.19	Retain
2. Pay	-.02	.45	Retain
3. Interesting Work	.25	.05	Reject
4. Relationships	-.04	.40	Retain
5. Job Security	.11	.25	Retain
6. Independence	.09	.29	Retain
7. Altruistic	-.02	.33	Retain
8. Leadership	.02	.46	Retain
9. Personal Goals	.06	.36	Retain
10. Using Abilities	.03	.42	Retain
11. Working Conditions	-.03	.43	Retain
12. Advancement	-.12	.22	Retain

Table 11 presents data on the relationships between women vocational educators' general life satisfaction and present levels of job satisfaction as related to the values in the Value Inventory of Work Satisfaction. A significant relationship exists for all the work values. Thus, Null Hypothesis 5 was rejected for each of the value variables. This finding supports Sheppard and Herrick's (1972) research that general life satisfaction is closely related to people's level of work satisfaction.

Table 11. Pearson Product Moment Correlation Coefficient on Relationships Between Women Vocational Educators' General Life Satisfaction and Present Levels of Job Satisfaction as Related to Selected Work Values

Value	Correlation Coefficient	P	Decision
1. Social Status	.28	.01	Reject
2. Pay	.25	.02	Reject
3. Interesting Work	.53	.00	Reject
4. Relationships	.34	.00	Reject
5. Job Security	.49	.00	Reject
6. Independence	.55	.00	Reject
7. Altruistic	.54	.00	Reject
8. Leadership	.38	.00	Reject
9. Personal Goals	.52	.00	Reject
10. Using Abilities	.45	.00	Reject
11. Working Conditions	.21	.04	Reject
12. Advancement	.31	.01	Reject

The relationships between women vocational educators' general life satisfaction and expected levels of job satisfaction as related to selected work values are reported in Table 12. A significant relationship

exists for all twelve work values. Therefore, Null Hypothesis 5 was rejected for each of the value variables.

Table 12. Pearson Product Moment Correlation Coefficient on Relationships Between Women Vocational Educators' General Life Satisfaction and Expected Levels of Job Satisfaction as Related to Selected Work Values

Value	Correlation Coefficient	P	Decision
1. Social Status	.28	.01	Reject
2. Pay	.33	.00	Reject
3. Interesting Work	.47	.00	Reject
4. Relationships	.34	.00	Reject
5. Job Security	.54	.00	Reject
6. Independence	.50	.00	Reject
7. Altruistic	.54	.00	Reject
8. Leadership	.41	.00	Reject
9. Personal Goals	.33	.00	Reject
10. Using Abilities	.52	.00	Reject
11. Working Conditions	.36	.00	Reject
12. Advancement	.35	.00	Reject

#### Summary

A high correlation (.76) was found between men and women vocational educators' rank orderings of the twelve work values included in the Value Inventory of Work Satisfaction. A significant difference was found between the two groups' rank orderings on the work value of pay. Men vocational educators ranked pay significantly higher than women. Men and women vocational educators' present level of satisfaction differed only on the values of having interesting work and interpersonal relationships. Men expressed greater satisfaction for both values.

No difference was found between the groups' expected levels of satisfaction in relation to these values.

When comparing participants' work values as a function of sex and/or levels of present and expected work satisfaction, the only sex-related difference was on the value of pay. Women expressed higher levels of both present and expected satisfaction than men. On the basis of levels of present and expected work satisfaction, a significant difference was found for all twelve work values. Vocational educators expect to achieve greater levels of satisfaction in the future than what they presently experience. The variables of sex and levels of satisfaction did not interact.

Men vocational educators' general life satisfaction was found to correlate with present levels of satisfaction on the values of pay, interesting work, job security, independence, leadership opportunity, meeting personal goals, and using abilities. The only significant correlation among male vocational educators' general life satisfaction and expected levels of work satisfaction was on the value of interesting work.

A strong correlation was found on all work values for women vocational educators' general life satisfaction and their present and expected levels of work satisfaction.

## V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study and makes recommendations based upon the findings. Four sections included in this chapter are: summary, conclusions, implications, and recommendations.

