

AN ABSTRACT OF THE THESIS OF

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SATISFACTION AMONG COLLEGE STUDENT PERSONNEL

WORKERS

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Abstract approved: _____

This study was undertaken to examine the relationships which exist between the work values and job satisfaction characteristics of college student personnel workers in the states of Oregon, Idaho, Montana and Washington. Work values are viewed as characteristics desired on an ideal job and job satisfaction characteristics are those factors being experienced on the present job.

Specifically, the study was designed 1) to survey the work values, job satisfaction characteristics, and amounts of overall job satisfaction among 150 college student personnel workers in the Northwest, 2) to determine the effects of age (under 30 years, 30-40 years, and over 40 years), sex and years of experience (under 5, 5-10, and over 10 years on the present job) on the work values and job satisfaction characteristics of the population, and 3) to determine

the significance of the relationship between the work values of Independence, Achievement and Way of Life on comparable job satisfaction characteristics.

A random sample was selected from the Directory of the Northwest College Personnel Association. One hundred and one, or 67.3% of the population participated by completing a Biographical Questionnaire, Super's Work Values Inventory (WVI) and the Minnesota Satisfaction Questionnaire (MSQ).

Three hypotheses, stated in the null form, required a test of the relationship between work values, job satisfaction characteristics and overall job satisfaction, and the independent variables of age, sex and years of experience. A three-way analysis of variance was computed to test these hypotheses.

Three null hypotheses dealt with the relationship between the work values of Achievement, Independence and Way of Life on comparable job satisfaction characteristics. A multiple regression analysis was computed to test these hypotheses.

As a result of the hypothesis testing, it was concluded that the men in the population experienced greater amounts of Social Status on their jobs than women. There were no significant differences in job satisfaction characteristics based on age or years of experience. Men in the sample placed a significantly greater weight on the work value of Creativity than women, though Creativity was not a priority

value in rank order for the majority of either group. Younger workers (under 30) valued Surroundings to a significantly greater extent than did older workers. No significant differences were found in the amounts of overall job satisfaction based on age, sex or years of experience. No significance was found in the relationship between the work values of Independence and Achievement and the same job satisfaction characteristics, among those highly satisfied on the job, but a significant positive relationship of .048 was determined to exist between Way of Life and Moral Values for those highly satisfied in their work (overall job satisfaction at the 80th percentile).

Since the mean score for the population on overall job satisfaction, a composite of the 20 characteristics measured by the MSQ, was the 70th percentile it was concluded that the majority of college student personnel workers in four Northwest states were generally well satisfied in their present jobs.

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RELATIONSHIPS BETWEEN WORK VALUES AND JOB
SATISFACTION AMONG COLLEGE STUDENT
PERSONNEL WORKERS

I. INTRODUCTION

Rationale for the Study

This research was undertaken for three specific reasons: to determine the work values and job satisfaction characteristics that are held by a specific population sample, to extend the research presently available in college student personnel work, and to gain a more extensive personal knowledge regarding work values and job satisfaction.

No attempt was made in this research to discover whether satisfied workers were productive, but an assumption was made that satisfied workers were more preferable on a job than workers who were not satisfied. Further, it was assumed that if people understood what factors contribute to their satisfaction in a work setting, they would tend to seek jobs that would provide those factors.

Statement of the Problem

There has been little research conducted regarding the college student personnel specialist as a worker. A recent United States

Department of Labor study (1974) stated that a person with a graduate degree at age 25, can expect to spend at least 75, 000 hours or the better part of 40 years in paid work experience. It was a basic assumption of this researcher that it is good for college student personnel workers to be at least minimally satisfied in their work. A knowledge of the work values and job satisfaction characteristics that they possess should contribute to their ability to select positions which meet those values and characteristics.

This study will provide a vehicle by which college student personnel workers may assess the relationship between their work values and job satisfaction characteristics.

The broad goals of this research were:

1. To extend the research presently extant on the college student personnel specialist as a worker;
2. To identify the work values, job satisfaction characteristics and overall job satisfaction of a random sample of student personnel workers, employed by 44 institutions of higher education in 4 northwestern states;
3. To compare the dependent variables of specific work values, job satisfaction characteristics and overall job satisfaction of college student personnel workers using, sex, age and years of experience as independent variables;
4. To compare the relationship between the specific work

values of Independence, Achievement and Way of Life as measured by the Work Values Inventory, with similar characteristics measured by the Minnesota Satisfaction Questionnaire. These instruments were self-administered by the college student personnel worker sample.

With the achievement of the above four goals, additional information will be added to the research on college student personnel work. Further, through the use of the Work Values Inventory and the Minnesota Satisfaction Questionnaire, described in Chapter III, students contemplating a graduate training program in college student personnel work may be able to assess their own career goals more effectively. If, for example, this research results in a commonality in ranking certain work values and job satisfaction characteristics among those already engaged in the work of student personnel, potential trainees will have data with which to compare their work values and job characteristics.

Significance of the Study

This study is intended to extend the research on the student personnel worker as a person, with values, ideals, and job expectations that contribute to his or her life as a worker. Further contributing to the need for this study is Thompson's statement (1963) that an understanding of the factors that contribute to job satisfaction

can have an important and lasting effect upon success and satisfaction in the major areas of life.

Much of the literature that presently exists concerns the various publics served by student personnel workers. Such studies include attitude and opinion surveys of students on resident life, food, social life and drug abuse. Also researched have been attitude and opinion surveys among college faculties, administrative staffs and parents of the services provided and/or the services needed by students in college.

In achieving the goal of recognizing the individual in student personnel work as a person/worker, it is anticipated that this research will suggest answers to the following questions:

Do older workers share common work values with younger workers?

Do men differ in their ideal work values from women?

Do student personnel workers with longer tenure on the job differ in work values from those recently hired?

Are older or younger workers more satisfied in their work?

Are males or females more satisfied (overall) in their work?

Are those with longer tenure on the job, more satisfied (overall) than those recently hired?

Do college student personnel workers with longer tenure on the job, experience different job satisfaction characteristics than

those with less experience?

Do men and women differ in the characteristics that satisfy them on the job?

Are older workers satisfied by different job characteristics than younger workers?

Several research projects which support a need for this study include the following: In his study of job satisfaction among community college student personnel workers, Norman (1975) suggests that while his research was concerned with age and experience factors in overall job satisfaction, future studies should concentrate on specific job satisfaction characteristics. Dye (1975) found a significant relationship between age and need fulfillment in job satisfaction, but her study did not address itself to the variables of sex and years of experience, or with individual job satisfaction characteristics. Ohanesian (1974) studied the opportunities for job satisfaction among college student personnel workers. Her independent variables were sex, age, salary, length of service, and position. The present research will address the actual job satisfaction characteristics currently experienced by student personnel workers in their present jobs, compared to work values that they may hold if they were to select an ideal job. The assumption was made that the present job might not be their ideal job, if they had the necessary

conditions for free choice.

Limitations of the Study

Diversity of work responsibilities among college student personnel workers precludes the opportunity to suggest that most college student personnel workers perform similar tasks. This diversity will affect the characteristics found satisfying in various student personnel jobs.

The sexist language of the Minnesota Satisfaction Questionnaire on questions 30, 50, 70, 90 and 95 could affect the results.

If the majority of the respondents hold administrative positions they may not be representative of the entire spectrum of student personnel workers.

Definition of Terms

College student personnel workers: those persons holding such paid positions inclusive of but not limited to, deans of students, directors of housing, directors of financial aid, counselors, union managers, directors of admissions or registrars and assistants and associates of the above titles.

Work: that activity calling for the expenditure of effort toward some definite achievement, goal or outcome. Monetarily paid or not, difficult or easy, it is effort expended toward a

particular end.

Job satisfaction (overall): That sense of positive feeling that persons feel toward the paid work activity that they perform.

Work value: an ideal goal which motivates a man or a woman to work and which might be achievable in an ideal job.

Work values: specific terms referred to in the Work Values Inventory which are defined specifically in Chapter III. They include Altruism, Achievement, Independence, Intellectual Stimulation, Prestige, Management, Security, Surroundings, Supervisory Relations, Associates, Way of Life, Variety, Creativity, Economic Returns, and Esthetics.

Job satisfaction characteristics: terms used in the Minnesota Satisfaction Questionnaire which are specifically defined in Chapter III. They include Ability Utilization, Achievement, Activity, Advancement, Authority, Company Politics and Practices, Compensation, Co-workers, Creativity, Independence, Moral Values, Recognition, Responsibility, Security, Social Service, Social Status, Supervision-Human Relations, Supervision-Technical Knowledge, Variety and Working Conditions.

College student personnel specialist: persons employed in areas of college student personnel work, i. e., union management, admissions, counseling, housing activities, all of which require

specialized training. In many instances, the terms worker and specialist are used interchangeably in this study.

II. REVIEW OF RELATED RESEARCH

Overview

This chapter briefly views the history of work in general, explores the field of college student personnel work, and reviews the research on job satisfaction and work values. The section specifically examines work values and job satisfaction characteristics as those relate to college student personnel workers and as those characteristics relate to the variables of age, sex, and years of experience. The chapter concludes with a summary of the research on job satisfaction to the present.

The History and Meaning of Work

In the classical societies of Greece and Rome, according to Tilgher (1962) "work had a meaning! It was a curse, nothing less. The Greeks word for work had the same root as their word for sorrow--and slavery was instituted to relieve the citizen of the curse of work" (p. 12).

Gilbert Wrenn in Borow (1964) states that,

the meaning of work during the first years of the history of this country derived from two sources, one social and one religious. The social derivation of work as worthwhile, as possessing some virtue, is easy to understand. The "common man" in the feudal society of western Europe had only work as a basis of dignity. At a time when blood and

land were the qualifications offered by the nobility, work and the product of work became an opposed virtue. It was available to all who had nothing but brain and muscle. If a man produced--worked--he had dignity even if his blood, possessions, culture, and morals were at a low ebb. (p. 25)

Luther, in Borow (1964) states "work is carrying out God's purpose in life" (p. 26) and Calvin, in Borow (1964) states "work is required of man by God" (p. 26) set the tone for the protestant ethic which dominated work in this country for over two centuries.

Max Weber (1930) wrote of the protestant ethic of work, based on the religious premise that work is good for man's soul. Wrenn (1964) traced the various influences on the view of work, since Weber, which have included the advancement of the use of psychological tests, the attention paid to vocational guidance and the influence of Freud on mental health. Blocher (1973) contended that the psychological aspects of people's relation to work has become increasingly a determinant of the values through which people involve themselves in work. For the purpose of this research, it will be necessary to expand somewhat on the definition of work offered in Chapter I. It is the belief of the researcher that work is a method by which many men and women organize their lives in a psychologically meaningful and self-fulfilling way. This definition may be shared by at least some of the student personnel worker participants in this study. On the other hand, Warnath (1975) indicated that personal fulfillment in jobs is more mythical than real for the great mass of

workers. Many of the research studies support Warnath's conclusion (Kornhauser, 1962; Strauss, 1975; Wilensky, 1961) when referring to a larger group of workers than those involved in student personnel work, the population for this project. A definition of job satisfaction, with which this researcher concurs is Reeves (1975) who calls it "psychic income."

Work, then, in American life, is not a new phenomenon. The next section will examine that specific classification of workers which constitutes the population for this research.

College Student Personnel Services

A description of what student personnel workers do in their work is necessary to understand this project.

The diversity of services provided by student personnel workers is found in a list of the specific student personnel responsibilities in Fitzgerald, Johnson and Norris (1970). They include the following:

- a. Regulation of student conduct,
- b. Student records,
- c. Orientation to college of new students,
- d. Housing on and off campus,
- e. Extracurricular activities,
- f. Social and cultural organizations,
- g. Admission services,
- h. Financial aids services,
- i. Counseling services,

- j. Health services,
- k. Placement services, and
- l. Foreign student services.

Is college student personnel work a profession? In order to differentiate among the voluminous studies of job satisfaction which examine all levels of work, it was assumed from the above description of services and the education necessary to perform them, that college student personnel work is an occupation "on the way to becoming a profession" (Mueller, 1961, p. 106). Therefore, only studies of job satisfaction relating to professional workers will be discussed. Campbell (1976), in a study of college students' perceptions of the professional status of student personnel workers, stated that "the student responses did not show conclusively that student personnel workers had attained a high degree of professional status or should be regarded as professionals" (p. 51).

Williamson (1975) writes of the profession of college student personnel as being only 30-35 years of age. Berry (1976), in a recent review of the literature regarding the state of student personnel work or student affairs as she labels the field, contends that the profession is constantly facing the challenge of change. Like Berry's study, much of the literature focuses on the turmoil and conflict extant in student personnel work (Crookston, 1975; Lewis, 1973; Williamson, 1975). Will this turmoil and conflict have any impact on the study of work values and job satisfaction? At this

time, and in this study, there is no method of answering that question.

Schaffer (1973) stated that before student personnel staff can contribute to institutional effectiveness, the staff must clarify the roles of its members and establish open relationships with component parts of the institution. Certainly, a knowledge of the expectations of the institution on the workers' role could reflect on the satisfaction which the worker would or could gain from his or her job.

Job Satisfaction

One of the most comprehensive studies of job satisfaction was conducted by Wilensky in 1961. He used a scale of overall job satisfaction, measuring workers in all categories, i. e., professional, semi-skilled, unskilled, technical, managerial, clerical, and service. His purpose at the time was to compare the overall job satisfaction of individuals who worked with data or ideas, those who worked primarily with people and those whose major work activities involved things or objects. On a possible scale of 100, the people workers received the higher job satisfaction scores, university professors scored the highest, 93, followed by firm lawyers, school superintendents, various types of scientists and independent lawyers, with secretaries at the middle of the satisfaction scale with a score of

50 and unskilled auto workers with the lowest score on satisfaction, 16 out of a possible 100.

In a review of the literature on job satisfaction during the 1966-1967 years, the twenty-fourth in a series on job satisfaction listed in the Personnel of Guidance Journal (Hurley, Pallone, Rickard, 1967) listed 103 studies on job satisfaction. None related to work values as predictors, correlates or consequences of job satisfaction, although 52 other variables were used as comparative bases. There were also no studies involving age, sex, or years of experience.

In the studies reviewed by Hurley, et al., (1967), the major conclusions included the following:

a) There remains insufficient evidence to support the Herzberg theory of job satisfaction (motivators) and job dissatisfaction (hygiene factors); therefore the Herzberg theory is not used in this study.

b) Relationships between job satisfaction and social and psychological needs remains unclear.

c) There is little evidence to indicate that job dissatisfaction leads to job or career change.

In the compilation of research studies on job satisfaction, the authors (Connors, Robinson, and Whitacre, 1965) concluded that of the 52 research studies investigated dissatisfaction among workers at all levels studied (unskilled to professional) had remained a

constant 13% in 10 years. According to Hoppock (1975), the highest percentage of overall job dissatisfaction recorded in any major study since 1935 was 20%. Hoppock (1935) described job satisfaction as "any combination of psychological, physiological or environmental circumstances that causes a person truthfully to say 'I am satisfied with my job'" (p. 16).

Job Satisfaction Among Professional Workers

There are several examples of studies of job satisfaction limited to those workers in professional occupations. No determination is made or suggested that job satisfaction characteristics of professionals will differ from the satisfactions experienced by those workers in occupations at other levels, such as technical, clerical, skilled or unskilled. But, because the work activities among levels vary greatly, an assumption is made, based on similar amounts of education and training, that studies of job satisfaction of other professionals will have relevance for the persons engaged in student personnel work.

Cohen (1974), while investigating the relationship between occupational needs and job satisfaction, found that office education coordinators had a need to experience feelings of accomplishment in their work. They tended to be most satisfied with activity, creativity and supervision. There appeared to be a higher degree of job

satisfaction among older workers in the population studied.

Washington (1974) compared the job satisfaction of black school principals in New Jersey with job satisfaction of white school principals. He found that white school principals were more satisfied with their jobs. While this study does not contain research on the relationship of race to the job satisfaction of student personnel workers, it is possible that ethnic origin or race could be related to job satisfaction.

Hinrichs (1968) concluded that,

global measures of job satisfaction have not until now been outstandingly useful research tools. While they can play a role as broad indices, there is an evident need for further and more intensive research on the specifics, the components that contribute to overall job satisfaction rather than attempting to utilize a global concept of general job satisfaction (p. 502).

For this reason, overall job satisfaction and specific components of job satisfaction are examined separately in this research.

For the study described here, it does not suffice to know how well satisfied college student personnel workers are on the job. It is necessary to know what factors contribute to job satisfaction and to what degree. One of the more comprehensive studies of specific job satisfaction characteristics as they relate to professional and managerial level positions was conducted by Ronan (1970). Ronan isolated 68 specific job satisfaction characteristics of professionals and managerials. He compared these to the job satisfaction

characteristics of salaried and hourly wage earners.

Of the 1,311 responses from managers and professionals, the characteristics to be measured in this research that were found to rank among the top 10 (of the 68 measured) of Ronan's research included: Prestige of Job, Opportunity for Advancement, Treatment of Employees, and Recognition of a Job Well Done. These four characteristics are measured in this study.

While not a limitation of this study, a concern is expressed that some authors view job overall satisfaction as a combination of many different components. Research using a variety of instruments may not be measuring the same aspects of job satisfaction. Evans (1971) cautioned researchers to eliminate such factors as aspiration level, importance of the job, and attainment level from the development of any measure of job satisfaction. Armstrong (1971) suggested that overall job satisfaction cannot be measured by itself. He stated that the variables used to achieve a composite for overall job satisfaction need to be separated into content and context factors. Armstrong further stated that such factors as achievement and responsibility are content related, and that security and pay are context factors. Armstrong's research further concluded that while overall job satisfaction for professionals has received considerable attention, the individual characteristics which must be separated into content and context factors, "have been studied only infrequently

in job satisfaction research" (p. 58).

Work Values

In a study of comparative work values among priests, psychiatrists, psychologists, teachers, lawyers, and engineers (Normile, 1967), it was discovered that teachers had a lower value for intellectual stimulation than psychiatrists, lawyers, and engineers; that priests and psychiatrists had a higher value for altruism than all other groups; that teachers value security higher than psychiatrists or psychologists.

Work Values and Job Satisfaction

Shah (1969) researched the relationship between job satisfaction and work values. With workers in India as his population sample, he concluded that:

1. The amount of overall job satisfaction will vary with the extent to which specific work values are perceived to be satisfied in work.

2. The higher the ranking on specific work values the more closely these values should be achieved in work.

3. The relationship between work values satisfaction and overall job satisfaction is a function of the extent to which work is expected to satisfy certain specific values.

Shah selected the Super Work Values Inventory (1967) as the most adequate instrument to measure work values, based on its timeliness and the qualities Shah wished to evaluate. The Work Values Inventory, described further in Chapter III, was developed as a result of Super's Self-Concept Theory (Super, Jordaan, Starishevsky, Matlin, 1963) and of the Career Pattern Study at Columbia University (cited in Super, Crites, Hummel, Moser, Overstreet, and Warnath, 1957).

In a study related to Shah's, Schaffer (1953) researched the relationship between overall job satisfaction and the satisfaction of various values which, by description, match the characteristics called values by Super (1967). Those values include Achievement, Creativity and Independence. Schaffer's (1953) work investigated his theory that job satisfaction is positively associated with the degree of congruence between job characteristics or conditions and the values of the worker.

One of the purposes of this research is to test the relationship, if any, which may exist between certain work values and job satisfaction characteristics. Stone (1976) researched work-related values and their moderating effect on job satisfaction. Stone's research was the first study encountered in the literature which referred to work values as relatively inseparable from the protestant work ethic. As a result, his research tested the presence of a protestant ethic (PE)

and that a combination of work-related-values (WRV) and protestant ethic would affect the job satisfaction among 594 workers in 13 different level jobs. He concluded that the protestant ethic, which was the basis of work-related values, had no moderating effect on job satisfaction. Stone's (1976) work made several references to the prior research of Blood (1969) which at first glance appeared significantly related to the research contained herein. In comparing work values and job satisfaction, Blood's research also concentrated on the protestant work ethic. Friedlander and Margulies (1969) researched the relationship between work values and job satisfaction. They conducted their study in terms of the effect of work values on job satisfaction. They included organizational climate as a variable in their study. Friedlander and Margulies (1969) concluded that workers who highly value their work "as a primary opportunity for self-fulfillment," (p. 182) need a work climate that is task-oriented, as opposed to "interpersonal relationship or advancement-oriented" (p. 178).