### Summary

#### Purpose

A review of literature indicated workers in various occupations differ in their work values, needs, and interests. Findings for one occupational group, therefore, may not be generalizable to others. This research studied the work values and related levels of satisfaction of vocational educators. Little research is available for this specific group. Studies by Blai (1974) and Wolfe (1969) indicate that men and women seek to fulfill different work values. A review of literature failed to provide conclusive evidence as to whether or not men and women achieve different levels of work satisfaction. Chase (1951) found women to be more satisfied with their work than men; Farley (1974) and Hulin and Smith (1964, 1967) found men to be more satisfied.

The purpose of this study was to compare men and women vocational educators in Oregon regarding their present and expected levels of work satisfaction. This work satisfaction is a function related to work values. This study examined the following work values: receiving social status and prestige from your work; receiving adequate pay and



compensation for your effort; having interesting, challenging, and personally satisfying work; having satisfying interpersonal relationships with co-workers and administrators; possessing job security, experiencing independence and personal freedom in your work; being of service to others, being altruistic, or contributing something of importance to society; having leadership opportunity; meeting personal goals through your work; using your abilities, skills, and preparation in your work; having good working conditions, including: both physical and emotional surroundings, as well as rules and policies, under which to work; and, having opportunity to advance in responsibility and authority.

#### Method

This study compared industrial arts and home economics educators in Oregon public schools in relation to their present and expected levels of work satisfaction as related to selected work values. Workers are assumed to experience greater work satisfaction when they are able to fulfill their desired work values. Work values studied in this research were the twelve most commonly included work values in the reviewed work values inventories. Participants were asked to rank order twelve occupational values to compare the degree of importance placed on these values. The Value Inventory of Work Satisfaction was designed and utilized in this study.

Present and expected levels of satisfaction for men and women vocational educators in relation to the selected work values were studied by use of a self-anchoring scale modified from Cantril (1965). The

Value Inventory of Work Satisfaction included an additional item, general life satisfaction, which is often highly correlated with people's level of work satisfaction.

### Findings

Hypothesis One. There will be no relationship between men and women vocational educators' rank ordering of selected work values. A high correlation (.76), which was significant at the .01 level, was found between men and women vocational educators' rank orderings of the twelve work values. A median test revealed a significant difference between men's and women's rank orderings only on the value of pay. When rank ordering twelve values, men ranked pay second in importance while women ranked it eighth.

Hypothesis Two. There will be no difference between men and women vocational educators' present level of job satisfaction as related to each of the selected work values. A significant difference was found between the two groups on interesting work and interpersonal relationships.

Hypothesis Three. There will be no difference between men and women vocational educators' expected level of job satisfaction as related to each of the selected work values. No significant difference was found.

Hypothesis Four. There will be no difference between vocational educators' work values as a function of sex and/or levels of present and expected work satisfaction. The only value shown to differ by sex

was pay. Women are and expect to be more satisfied than men with receiving adequate compensation for their efforts. On the basis of levels of present and expected work satisfaction, a significant difference was found on all work values. All participants expect to achieve greater satisfaction than what they experience at the present. The variables of sex and levels of satisfaction did not interact.

Hypothesis Five. There will be no relationship between general life satisfaction and men and women vocational educators' present and expected levels of work satisfaction for each of the selected work values. Male vocational educators' general life satisfaction was found to correlate with present levels of job satisfaction on the values of pay, interesting work, job security, independence, leadership opportunity, meeting personal goals, and using abilities. The only significant correlation on males' general life satisfaction and expected levels of work satisfaction was on the value of interesting work.

A high correlation was found between women vocational educators' general life satisfaction and their present and expected levels of work satisfaction for all twelve work values. Table 13 presents a summary of findings related to the hypotheses.

### Conclusions

Based on the findings of this study, one may conclude that men and women vocational educators in Oregon seek to fulfill similar work values. A significant difference on the importance placed on fulfillment of these twelve work values exists only on the value of pay. Men

Table 13. Summary of Findings Related to Hypotheses

Hypotheses	Statistical Procedures	Findings
1. There will be no relationship between men and women vocational educators' rank ordering of selected work values.	Spearman Rank Order Correlation Coefficient	A high correlation exists between men and women vocational educators' rank ordering of these twelve selected work values at the .01 level of significance. A significant difference exists between men's and women's rank ordering only on the value of pay.
2. There will be no difference between men and women vocational educators' present level of job satisfaction as related to each of the selected work values.	Student's "t"-Test (Uncorrelated Data)	A significant difference exists between the two groups on the work values of interesting work and interpersonal relationships at the .05 level of significance.
3. There will be no difference between men and women vocational educators' expected levels of job satisfaction as related to each of the selected work values.	Student's "t"-Test (Uncorrelated Data)	No significant difference was found.

Table 13 (continued)

Hypotheses	Statistical Procedures	Findings
4. There will be no difference between vocational educators' work values as a function of sex and/or levels of present and expected work satisfaction.	Two-way Analysis of Variance	<p>On the basis of sex, a difference was found to exist on the work value of pay at the .05 level of significance.</p> <p>On the basis of levels of present and expected work satisfaction, differences existed on all twelve work values at the .05 level of significance.</p> <p>Sex and levels of present and expected work satisfaction did not interact.</p>
5. There will be no relationship between general life satisfaction and present and expected levels of job satisfaction of men and women vocational educators for each of the selected work values.	Pearson Product Moment Correlation Coefficient	Men vocational educators' general life satisfaction was correlated with present levels of work satisfaction for the values of pay, interesting work, job security, independence, leadership opportunity, meeting personal goals, and using abilities at the .05 level of significance.

Table 13 (continued)

Hypotheses	Statistical Procedures	Findings
		Men vocational educators' general life satisfaction was correlated with expected levels of work satisfaction for the value of interesting work at the .05 level of significance.
		Women vocational educators' general life satisfaction correlated with present and expected levels of work satisfaction for all twelve work values at the .05 level of significance.

rated pay as second in importance while women rated pay eighth. Thus, pay is a significantly more important value for these male educators.

Men vocational educators expressed greater satisfaction for the present on work values of interesting work and interpersonal relationships. Since both men and women ranked interesting work as their most important work value, one might assume that men experience greater work satisfaction in general because they are fulfilling their most important work value. The work value of interpersonal relationships was more important to women in the rank ordering of these values, yet men experience higher levels of satisfaction on this value. Therefore, one might conclude that men's higher levels of satisfaction on interesting work and interpersonal relationships reflects greater work satisfaction in general.

Results of the two-way analysis of variance revealed a significant difference in relation to sex for the work value of pay. Since this work value was significantly less important in the rank ordering to women, one might assume that women would be satisfied with less pay.

Men vocational educators' general life satisfaction was significantly related to the work values of pay, interesting work, job security, independence, leadership opportunity, meeting personal goals, and using abilities. Five of these values, interesting work, pay, independence, using abilities, and meeting personal goals were ranked in the top seven values of importance. The work values of altruism and working conditions which were ranked as third and fifth in importance to men were not significantly correlated with general life satisfac-

tion; however, job security and leadership opportunity which were ranked as ninth and eleventh in importance were significantly correlated with general life satisfaction. There appears to be greater difference in the significance placed on work values in relationship to general life satisfaction by men than by women. Women experienced a high correlation between general life satisfaction and all twelve work values for both present and expected levels of work satisfaction. This may indicate there is more differentiation in work values for men than women.

Men's general life satisfaction was correlated with expected levels of work satisfaction only for the work value of interesting work. This work value ranked most important for fulfillment by both groups, but it appears to be significantly more important to men's general life satisfaction and expected levels of work satisfaction than to women's. Men consistently rated interesting work as an important work value. Men ranked interesting work as most important, experienced greater present level of satisfaction for it, and evidenced a significant correlation between general life satisfaction and both present and expected levels of work satisfaction on this value.

The work values significantly correlated with men's general life satisfaction and present levels of work satisfaction were pay, interesting work, job security, independence, leadership opportunity, meeting personal goals, and using abilities. These are closely related to men's social roles.