Norman (1975) studying college student personnel workers at community colleges in the state of Washington sought to determine the relationship of education, age, sex, responsibility, and salary to overall job satisfaction. However, he included in his study a separate factor for effectiveness on the job. Unfortunately, from this researcher's viewpoint, the effectiveness was measured by a self-report instrument as opposed to a supervisory or at least

"other person" report. Norman concluded that student personnel workers have a "positive job satisfaction index significant at the .05 level" (p. 152). However, he also found negatively significant relationships between job satisfaction and effectiveness. His data supported positive findings between age and years of experience, i. e., the older the person, the more experience they tended to have at the same job and the more satisfied they were.

The major criticism of Norman's study is the fact that it concentrated heavily on the personal effectiveness category which was adversely affected by self-report and subjectivity, two features which may be synonymous.

Dye (1975) in a study of need fulfillment and satisfaction, concentrated her research on administrators of student personnel in land grant and public universities. Her population sample included vice chancellors, vice presidents, and deans. Her instrument, Porter's Need Fulfillment Questionnaire, was designed for managers and based on Maslow's hierarchy of needs. She concluded that among her population security needs were fulfilled to the greatest extent and social needs to the least extent. Dye (1975) also concluded that older administrators tended to have more needs fulfilled than younger administrators.

Ohanesian (1974) conducted research to determine the relationship between opportunities for job satisfaction among college student

personnel workers and the variables of age, sex, position, and salary. She concluded that there is a significant positive relationship between the opportunities for job satisfaction and position. The higher or more powerful the position, the greater the job satisfaction. Ohanesian (1974) also found that the higher the salary, the greater the opportunities for job satisfaction.

Job Satisfaction and Sex

In 1974, Blai reported in the Journal of the National Association of Women Deans, Administrators and Counselors on the job satisfaction and work values for women as a result of a study conducted by Wolfe (1969). Blai reported that the college educated woman desires to contribute her skills and talents to the economy, not only for financial reward, but to reap the psychological rewards that accrue from achievement, recognition and service to society.

The 2,000 women Wolfe studied and the results reported by Blai (1974) did not seek control of other workers, male or female; frequently they sought to avoid this responsibility. Women tend, says Wolfe, to shy away from situations calling for the exercise of leadership, organizing activities and feeling important. Contrary to popular belief, according to Wolfe, economic reward for work is rated very low in the opinion of most women. Table 1 indicates the results of two separate studies by Wolfe (1969). In one study,

females only were the subjects, whereas in the second study (1969) males and females were considered together.

Since leadership and ability to manage, organize and direct are implied qualities expected of all top managers, the Wolfe study has implications for the research undertaken here. If the results on females in this study replicate the results of the Wolfe study, as reported by Blai, then it is unlikely that many would seek the key roles in student personnel management and administration that should be increasingly available to them.

Table 1. Work Values (Psychological Needs Rankings) - Wolfe, 1969.

<u>Study #1</u> Female (<u>N</u> = 1871)	Value/Needs	<u>Study #2</u> Male ^{a/} /Female (<u>N</u> = 470)
1st	Mastery-achievement	6th
2nd	Social	5th
3rd	Interesting activity	1st
4th	Independence	7th
5th	Economic	2nd
6th	Dominance-recognition	10th
	Self-actualization ^{b/}	3rd
	Social service ^{c/}	4th

^{a/} 80% male

^{b/} The need for self-fulfillment; striving to be what one believes one is capable of being.

^{c/} The need for nurturance; to help others, particularly those in less fortunate circumstances.

Reeves (1975) conducting research on the job satisfaction of administrative women in higher education, concluded that job satisfaction does not come automatically with an important title on the door.

Hulin and Smith (1964) conducting research on sex differences in job satisfaction at all work levels, cited contradictory conclusions reached by earlier researchers. Prior to their experiment, conducted with 295 males and 163 females, they could find "no neat cogent statement of the relationship between sex and job satisfaction" (p. 88). As a result of their study, Hulin and Smith (1964) found females to be significantly less satisfied than males.

Saleh and Lalljee (1969) conducted a study of job orientation which, by description, is synonymous to satisfaction, where age, education and job levels are controlled factors. They concluded, among 259 males and 143 females, first level and second level managers in a service-oriented organization, "that there are no significant differences in job orientation (satisfaction) between males and females" (p. 469). They further suggest, when considering intrinsic (the work itself) and extrinsic (pay) values in work, there is no difference between males and females.

Wolfe's (1969) study shown in Table 1 on the work values of women used a self-developed work values scale and Super's (1957) five-fold female work classification and concluded that women tended

to place the highest emphasis on a mastery-achievement value. The higher the socioeconomic background of the women, the less value they tended to place on economic rewards. The need for work to provide independence seemed greatest in women who held administrative positions. Dominance-recognition was a value highly sought in executive jobs and less so in jobs at a lower echelon of power and control. Hull (1974) in a study of job satisfaction as it related to male and female elementary school principals concluded that female principals tended to experience greater overall satisfaction than did their male counterparts.

Job Satisfaction, Age and Job Tenure

Figler (1974) conducting research on the relationship of organizational climate on the job satisfaction of elementary school teachers concluded that younger teachers reported more satisfaction with their work than older teachers. Conversely, Cohen (1974) in determining the relationship between occupational needs and job satisfaction concluded that there appeared to be a greater amount of satisfaction among older office education coordinators.

In studying the relationship of the variables of age and tenure (time in the job), Hunt and Saul (1975) discovered that older males were more satisfied with their jobs regardless of tenure. Just the opposite held true for females.

Kuhlen and Johnson (1970) discuss the research involved in changing values with increasing adult age. In a study of single women, married women and married men, the authors were concerned with the age at which thoughts of retirement tend to come into a person's life. The implication for job satisfaction was evident in that those who tended to be most satisfied with their jobs thought of retirement as a reality later in life than those who were not as satisfied. The Kuhlen and Johnson study may have some impact on the present study from an information gathering aspect, since one of the questions asked by the Biographical Questionnaire dealt with the participant's opinion of an ideal retirement age for him/her.

In the Dye (1975) study, cited earlier in this chapter, the only demographic variable which appeared to be significant was that age was found to be positively related to need fulfillment, i. e., the older the worker, the higher the need fulfillment. In what would appear to be a common sense conclusion, Norman (1975) discovered that the older the college student personnel worker, the more experience in student personnel work he or she tended to have. In both instances the older and more experienced, the greater the amount of job satisfaction.

In a study that appears to relate to all of the independent variables of this project, Hunt and Saul (1975) arrived at several significant conclusions.

In a survey of white collar workers, age and tenure had positive, linear relationships to overall job satisfaction. Age had a stronger relationship with satisfaction in males than tenure; the reverse held for females. When six facets of satisfaction were examined, the relationships with age and tenure became more complex. (p. 690)

The authors finally concluded that,

the research has highlighted the impracticality of attempting to develop conclusive statements of the relationship between criteria of job satisfaction and employee age and tenure in any organization. (p. 701)

Because tenure in a job, or years of experience in the same position is so closely related to age, both of those independent variables for this study were researched together. Therefore, there will be no separate section relating to job satisfaction and years of experience.

Summary

Finally, in a scholarly review of research on job satisfaction, conducted by the United States Department of Labor, the reviewers concluded in the Vocational Guidance Quarterly (1975) that:

In spite of public speculation to the contrary, there is no conclusive evidence of a widespread, dramatic decline in job satisfaction Younger workers are less satisfied with their jobs than older workers Women workers, by and large, are no less satisfied with their jobs than men . . . and that, because the "average" American worker appears to seek many things simultaneously . . . from each job, there may be no one way to increase job satisfaction. (p. 112)

III. METHODOLOGY AND DESIGN

Population

The population for this research was randomly selected from the 1974-75 membership Directory of the Northwest College Personnel Association. The membership in the Directory originally totaled 1, 121. The following were eliminated prior to the process of randomization:

a) All community college personnel, since the study concentrates on student personnel staff in four-year institutions. Four-year institutions were preferred because they offer a broader spectrum of services in student personnel work, such as resident living programs, and other aspects of student development beyond the classroom.

b) Individuals whose job title implied that their responsibilities may not exist directly in the category of student personnel work.

Those job titles included directors, coordinators of, or workers in the following:

Religious education	Veteran's affairs
Interim facilitator	Learning skills center
Intercollegiate athletics	Campus security
Career internship	Lifelong learning
Study abroad	Food services
Alumni liaison	Conference and scheduling
All health services, nurses, physicians and therapists (physical-occupational)	

Intramurals	Safety
Sports life	Job development
Christian life	Provost for operation

A random set of numbers from Blommers and Lindquist (1964) was assigned to the remaining 577 numbers. Every individual whose number ended in zero through nine, in that order, was selected until a population of 150 was achieved. The invited participants represented 44 private and public four-year colleges and universities in the states of Idaho, Montana, Oregon and Washington.

Data Collection Procedure

A mail questionnaire was used to collect the data.

First Mailing - April 27, 1976, included:

- a) Letter of introduction and invitation to participate in the study (Appendix A).
- b) Explanation and instructions to participants for two mailings (Appendix B).
- c) Biographical Questionnaire (Appendix C).
- d) Copy of Minnesota Satisfaction Questionnaire (Appendix D).

Second Mailing - May 10, 1976.

This mailing was sent to 25 non-responding participants, as reminders of invitation.

- a) Letter requesting response to invitation (Appendix E).
- b) Self-addressed postcard for response to question "Do you plan to participate?" (Appendix F).

Third Mailing - May 20, 1976.

- a) Letter of appreciation to participants for cooperation in the study thus far (Appendix G).
- (b) Copy of and instruction for the Work Values Inventory (Appendix H).