A sex-related difference was found on the value of pay in both the rank ordering section of this study and the levels of work satisfaction. Men ranked pay significantly higher than women. A sex-related difference exists on the value of pay, as women's means for present and expected satisfaction were significantly higher than men's. The significant difference in the rank ordering for the work value of pay may be due to social roles. These men are probably heads of households while many of the women may be married and working to provide a second income. Women may expect to receive less pay. The United States Department of Labor reports that women do have lower salaries than men; therefore, they may be satisfied with the pay they receive.

#### Implications

While this study did not reveal causes for similarities or differences in men and women vocational educators' work values and levels of work satisfaction, one would assume that some similarities have been caused by educational experiences and some differences have resulted from social roles. These findings indicate that both men and women vocational educators are most concerned with fulfillment of the work value of interesting work. Educational training programs and in-service meetings could be designed to help workers create more interesting work and achieve greater satisfaction from their efforts. Programs might help vocational educators acquire skills and abilities which would allow them to try new educational approaches, use new teaching methods, and bring variety into their work.

Men appear significantly more concerned about pay than women. This may be because they are heads of households. Women's lower concern for pay may be due to social roles and/or because they have lower expectations of being able to receive adequate pay. Vocational education training programs might offer classes in sex-role stereotyping, sex bias and valuing, and/or shared family responsibilities.

Women are more concerned than men about being of service to others and using their abilities. Programs might be designed to help women succeed with their interpersonal relationships in a work environment and/or to more effectively use their own unique abilities and skills in their work. In-services are best designed to help workers fulfill those work values which are most important to them in order to experience work satisfaction.

#### Recommendations

The following recommendations for further research were based on the conclusions of the study:

1. Replicate this study to test for possible sex-related differences in work satisfaction as related to work values for other occupational groups.
2. Further study is needed to clarify possible sex and occupational differences in work satisfaction.
3. Demographic information of years of work experience could be further explored in relation to sex-related differences in work values and job satisfaction.

4. Correlation between general life satisfaction and levels of work satisfaction should be further studied for vocational educators and other occupational groups.

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PLEASE NOTE:

Appendix contains pages with small and light print. Best copy available.

UNIVERSITY MICROFILMS



## APPENDIX

## Appendix A

March 3, 1978

Dear Industrial Arts Teacher:

## VALUE INVENTORY OF WORK SATISFACTION

We would greatly appreciate your help in a study of vocational educators' work values. It is hoped that the results of this research will yield useful information for vocational education programs. Your participation will require only fifteen minutes to complete the following survey. If you would like to receive information on the findings of this study, please write your name and mailing address below:

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All responses are confidential and anonymous. Surveys have been coded for follow-up purposes only.

If you will participate, please complete this survey, fold the instrument so the return address is on the outside, staple, and return the survey to us by March 10th.

If you do not wish to participate in this study, please check the following box, fold, staple, and return this survey. ☐

Thank you for your help and cooperation!

Sincerely,

Redacted for privacy

June Freeman, OSU Graduate Student

Redacted for privacy

Dr. Sharon A. Wallace

Assistant Professor,

Home Economics Education, OSU

Please check appropriate categories:

Sex: ☐ male ☐ femaleYears of work experience: ☐ 1-5 ☐ 6-10 ☐ 11+

## PART I

Directions: To determine the relative importance of selected work values, please Rank Order the following twelve values. Begin by selecting the most important work value to you and place a 1 in front of that value. Next select your second most important work value and place a 2 in front of that value. Continue ranking the values in this manner with numbers 3 through 12. The least important work value to you should have a 12 in front of it. Please use each number only once.