Criteria for Instrument Selection

Selection of the Work Values Inventory and the Minnesota Satisfaction Questionnaire was based on the following criteria:

1. Objective ratings assigned to both instruments by individuals reporting in Buros' (1972) Seventh Mental Measurements Yearbook.
2. Comparability of values and characteristics measured by the instruments in terms of closeness of fit as defined in the instruments' manuals.
3. Practicability for use in this study, i. e., length of administration time and understandability of instructions.
4. Knowledge of and past experience with both instruments by the researcher.
5. Similar method of response (5-level forced choice) by participant.

Other Instruments Considered

There were several other instruments considered for the study. Of the possible work values surveys, those examined included the Survey of Work Values, which was rejected because it lacked sufficient construct validity, and because it dealt with only six factors. The Ohio Work Values Inventory lacked sufficient reliability and validity. It also, has not yet been standardized.

The Minnesota Importance Questionnaire at first seemed acceptable to the study. However, it tended to duplicate many of the descriptors of the Minnesota Satisfaction Questionnaire which had already been selected for the job satisfaction instrument.

Armstrong (1969) developed two instruments that were considered for the study. They were the Job Factor Importance Scale (JFIS) and the Job Factor Satisfaction Scale (JFSS). However, these instruments were concerned more with the impact of the protestant work ethic on values and satisfactions than was intended for this study.

Three instruments which were rejected primarily for their obsolescence were Job Satisfaction Blank (Hoppock, 1935), Index of Job Satisfaction (Brayfield, 1951), and SRA Employee Inventory (1947). Finally, Fielders' (1965) Overall Job Satisfaction Index was rejected because it lacked specificity in discriminating the characteristics that lead to job satisfaction.

As a result of the above search for appropriate instruments, the Work Values Inventory and the Minnesota Satisfaction Questionnaire were selected. They appeared to be the most appropriate instruments to meet the criteria established for use in this research.

Description of Instruments

Minnesota Satisfaction Questionnaire (MSQ)

The Minnesota Satisfaction Questionnaire is a result of a study at the University of Minnesota which began in 1957, and is known as the Work Adjustment Project. Hereafter it will be referred to as the MSQ.

The long form MSQ is a 100-item questionnaire. Each item refers to a reinforcer in the work environment. The respondent indicates how satisfied he/she is with the reinforcer on his/her present job. The five response alternatives include "Very dissatisfied; dissatisfied, neither; satisfied; very satisfied."

The following characteristics are those satisfaction items that are measured by the MSQ.

1. Ability utilization. - The chance to do something that makes use of my abilities.
2. Achievement. - The feeling of accomplishment I get from my job.
3. Activity. - Being able to keep busy all the time.

4. Advancement. - The chances for promotion on this job.
5. Authority. - The chance to tell other people what to do.
6. Company Policies and Practices. - The way company policies are put into practice.
7. Compensation. - My pay and the amount of work I do.
8. Co-workers. - The way my co-workers get along with each other.
9. Creativity. - The chance to try my own way of doing the job.
10. Independence. - The chance to be left alone on my own on the job.
11. Moral Values. - Being able to do the things that do not go against my conscience.
12. Recognition. - The praise I get for doing a good job.
13. Responsibility. - The freedom to use my own judgement.
14. Security. - The way my job provides for steady employment.
15. Social Service. - The chance to do things for other people.
16. Social Status. - The chance to "be somebody" in the community.
17. Supervision. - Human relations; the way my boss handles his/her people.
18. Supervision. - Technical; the competence of my supervisor in making decisions.
19. Variety. - The chance to do different things from time to time.

20. Working Conditions - The conditions under which I work.

21. General Job Satisfaction. - How I like my job.

Reliability of the MSQ

Data on the internal consistency reliability of the MSQ according to Weiss, Davis, England and Lofquist (1965) as estimated by Hoyt's analysis-of-variance method are summarized in Table 2. The table represents 3,734 professional workers in 27 groups.

Table 2. Median and Range of Hoyt Reliability Coefficients for 27 Normative Groups of Professional Workers by MSQ Scale

Scale	Highest	Median	Lowest
1. Ability Utilization	.97	.91	.79
2. Achievement	.91	.84	.73
3. Activity	.92	.86	.71
4. Advancement	.96	.93	.87
5. Authority	.92	.85	.66
6. Company Policies and Practices	.93	.90	.80
7. Compensation	.95	.91	.82
8. Co-workers	.93	.85	.67
9. Creativity	.92	.87	.72
10. Independence	.81	.85	.73
11. Moral Values	.93	.81	.92
12. Recognition	.96	.93	.84
13. Responsibility	.89	.78	.66
14. Security	.87	.80	.64
15. Social Service	.95	.89	.73
16. Social Status	.92	.79	.71
17. Supervision--Human Relations	.95	.89	.75
18. Supervision--Technical	.94	.86	.71
19. Variety	.97	.89	.59
20. Working Conditions	.97	.89	.80
21. General Job Satisfaction	.95	.88	.82

Crites (1966) in reporting on the validity of the MSQ states that

Regarding validity, the evidence is mainly in the form of construct validity resulting from attempts to use the MSQ to test various predictions from the Theory of Work Adjustment. . . . Again, other publications should be consulted for details of these studies, but a summary in the manual and one recent unpublished report indicate that individuals who have high need levels which are reinforced by their job situations report, as predicted, a higher level of satisfaction than a high-need-low-reinforcement group.

Other evidence of validity is inferred from the ability of the MSQ to discriminate between occupational groups of varying social status levels and between disabled and non-disabled groups. Although these findings may be viewed as encouraging, it is likely that almost any other job satisfaction measure would show similar differences. One empirical predictive study done with the MSQ involves the comparison of a 27-scale MSQ with 11 biographical items in terms of the relative ability of the two types of information to predict subsequent turnover of discount store employees. It was concluded that only the MSQ achieved better than chance prediction in a cross validation group. (p. 493)

Work Values Inventory (WVI)

The Work Values Inventory was developed as a means of assessing the values which motivate men and women to work. It is designed to measure the values which are extrinsic to as well as those which are intrinsic in work, the satisfactions which men and women seek in work and the satisfactions which may be the concomitants or outcomes of work. It seeks to measure these in boys and girls, in men and women, at all age levels beginning with adolescence

and at all educational levels beginning with a junior high school reading level. It is both in the variety of values tapped, and in the ages for which it is appropriate, a wide-range values inventory (Super, 1970).

The dimensions measured include the following:

1. Altruism. - This work value, or goal, is present in work which enables one to contribute to the welfare of others. Altruism assesses social service values and interests.

2. Esthetic. - A value inherent in work which permits one to make beautiful things and to contribute beauty to the world.

3. Creativity. - A value associated with work which permits one to invent new things, design new products, or develop new ideas.

4. Intellectual Stimulation. - Associated with work which provides opportunity for independent thinking and for learning how and why things work.

5. Achievement. - A value associated with work which gives one a feeling of accomplishment in doing a job well.

6. Independence. - Associated with work which permits one to work in his/her own way, as fast or as slowly as he/she wishes.

7. Prestige. - Associated with work which gives one standing in the eyes of others and evokes respect.

8. Management. - Work which permits one to plan and lay out work for others to do.
9. Economic Returns. - Work which pays well and enables one to have the things he/she wants.
10. Security. - Work which provides one with the security to have a job even in hard times.
11. Surroundings. - Work which is carried out under pleasant conditions--not too hot, not too cold.
12. Supervisory Relations. - Work which is carried out under a supervisor who is fair and with whom one can get along.
13. Associates. - Work which brings one into contact with fellow workers whom he/she likes.
14. Way of Life. - Work which permits one to live the kind of life he/she chooses and to be the kind of person he/she wishes to be.
15. Variety. - Work that provides an opportunity to do different kinds of jobs.

Reliability of the WVI

The Work Values Inventory has been administered in a variety of forms in research since 1951. First, a series of items was selected from the published research on values and job satisfaction and used as interview stimuli (Super, et al., 1957). Later an open-ended essay form was used. It was designed to derive items

in the language of junior high school boys. A paired-comparison inventory was used with the adults and with other high school pupils (Hana, 1954). It is now a 45-item inventory responded to by rating each item on a five-point scale.

The forced-choice method, as Cronbach (1962) was reported, differentiates better than the rating format, and Normile (1967) has shown, with a combination forced-choice and rating form of the WVI, that occupational groups, psychiatrists, psychologists, teachers, priests, lawyers, accountants, and engineers are indeed somewhat better differentiated from each other by the forced-choice format. But the forced-choice format has two serious defects. It is found annoying by many respondents because of its apparent repetition of items. It is not as reliable as the rating form, as Cronbach (1962) has reported, and as Super (1963) found in a series of unpublished experiments with paired-comparison, rank order, and rating forms of the WVI.

Test-retest reliabilities from the Normile study (1967), means and standard deviations are reported in Table 3. The differences found in the Normile study (1967) between mean scores for males and females in Table 3 were not significant when tested statistically, although the apparent differences are consistent with related findings: Females appear to exhibit higher scores for Altruism and lower scores for Economic Returns than do males.

Table 3. Means, Standard Deviations, and Test-retest Reliability of Work Values Inventory Scales

Scale	Males		Females		Combined Male and Female		
	Mean*	S. D.*	Mean*	S. D.*	Mean**	S. D.**	Reliability**
1. Altruism	10.61	3.12	12.19	2.61	11.37	3.34	.83
2. Esthetics	7.76	3.08	7.56	3.05	7.66	3.19	.82
3. Creativity	10.06	2.81	9.29	2.49	9.68	2.95	.84
4. Intellectual Stimulation	11.61	2.65	11.75	2.32	11.67	3.08	.81
5. Independence	10.47	2.51	10.00	2.28	10.24	2.82	.83
6. Achievement	12.08	2.03	11.98	2.16	12.03	2.91	.83
7. Prestige	11.49	2.17	11.29	2.19	11.39	2.81	.76
8. Management	9.80	2.44	9.48	2.74	9.64	2.94	.84
9. Economic Returns	12.84	2.12	11.63	2.57	12.25	3.03	.88
10. Security	11.27	2.59	10.38	2.79	10.53	3.26	.87
11. Surroundings	10.94	2.51	11.31	2.25	11.11	2.94	.82
12. Supervisory Relations	10.92	2.54	10.73	2.66	10.82	2.98	.83
13. Associates	11.27	2.57	11.77	2.25	11.51	3.08	.74
14. Variety	10.33	2.41	10.73	2.23	10.52	2.83	.82
15. Way of Life	12.92	2.03	12.81	2.19	12.86	2.95	.80

* Based on first administration of test.

** Retest after two weeks.

Validity of the Work Values Inventory

According to French (1971),

The presently available evidence for each type of validity is clearly discussed. Construct validity is demonstrated through correlations with the Strong and Kuder interest inventories and with the Allport-Vernon-Lindzey Study of Values. Expected correlations are generally present. . . . The discussion of content validity cites field studies that sound effective. . . . Concurrent validity looks reasonable and is demonstrated by data from occupational groups who had taken earlier forms of the test by featuring forced choices. Data on occupational predictive validity have not yet been collected. This test is attractive and seems to this reviewer to be measuring what it is supposed to measure. (p. 53)

Further, according to Tiedeman in Buros (1972),

The inventory has been around for two decades. Hence it is not surprising that there is quite a bit of validity data available in the manual. These data suggest that the values constructs sought have been reasonably approximated in the scales, that the items in the scale have content validity, and that the inventory offers concurrent results with outside criteria in accord with expectations, although results are not markedly different, merely statistically so. (p. 1042)

Review of MSQ and WVI

The Seventh Mental Measurement Yearbook by Buros (1972) contains reviews of both instruments.

Albright (1972), in reviewing the Minnesota Satisfaction Questionnaire, states that the data on the reliability and validity appear to be satisfactory and acceptable. Albright indicates that the scores are separated into intrinsic and extrinsic factors, similar to Herzberg's theory of job satisfaction, but is concerned that no

reference to the similarity appears in the manual.

Berdie (cited in Buros, 1972), in reviewing Super's Work Values Inventory, suggested that it may be compared to the Minnesota Importance Questionnaire, a companion to the MSQ, both having been developed by the University of Minnesota Work Adjustment project. The Minnesota Importance Questionnaire was not utilized in the present research because it is too closely related to the MSQ-- almost a duplication.

Tiedeman (cited in Buros, 1972), in the same volume of the Mental Measurements Yearbook, concluded his review of the WVI by suggesting that a major contribution of the WVI can be in that it teaches the person taking it about what he or she considers to be ideal about work at the moment of taking the Inventory. The feature of the WVI as the ideal was significant in its selection for the present research.

Purpose of Selection of MSQ and WVI

It was the intention of the researcher to seek instruments that could meet the following two objectives:

a) One instrument was needed to assess the actual job satisfaction characteristics and general job satisfaction that student personnel workers are experiencing on their present job (MSQ).

b) One instrument was needed to measure the characteristics or work values that student personnel workers would desire on their ideal job (WVI). This distinction between the actual job satisfaction characteristics and the ideal work values was necessary to constitute the testing of the hypotheses 4, 5, 6. Further, the need for the instruments to provide this distinction was another reason for the selection of the MSQ and the WVI.

Scoring Procedures

Completed Minnesota Satisfaction Questionnaires were machine scored by the Vocational Psychology Research Department of the University of Minnesota. The Work Values Inventories were scored by Houghton Mifflin Scoring Service in Sunnyvale, California. Both scoring service departments have retained the original answer documents.

Research Objectives

1. To construct a biographical profile on the typical participant in this study by reporting the characteristics of age, sex, and years of experience.
2. To measure the degree of job satisfaction on 20 separate characteristics among 150 randomly selected student personnel workers employed in 44 collegiate institutions in Idaho, Montana,

Oregon and Washington

3. To measure the degree of overall job satisfaction experienced by 150 randomly selected college student personnel workers in Idaho, Montana, Oregon, and Washington.
4. To measure the work values held to be most important by 150 randomly selected college student personnel workers in Idaho, Montana, Oregon, and Washington.
5. To compare mean scores on 21 dimensions of the MSQ, of college student personnel workers using independent variables of age, sex, and years of experience.
6. To compare mean scores of 15 work values among college student personnel workers as measured by the WVI using independent variables of age, sex and years of experience.
7. To compare the mean percentiles of the dimension of overall job satisfaction among college student personnel workers, as measured by the MSQ, using independent variables of age, sex and years of experience.
8. To determine the level of significance of the relationship, if any, between the actual job satisfaction characteristics and the ideal work values of college student personnel workers on the dimensions of Independence, Achievement, and Moral Values (MSQ) - Way of Life (WVI), when the worker appears highly satisfied with his/her present job. This satisfaction level will be

determined by establishing a base line of the 80th percentile on the overall satisfaction dimensions of the MSQ. A comparison will also be made among the entire sample.

Research Hypotheses

1. There is no significant difference among the mean raw scores of college student personnel workers when compared on the basis of age, sex and years of experience on each of the following dimensions of the MSQ: Ability Utilization, Achievement, Activity Advancement, Authority, Company Policies and Procedures, Compensation, Co-workers, Creativity, Independence, Moral Values, Recognition, Responsibility, Social Status, Supervision-Human Relations, Supervision-Technical Knowledge, Variety and Working Conditions.

2. There is no significant difference among the mean raw scores of college student personnel workers when compared on the basis of age, sex and years of experience on the following dimensions of the WVI: Creativity, Management, Achievement, Surroundings, Supervisory Relations, Way of Life, Security, Esthetics, Prestige, Associates, Independence, Economic Rewards, Altruism, Variety and Intellectual Stimulation, Social Service.

3. There is no significant difference among mean percentiles for overall job satisfaction among college student

personnel workers when compared on the basis of age, sex and years of experience. Percentiles were selected for this comparison because overall job satisfaction is a composite of the 20 characteristics and more easily understood when represented by percentiles.

4. There is no significant positive relationship between the raw scores of college student personnel workers on the dimensions of Independence on both the MSQ and the WVI, when the overall job satisfaction characteristic on the MSQ is at least the 80th percentile.

5. There is no significant positive relationship between the raw scores of college student personnel workers on the dimension of Achievement on both the MSQ and the WVI when the overall job satisfaction characteristic on the MSQ is at least the 80th percentile.

6. There is no significant positive relationship between the raw scores of college student personnel workers on the dimensions of Moral Values (MSQ) and Way of Life (WVI) when the overall job satisfaction characteristic is at least the 80th percentile.

An explanation may be in order for hypotheses 4 through 6. Tests of these hypotheses are an attempt to determine if an individual's ideal work values can be achieved on the job. For example, if a person appears highly satisfied on a job (the criterion for which is established by Weiss, et al. (1965) as the 80th percentile on the MSQ overall job satisfaction factor) then there should be a significant positive relationship between the ideal, or work values and the

actual, or job satisfaction characteristics. Three job satisfaction characteristics from the MSQ and three work values from the WVI were selected for the following reasons:

- 1) Closeness of fit by definition of each instrument (see Table 22).
- 2) Arbitrary decision of researcher in determining the values of dimensions which might be considered important by college student personnel workers.

Statistical Design

For hypotheses 1 through 3, an analysis of variance was utilized because of its efficiency in testing multiple comparisons of means. A three-way ANOVA was chosen because it provided more comprehensive results than if each independent variable of age, sex and years of experience were analyzed with the dependent variables in isolation. The program selected was the Statistical Package for Social Sciences (SPSS) on the Cyber 3300 computer.

In an attempt to establish a linear relationship between selected work values and job satisfaction characteristics for hypotheses 4, 5 and 6, a multiple regression analysis was performed. The multiple regression analysis was selected because the significant positive relationship was considered the most logical between two dimensions measured by both the MSQ and the WVI. The Statistical Package

for the Social Sciences (SPSS) was the program selected on the Cyber computer at Oregon State University.

Summary

In this chapter the process for the study has been outlined. Participants were first contacted on April 27, 1976.

The instruments selected were the Minnesota Satisfaction Questionnaire and the Work Values Inventory. They were selected because they met the established criteria for selection and because they could be used adequately for the necessary comparisons in this study of work values and job satisfaction characteristics.

All computations were completed on October 20, 1976.

IV. TREATMENT AND ANALYSIS OF DATA

This chapter contains an analysis of the data obtained from the Biographical Questionnaire (Appendix C) and the treatment of data collected as a result of the participant self-administration of the Minnesota Satisfaction Questionnaire (Appendix D) and the Work Values Inventory (Appendix H).

Research Objectives

Objective #1: To obtain a biographical profile on the typical participant in the study from a composite of the Biographical Questionnaires completed by each participant.

Of the original 150 individuals invited to participate in this study, 104 or 69.3% completed and returned the Biographical Questionnaire, the Minnesota Satisfaction Questionnaire and the Work Values Inventory. Of the 104 MSQ's sent for scoring to the Vocational Psychology Research Department at the University of Minnesota, three were rejected by the computer program because of failure to comply with directions. Those three participants were eliminated from the study and were so informed. The 101 Work Values Inventories were scored by Houghton Mifflin Company in Sunnyvale, California. The final computation resulted in 101 participants in the study or 67.3% of the sample.

Tables 4 through 11 describe the data gathered from the participants' responses to the Biographical Questionnaire.

Table 4. Age of Participants

Mean age of all participants	37.7
Mean age of females	32.3
Mean age of males	41.7
Youngest participant	21
Oldest participant	62

Table 5. Sex of participants

	No.	%
Male participants	71	70.3
Female participants	30	29.7

These results were almost identical to the total percentage in the original sample which contained 30% females and 70% males.

Table 6. Years of Experience in Present Position

	No.	%
Mean number of years	4.7	--
Less than 1 year	18	18.8
One to 5 years	41	40.7
Five to 10 years	21	20.7
More than 10 years	20	19.8

Participants responding displayed slightly higher job stability than a national sample cited by the Bureau of Labor Statistics (1973). In that study, 68% of workers in higher education reported less than five years experience in their present position. In this study, 60% of the respondents have held their present positions for less than five years.

Table 7. Geographic Area of Participants

	No.	%
Washington	42	41.5
Oregon	36	35.6
Idaho	13	12.8
Montana	10	10.1

Of the possible colleges and universities to be represented, responses were received by participants from 37 institutions.