- |   |  |
|---|--|
| <input type="checkbox"/> receiving social status and prestige from your work                              | <input type="checkbox"/> being of service to others, being altruistic, or contributing something of importance to society  |
| <input type="checkbox"/> receiving adequate pay and compensation for your efforts                         | <input type="checkbox"/> having leadership opportunity   |
| <input type="checkbox"/> having interesting, challenging, and personally satisfying work                  | <input type="checkbox"/> meeting personal goals through your work  |
| <input type="checkbox"/> having satisfying interpersonal relationships with co-workers and administrators | <input type="checkbox"/> using your abilities, skills, and preparation in your work  |
| <input type="checkbox"/> possessing job security  | <input type="checkbox"/> having good working conditions, including: both physical and emotional surroundings, as well as rules and policies, under which to work |
| <input type="checkbox"/> experiencing independence and personal freedom in your work                      | <input type="checkbox"/> having opportunity to advance in responsibility and authority   |

## PART II

**Directions:** On the following scales, let 10 represent the greatest possible satisfaction for you and let 1 represent the least possible satisfaction for you. On each scale, place an N at the point where you feel your satisfaction level now is; place an E at the point where you expect your satisfaction level to be in five years. Each scale should have an N and E positioned on it, EXCEPT the last item which will have only an N.

Place an N on the scale where you feel your satisfaction level is now in relation to social status and prestige derived from your work.  
Place an E on the scale where you expect your satisfaction level to be in five years in relation to social status and prestige derived from your work.

1 2 3 4 5 6 7 8 9 10

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Place an N on the scale where you feel your satisfaction level is now in regard to salary and/or compensation received for your efforts.  
Place an E on the scale where you expect your satisfaction level to be in five years in regard to salary and/or compensation received for your efforts.

1 2 3 4 5 6 7 8 9 10

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Place an N on the scale where you feel your satisfaction level is now in terms of having interesting, challenging, and personally satisfying work.

Place an E on the scale where you expect your satisfaction level to be in five years in regard to having interesting, challenging, and personally satisfying work.

1 2 3 4 5 6 7 8 9 10

---

Place an N on the scale where you feel your satisfaction level is now in regard to interpersonal relationships with co-workers and administrators in your present job.

Place an E on the scale where you expect your satisfaction level to be in five years in regard to interpersonal relationships with co-workers and administrators.

1 2 3 4 5 6 7 8 9 10

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Place an N on the scale where you feel your satisfaction level is now in regard to job security.

Place an E on the scale where you expect your satisfaction level to be in five years in regard to job security.

1 2 3 4 5 6 7 8 9 10

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Place an N on the scale where you feel your satisfaction level is now in terms of having independence and personal freedom in your present job.

Place an E on the scale where you expect your satisfaction level to be in five years in terms of having independence and personal freedom in your job.

1 2 3 4 5 6 7 8 9 10

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Place an N on the scale where you feel your satisfaction level is now in terms of helping others, being altruistic, or in contributing something of importance to society.

Place an E on the scale where you expect your satisfaction level to be in five years in terms of helping others, being altruistic, or in contributing something of importance to society.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_

Place an N on the scale where you feel your satisfaction level is now in regard to expressing your leadership ability.

Place an E on the scale where you expect your satisfaction level to be in five years in regard to expressing your leadership ability.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_

Place an N on the scale where you feel your satisfaction level is now in being able to meet your personal goals through your work.

Place an E on the scale where you expect your satisfaction level to be in five years in being able to meet your personal goals through your work.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_

Place an N on the scale where you feel your satisfaction level is now in using your abilities, skills, and preparation in your work.

Place an E on the scale where you expect your satisfaction level to be in five years in using your abilities, skills, and preparation in your work.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_

Place an N on the scale where you feel your satisfaction level is now in terms of having good working conditions, including: both physical and emotional surroundings, as well as rules and policies, under which to work.

Place an E on the scale where you expect your satisfaction level to be in five years in terms of having good working conditions, including: both physical and emotional surroundings, as well as rules and policies, under which to work.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_

Place an N on the scale where you feel your satisfaction level is now in terms of having an opportunity to advance or move toward a position with more responsibility and authority.

Place an E on the scale where you expect your satisfaction level to be in five years in terms of having an opportunity to advance or move toward a position with more responsibility and authority.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_

Place an N on the scale where you feel your satisfaction level is now with life in general.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_

HOME ECONOMICS EDUCATION DEPARTMENT

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