Table 8. Positions Represented

	No.	%
Deans (assistant or associate) of students	23	22.8
Directors of financial aid (or similar titles)	15	14.8
Directors of housing (or similar titles)	14	13.9
Directors of counseling (or similar titles)	13	12.8
Directors of admission (or registrar)	11	10.9
Directors of placement (or career services)	8	7.9
Vice presidents for student affairs	5	4.9
Directors of activities (or similar titles)	3	2.9
Directors of orientation/new student programs	3	2.9
Directors of student unions (or similar titles)	3	2.9
Other	3	2.9

The other three participants were employed in Minority Affairs, International Education and Student Affairs Research.

Those positions held by participants listed in Table 8 had several different titles but the majority were in the job category indicated by the title and most closely resembling the responsibilities implied by their job title. For example, an individual who listed himself as Assistant Dean for Career Development was listed in the Placement or Career Services area because of the responsibility implied in the title.

Table 9. Education Preparation by Major for Present Job

	No.	%
Counseling and guidance	25	24.7
College student services administration	16	15.8
Educational or educational administration	15	14.8
Clinical or educational psychology	6	5.9
Other majors	39	38.6

The other majors included Forestry, Drama, Germanics, Language Arts, French, Biology, Medieval History, Technology, Speech, Geography, Interdisciplinary Studies, Music, Personnel Management, Economics, Business Administration, Religion, Nursing and Chemistry. These data are supported by a 1973 study of the value of graduate training programs for specific administrative responsibilities conducted by the National Association of Student

Personnel Administrators (NASPA). The research concluded that no training method suggested in present day preparation programs such as student personnel administration, counseling, or educational administration gained substantial support from the respondents as necessary for effective performance on the job.

Table 10. Educational Preparation by Degree for Present Job

	No.	%
Doctor of Philosophy or Doctor of Education	24	23.7
Master of Arts or Science in Education	59	58.7
Master of Business Administration	1	.9
Bachelor of Arts or Science in Education	16	15.8
Bachelor of Arts in Nursing	1	.9

One of the variables thought to be interesting to this study was that of the ideal retirement age considered by participants. The question read: "What age do you consider to be ideal for retirement for you?" While this question was not directly related to the research hypotheses, it was an item included in the Biographical Questionnaire to provide a more comprehensive understanding of the respondents' work life attitudes. It elicited the greatest divergence of response to all questions asked in the questionnaire, and was the only question which resulted in no response by some participants. No explanation was offered by any of those not responding. Three responded by indicating "now", "never," or "I don't know."

Table 11. Age Concluded by Participants as Ideal for Retirement

	No.	%
Under 50 years of age	10	9.9
50 years of age	5	4.9
55 years of age	29	28.8
60 years of age	24	23.8
65 years of age	14	13.9
70 years of age	6	5.9
Over 70 years of age	5	4.9
Did not respond to question	5	7.9

Two factors indicated by the response to this question were:

1) only 13.8% of the participants seemed to concur with the present legal age for retirement for themselves, and 2) over two-thirds of those responding (67.2%) appeared to consider less than 65 years of age ideal for retirement.

In a study of the profile of the membership of the National Association for Women Deans, Administrators and Counselors (NAWDAC), conducted by Soldwedel (1975) the author reported results similar to the data collected above. Her respondents tended to be between 33-45 years of age, holders of master's degrees (70%), majored in guidance and counseling (ranked #1), student personnel administration (#2) and majority employed in present jobs for 5-8 years.

Profile of the Typical Participant

As a result of the Biographical Questionnaire, it is concluded that the typical respondent in this study was a male, in his late thirties, who had been in his present position as a minor student personnel administrator for about five years. He had been fairly well trained in some area of human development for his position and expects to retire from paid employment between 55 and 60 years of age.

Objective #2: To identify the job satisfaction characteristics of a random sample of college student personnel workers in 44 north-west institutions. In Table 12 the mean raw scores, standard deviations and ranks of the Minnesota Satisfaction Questionnaire, are reported.

Results: The sample ranked Social Service as the top job satisfaction characteristic now being experienced in their present job. Ranked second and third were Moral Values, and Responsibility. The job satisfaction characteristic being least fulfilled in their present job was Compensation.

Table 12. Mean Raw Scores Standard Deviation and Ranks for MSQ for Student Personnel Workers in 37 Northwest Institutions

Characteristic (N-101)	Mean	S. D.	Rank
Ability Utilization	17.83	5.15	9
Achievement	18.49	4.16	6
Activity	18.88	4.12	4
Advancement	13.39	4.98	19
Authority	17.02	3.25	12
Company Policies and Practices	13.79	4.53	18
Compensation	13.00	5.30	20
Co-workers	17.85	4.45	8
Creativity	18.56	4.21	5
Independence	17.71	3.94	10
Moral Values	19.05	4.58	2
Recognition	15.41	4.77	17
Responsibility	19.04	3.50	3
Security	16.00	4.99	16
Social Service	20.20	4.50	1
Social Status	16.23	3.67	15
Supervision - Human Relations	16.83	5.53	13
Supervision - Technical Knowledge	16.43	5.26	14
Variety	18.28	3.92	7
Working Conditions	17.60	5.13	11

Objective #3: To measure the amount of overall job satisfaction experienced by college student personnel workers in Idaho, Montana, Oregon, and Washington. Table 13 reports the overall job satisfaction in percentiles from the MSQ.

Results : On a percentile scale of 1-99, the mean rating was the 70th percentile, as reported by the Minnesota Satisfaction Questionnaire. Percentiles are used for reporting purposes for this

Table 13. Overall Job Satisfaction (MSQ)

N=101	Mean square	S. D.	Percentile
Overall Job Satisfaction	68.18	13.18	70

characteristic because Overall Job Satisfaction represents a composite of the 20 specific characteristics and raw scores are not significant for this item. Further, the authors, Weiss et al. (1965) recommend the use of percentiles.

Objective #4: To measure the work values held to be most important by a random sample of college student personnel workers in the Northwest. Table 14 depicts the mean raw scores, standard deviations and ranks for the participants in this study on the Work Values Inventory. The sample held as their most important work values, Way of Life and Altruism. They least valued in an ideal job Surroundings and Esthetics.

Objectives #5-8 will be incorporated into the treatment of the Research Hypotheses.

Table 14. Mean Raw Scores, Standard Deviations and Ranks for WVI

Work Value N=101	Mean	S. D.	Rank
Creativity	12.22	1.95	7
Management	10.00	2.51	12
Achievement	12.49	1.74	6
Surroundings	9.89	2.31	14
Supervisory Relations	12.94	1.98	3
Way of Life	13.62	1.44	1
Security	10.05	2.44	11
Associates	9.91	2.24	13
Esthetics	7.62	2.60	15
Prestige	10.75	2.05	10
Independence	12.68	1.87	5
Variety	12.04	1.85	8
Economic Rewards	11.41	2.41	9
Altruism	13.36	1.96	2
Intellectual Stimulation	12.70	1.70	4

Hypothesis One

Ho₁ There is no significant difference among the mean raw scores of college student personnel workers when compared on the basis of age, sex and years of experience on each of the following job satisfaction characteristics measured by the MSQ: Ability Utilization, Achievement, Activity, Advancement, Authority, Company Policies and Practices, Compensation, Co-workers, Creativity, Independence, Moral Values, Recognition, Responsibility, Social Status, Supervision-Human Relations, Supervision-Technical Knowledge, Variety and Working Conditions, Social Service.

A three-way analysis of variance was computed to determine the significance of the independent variables of age, sex and years

of experience on the 20 job satisfaction characteristics, or dependent variables. The .05 level of significance was accepted to reject the null hypothesis. Table 15 depicts the analysis of variance of the MSQ using the independent variable of sex. The dependent variables in the computation were the 20 job satisfaction characteristics. The three-way analysis of variance is reported in three separate tables for ease of interpretation.

Results: When compared on the basis of sex, the null hypothesis was retained for all characteristics except for the difference between sex and Social Status. Men achieved a mean raw score of 17.00 of a possible 25, and a rank of 13 of a possible 20. Women achieved a mean raw score of 14.33 and ranked Social Status 16 of a possible 20. Except for the higher score on Social Status men appear generally to experience similar degrees of satisfaction on 20 separate characteristics as women.

Table 16 reports the analysis of variance using the independent variable of age as it applied to the dependent variables of the MSQ.

Result: With no exception among the 20 characteristics of the MSQ, null hypothesis #1 is retained regarding the variance among college student personnel workers when compared on the basis of age. Therefore, it is concluded that different ages have no significant impact on the degree to which the sample scored on the measure of 20 separate job satisfaction characteristics. Table 17 depicts the

Table 15. Mean Raw Scores, Computed F and Level of Significance for MSQ By Sex

Job Satisfaction Characteristic	Men	Women	F	Significance	Reject	Retain
N=101 Scale = 1-25						
Ability Utilization	18.08	17.23	.02	.877		x
Achievement	18.74	17.86	.11	.731		x
Activity	19.28	17.93	1.21	.274		x
Advancement	13.88	12.23	.44	.508		x
Authority	17.23	16.53	.39	.531		x
Company Policy and Practices	14.22	12.76	.39	.531		x
Compensation	13.26	12.40	.02	.881		x
Co-workers	17.87	17.80	.05	.815		x
Creativity	18.94	17.66	.84	.361		x
Independence	17.98	17.06	1.11	.293		x
Moral Values	18.95	19.30	.30	.586		x
Recognition	15.59	15.00	.00	.987		x
Responsibility	19.19	18.70	.00	.991		x
Security	16.71	14.30	2.07	.153		x
Social Service	20.69	19.06	1.50	.223		x
Social Status	17.00	14.33	5.88	.017	x	
Supervision-Human Relations	16.86	16.76	.08	.777		x
Supervision-Technical Knowledge	16.26	16.83	.73	.393		x
Variety	18.56	19.63	.50	.478		x
Working Conditions	17.73	17.30	.14	.704		x

Table 16. Mean Raw Scores, Computed F and Level of Significance for MSQ and Age

Job Satisfaction Characteristic Scale = 1-25	Means			F	Significance	Reject	Retain
	<30	30-40	40>				
Ability Utilization	15.92	17.75	19.25	2.31	.105		x
Achievement	17.68	18.07	19.50	.27	.762		x
Activity	17.96	18.87	19.52	.56	.572		x
Advancement	11.36	13.47	14.72	1.44	.241		x
Authority	16.48	17.10	17.33	.43	.648		x
Company Policies and Practices	13.48	13.27	14.58	.43	.859		x
Compensation	11.24	13.00	14.25	1.67	.194		x
Co-workers	17.40	17.80	18.22	.10	.898		x
Creativity	18.00	18.12	19.44	.14	.863		x
Independence	17.60	17.72	17.77	.17	.840		x
Moral Values	19.36	18.50	16.11	.67	.572		x
Recognition	13.68	15.87	19.83	1.46	.236		x
Responsibility	18.08	18.95	17.27	.78	.461		x
Security	14.56	15.75	19.49	.55	.285		x
Social Service	20.36	18.95	21.50	1.69	.190		x
Social Status	14.44	16.50	17.19	2.16	.121		x
Supervision-Human Relations	14.92	17.82	17.05	2.28	.107		x
Supervision-Technical Knowledge	14.84	17.27	16.61	1.88	.157		x
Variety	17.68	18.12	18.88	.17	.843		x
Working Conditions	17.68	17.45	17.72	.12	.879		x

Table 17. Mean Raw Scores, Computed F and Level of Significance for MSQ by Years of Experience

Job Satisfaction Characteristic Scale = 1-25	Means			F	Significance	Reject Retain
	<5	5-10	10>			
Ability Utilization	17.50	17.90	19.28	.07	.924	x
Achievement	18.00	18.80	20.28	.51	.601	x
Activity	18.86	18.42	19.64	.43	.650	x
Advancement	12.78	14.04	15.28	.24	.786	x
Authority	17.01	17.23	16.78	.28	.755	x
Company Policies and Practices	13.19	14.90	14.92	.92	.402	x
Compensation	12.40	14.71	13.28	.93	.398	x
Co-workers	17.57	18.52	18.14	.22	.799	x
Creativity	18.21	18.71	20.00	.24	.786	x
Independence	17.48	18.23	18.00	.33	.720	x
Moral Values	18.96	19.47	18.85	2.64	.769	x
Recognition	14.83	15.66	17.78	1.51	.227	x
Responsibility	18.78	18.80	20.64	.66	.575	x
Security	15.27	17.95	16.50	1.27	.285	x
Social Service	19.95	19.85	21.92	.23	.788	x
Social Status	15.93	16.90	16.64	.17	.843	x
Supervision-Human Relations	16.27	17.25	18.78	1.33	.268	x
Supervision-Technical Knowledge	15.98	16.71	18.14	1.06	.349	x
Variety	18.15	18.00	19.35	.28	.756	x
Working Conditions	17.31	18.04	18.28	.34	.708	x

analysis of variance as it applies to the comparison of job satisfaction characteristics to years of experience in the present job.

Result: When compared on the basis of years of experience, there was no significant difference among job satisfaction characteristics. With the exception of a significant difference between males and females ($P < .05$) in the characteristic of Social Status (males apparently experiencing a higher degree of Social Status in their present jobs) H_{o_1} is retained.

Hypothesis Two

H_{o_2} There is no significant difference among mean raw scores of college student personnel workers when compared on the basis of age, sex, and years of experience on the following dimensions of the WVI: Creativity, Management, Achievement, Surroundings, Supervisory Relations, Way of Life, Security, Esthetics, Prestige, Associates, Independence, Variety, Economic Rewards, Altruism and Intellectual Stimulation.

A three-way analysis of variance was computed to determine the significance of the independent variables of age, sex and years of experience on the 15 work values, or dependent variables. The .05 level of significance was accepted to reject the null hypothesis. For ease of interpretation, the results will be reported in three separate tables each, one table for sex, age and years of experience.

Table 18 depicts the analysis of variance used to test the 15 values on the Work Values Inventory as they compare on the basis of sex.

Result: The null hypothesis was retained for all dependent variable comparisons except Creativity. Men reported a mean raw score of 12.44 of a possible 15. Women attained a score of 10.75 of a possible 15. Men in the study appear to place a higher value on Creativity in the ideal working setting than do females. Table 19 represents the comparison of 20 work values on the basis of age.

Result: On the basis of comparison by age the null hypothesis is retained for all dependent variables but one. There is a significant difference among the three age groups in the ideal work value of Surroundings. While generally unimportant to all respondents, ranking 14 out of a possible 15, Surroundings appear to be more important on the ideal job to those under the age of 30. Those 25 individuals had a mean raw score of 10.96 of a possible 15, and they differed significantly from those 36 persons over 40 years of age whose mean raw score on a scale of 15 was 8.75. The 40 persons between 30 and 40 years of age reported a mean score between the two, or slightly less than those under 30, at 10.25. Table 20 depicts the comparison of work values on the basis of years of experience in the respondents' present positions.

Result: When compared on the basis of years of experience in the same job, the null hypothesis is retained for all dependent variables.

Table 18. Mean Raw Scores, Computed F and Level of Significance for the Work Values Inventory by Sex

Work Value Scale = 1-15	Means		F	Signifi- cance	Reject	Retain
	Men	Women				
Creativity	12.44	10.75	4.49	.037	x	
Management	10.07	9.84	.00	.999		x
Achievement	12.49	12.50	.04	.836		x
Surroundings	9.52	10.68	.89	.347		x
Supervisory Relations	12.71	13.43	.81	.369		x
Way of Life	13.59	13.68	.13	.780		x
Security	9.88	10.43	1.38	.243		x
Associates	10.10	9.75	1.67	.199		x
Esthetics	7.43	8.03	.23	.626		x
Prestige	10.86	10.50	.24	.621		x
Independence	12.81	12.40	.18	.668		x
Variety	12.01	12.12	.57	.450		x
Economic Rewards	11.57	11.06	1.72	.192		x
Altruism	13.42	13.25	.22	.634		x
Intellectual Stimulation	12.75	12.59	.00	.969		x

Table 19. Mean Raw Scores, Computed F and Level of Significance of WVI and Age

Work Value Scale = 1-15	Means			F	Signi- ficance	Reject	Retain
	<30	30-40	40>				
Creativity	12.24	12.27	12.16	.04	.958		x
Management	9.68	9.97	10.25	.23	.798		x
Achievement	12.92	12.10	12.68	1.86	.162		x
Surroundings	10.96	10.25	8.75	4.61	.012	x	
Supervisory relations	13.60	12.95	12.47	1.14	.324		x
Way of Life	13.72	13.87	13.27	2.18	.119		x
Security	10.36	9.80	10.13	.60	.546		x
Associates	10.48	9.90	9.75	1.43	.243		x
Esthetics	8.36	7.50	7.25	.67	.510		x
Prestige	10.32	10.90	10.88	.57	.602		x
Independence	12.44	12.67	13.00	.24	.786		x
Variety	12.68	12.05	11.61	2.55	.083		x
Economic Reward	11.24	11.72	11.19	.64	.530		x
Altruism	13.65	13.02	13.58	.76	.468		x
Intellectual Stimu- lation	12.52	12.80	13.05	.46	.630		x

Table 20. Mean Raw Scores, Computed F Level of Significance on the WVI by Years of Experience

Work Value Scale = 1-15	Means			F	Signi- ficance	Reject	Retain
	<.5	5-10	10>				
Creativity	12.42	11.76	12.00	1.40	.250		x
Management	9.87	10.33	10.07	.15	.856		x
Achievement	12.46	12.33	12.85	.21	.809		x
Surroundings	10.10	10.07	8.64	.67	.512		x
Supervisory Relations	13.03	13.00	12.42	.19	.820		x
Way of Life	13.66	13.52	13.57	.51	.599		x
Security	9.96	10.57	9.71	.94	.392		x
Associates	9.96	10.33	9.57	.44	.639		x
Esthetics	7.75	7.71	6.85	.30	.735		x
Prestige	10.69	10.80	10.92	.01	.989		x
Independence	12.42	13.04	13.35	1.21	.301		x
Variety	12.15	12.00	11.64	.03	.301		x
Economic Rewards	11.36	11.95	10.85	.82	.443		x
Altruism	13.46	12.76	13.78	1.23	.295		x
Intellectual Stimu- lation	12.63	12.42	13.42	.96	.384		x

Hypothesis Three

Ho₃ There is no significant difference among mean percentile scores for overall job satisfaction among college student personnel workers when compared on the basis of age, sex and years of experience.

Table 21 represents the results of the three-way analysis of variance between the dependent variable Overall Job Satisfaction and the independent variables of sex, age and years of experience.

Result: The null hypothesis is retained when Overall Job Satisfaction is analyzed on the basis of sex, age and years of experience. Percentiles were used for reporting purposes because Overall Job Satisfaction is a composite of the 20 job satisfaction characteristics and are more easily understood on a familiar scale of 1-99, according to the authors, Weiss et al. (1965).

In order to interpret the results of the data computed for research hypotheses 4, 5, and 6, a scale of 1-3 (1=strong match, 2=less strong match, 3=least strong match) has been established to determine the closeness of fit between characteristics of the MSQ and values on the WVI. The scale was determined primarily to identify those characteristics which most closely relate to each other. The major criteria used were 1) the definition by the authors of the factors on both instruments, and 2) the interpretation by the researcher of the questions asked in the instruments.

Fourteen of the 15 work values in the WVI are shown in Table 20. The value that Super (1970) calls Esthetics was found to contain no

Table 21. Overall Job Satisfaction - Mean Percentile Scores, Computed F, and Level of Significance on Three-way ANOVA

Overall Job Satisfaction	Means			F	Significance	Reject	Retain
	Men	Women					
Sex	69.21	65.76		.256	.614		x
Age	-30 64.48	30-40 67.75	40+ 71.25	.469	.627		x
Experience	-5 66.54	5-10 70.04	10+ 73.14	.441	.645		x

Table 22. Work Values (WVI) Match to Job Satisfaction Characteristics (MSQ)

Work Value	*Scale = 1-3	Job Satisfaction Characteristic
Achievement	1	Achievement
Altruism	1	Social Service
Creativity	1	Creativity
Management	1	Authority
Way of Life	1	Moral Values
Independence	1	Independence
Economic Return	2	Compensation
Supervisory Relations	2	Supervision-Human Relations
Surroundings	2	Working Conditions
Prestige	2	Social Status
Variety	2	Variety
Intellectual Stimulation	3	Ability Utilization
Associates	3	Co-workers

* 1=strong match 2=less strong match 3=least strong match

comparable job satisfaction characteristic on the MSQ. Additionally, 6 of the 20 job satisfaction characteristics on the MSQ were determined by the researcher to have either no comparable work value, such as Company Policies and Practices, on the WVI or were further refinements or additions to the characteristics already named, such as Supervision-Technical Knowledge, which was an addition to or an extension of Supervision-Human Relations that more closely matched the work value of Supervisory Relations on the WVI.

The MSQ characteristics for which there appeared to be no comparable match on the WVI were Activity, Advancement, Company Policies and Practices. They were not included in the statistical comparison treatment. Characteristics which appeared to be extensions of those already matched with work values on the WVI were Responsibility, Recognition and Supervision-Technical Knowledge. These also

were not computed for comparison treatments. The purpose of designing the Scale was to clarify for the reader the closeness of meaning by definition of the authors, between the characteristics of the MSQ and the values of the WVI.

Hypothesis Four

Ho₄ There is no significant positive relationship between the raw scores of college student personnel workers on the dimensions of Independence on both the MSQ and the WVI, when the overall job satisfaction characteristic on the MSQ is at least the 80th percentile.

A multiple regression analysis was computed to test the potential relationship that might exist between the two characteristics of Independence. However, in order to verify any positive relationship which may result when individuals are highly satisfied in their work (determined to be represented by an overall percentile of 80 on the MSQ), a multiple regression analysis was utilized to test the significance of the relationship on Independence for all 101 participants. The significance level was accepted at .05.

Result: When all 101 participants were included in the computation, a positive relationship, the level of significance accepted was .05. However, because the hypothesis did not include all participants, but only those who were determined as highly satisfied at the 80th percentile, this multiple regression analysis does not affect the testing of Ho₄. Also, since only 14 matches were found on the MSQ for the 15 work values on the WVI, Esthetics does not appear.

Table 23. Multiple Regression Analysis Between 14 Work Values and 14 Job Satisfaction Characteristics

WVI = W MSQ = M	N=101	Correlation coefficient	F	Signifi- cance of F	Re- ject	Re- tain
Achievement	W					
Achievement	M	.17462	3.113	.081		x
Authority	W					
Management	M	.01340	.017	.894		x
Intellectual Stimulation	W					
Ability Utilization	M	.15808	2.537	.114		x
Economic Rewards	W					
Compensation	M	.15788	2.530	.115		x
Associates	W					
Co-workers	M	.01782	.031	.860		x
Creativity	W					
Creativity	M	.02302	.052	.819		x
Independence	W					
Independence	M	.19014	3.713	.050	x	
Way of Life	W					
Moral Values	M	.09419	.886	.349		x
Security	W					
Security	M	.03840	.146	.703		x
Altruism	W					
Social Service	M	.00859	.007	.932		x
Prestige	W					
Social Status	M	.09418	.885	.349		x
Supervisory Relations	W					
Supervision-Human Relations	M	.06646	.439	.509		x
Variety	W					
Variety	M	.05158	.264	.608		x
Surroundings	W					
Working Conditions	M	.06104	.370	.544		x

Table 24 depicts the multiple regression analysis for the 14 work values comparable to 14 job satisfaction characteristics for those participants, N=20, who attained the 80th percentile on the MSQ.

Results: In testing for positive and significant relationship H_{0_4} was retained between the work value of Independence and the job satisfaction characteristic of Independence when the participants had attained an overall job satisfaction percentile of 80. Although a significant linear relationship existed among all participants on Independence the significance of the relationship for the 20 who were highly satisfied in their jobs was .687.

Hypothesis Five

H_{0_5} There is no significant positive relationship between the raw scores of college student personnel workers on the dimension of Achievement on both the MSQ and the WVI when the overall job satisfaction characteristic on the MSQ is at least the 80th percentile.

For hypotheses 5 and 6, it will be necessary to refer to the multiple regression analysis in Table 24.

Referring to Table 24, H_{0_5} was retained. There appears to be no significant relationship among highly satisfied (on the job) college student personnel workers and the work value of Achievement when it is compared to the job satisfaction characteristic of Achievement.

Table 24. Multiple Regression Analysis of 14 Work Values (WVI) and 14 Job Satisfaction Characteristics (MSQ) for Student Personnel Workers Who Achieved 80th Percentile on MSQ Overall Job Satisfaction

WVI = W MSQ = M	N = 20	Correlation Coefficient	F	Signifi- cance of F	Reject	Retain
Independence		.09598	.167	.687		x
Achievement		.25784	1.281	.272		x
Altruism						
Social Service		.13996	.359	.556		x
Way of Life						
Moral Values		.44698	4.494	.048	x	
Variety						
Variety		.11335	.234	.634		x
Security						
Security		.14960	.412	.529		x
Supervisory Relations						
Supervision, Human Relations		.14466	.384	.543		x
Management						
Authority		.46583	4.988	.038	x	
Economic Rewards						
Compensation		.33142	2.2104	.153		x
Associates						
Co-workers		.64616	12.902	.002	x	
Creativity						
Creativity		.06700	.081	.779		x
Surroundings						
Working Conditions		.13608	.339	.567		x
Prestige						
Social Status		.06801	.083	.776		x
Intellectual Stimulation						
Ability Utilization		.34846	2.487	.132		x

Hypothesis Six

Ho₆ There is no significant **positive** relationship between the mean raw scores of college student personnel workers on the dimensions of Moral Values (MSQ) and Way of Life (WVI) when the Overall Job Satisfaction characteristic is at least the 80th percentile.

Referring to Table 24, Ho₆ is rejected. Table 24 shows that there was a significant positive relationship between the work value of Way of Life and the job satisfaction characteristic of Moral Values when the 20 college student personnel workers attained an overall job satisfaction percentile rating of 80. The significance level of the relationship is .048.

Although not included in the original hypotheses, it should be mentioned that a significant relationship of .038 was computed between Management (WVI) and Authority (MSQ) and a relationship of .002 was reported between Associates (WVI) and Co-workers (MSQ).

Non-Participants in Study

In Chapter III it was noted that invitations were sent to 150 student personnel workers in 44 institutions of higher education in the states of Oregon, Washington, Idaho and Montana. Responses were received from 101 participants, or 67.3% of those invited. Of the

remaining 49 or 32.7%, there appeared to be no significant pattern of non-response. For example, responses were received from representatives of 37 institutions. Seventy percent of the respondents were male and 30% female, the same percentage as in the original sample.

The only indication of digression from the original sample was a slightly greater response from those who could be classified as administrators, as compared to those who could be classified as subordinates. For example, in the original sample only 53% of the individuals could be classified as administrators, in charge of programs and/or personnel. In the final compilation, approximately 75% of those responding could be identified as administrators.

The typical participant in this study was male, in his late thirties, who had been in his present position as a college student personnel administrator for about five years. He was generally well satisfied on his job, valued Altruism and Way of Life as his most important work values, and found those two work values to be also the highest ranked job satisfaction characteristics in his present work, as Social Service and Moral Values.

He least valued Esthetics if he were to choose an ideal job and he found the least amount of satisfaction in his pay or Compensation.

In general, Hypotheses 1-5 were retained in the null form, with one exception in H_{o_1} , between Sex and Social Status. H_{o_2} had

one exception between Sex and Creativity and one exception between age and Surroundings. H_{o_3} , H_{o_4} , and H_{o_5} were retained in the null form. H_{o_6} was rejected.

Conclusions from the study and recommendations for further research are discussed in Chapter V.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the research, conclusions and a discussion of results obtained and recommendations for further study.

Summary

The general purpose of this study was to examine the relationships which may exist between the work values and job satisfaction characteristics of student personnel workers in collegiate institutions of four Northwestern states. Further, a series of research hypotheses was proposed to test comparisons of work values, job satisfaction characteristics and overall job satisfaction when the independent variables of age, sex and years of experience among this population were introduced.

A Biographical Questionnaire was completed by each participant, providing the data necessary to establish the categories for age, sex and years of experience. The levels used for age were under 30 years, 30 to 40 and over 40 years. The three categories for years of experience were less than 5 years, 5 to 10 years and more than 10 years in the present position.

Eight research objectives were established. They included measurement of 15 work values, 20 job satisfaction characteristics

and overall job satisfaction and a comparison of these values and characteristics by age, sex and years of experience.

The instruments completed by each participant to achieve the objectives were the Work Values Inventory (WVI), the Minnesota Satisfaction Questionnaire (MSQ) and a Biographical Questionnaire.

Testing of the six research hypotheses (discussed in Conclusions section) was accomplished at the Oregon State University Computer Center on the Cyber 3300 computer using the Statistical Package for Social Sciences (SPSS). The statistical tools included a three-way analysis of variance for hypotheses 1, 2 and 3 and a multiple regression analysis for hypotheses 4, 5 and 6. The analysis of variance method was utilized because of its efficiency in testing multiple comparisons of means. The multiple regression analysis was selected because that method was considered the most logical to determine the level of significance of the relationships among the dimensions being tested. Level of significance established to reject the null hypotheses was .05.

Participants were first contacted on April 27, 1976 and the final computing of the data was completed on October 20, 1976. Of the original invitations sent to 150 individuals randomly selected from the Directory of the Northwest College Personnel Association, 101 completed all phases of the study, representing 67.3% of the population and 37 of the original 44 institutions.

Conclusions

Conclusions were drawn in terms of each research hypothesis and considered appropriate only for the population sample, conditions and procedures involved in this research.

Hypothesis One

There is no significant difference among the mean raw scores of college student personnel workers when compared on the basis of age, sex and years of experience on each of the following dimensions of the MSQ: Ability Utilization, Achievement, Activity, Advancement, Authority, Company Policies and Procedures, Compensation, Co-workers, Creativity, Independence, Moral Values, Recognition, Responsibility, Social Status, Supervision-Human Relations, Supervision-Technical Knowledge, Variety and Working Conditions. It was concluded that men appear to experience a significantly greater amount of Social Status (the chance to be somebody in the community) on the job than women. It was concluded also that there are no statistically significant differences among job satisfaction characteristics when compared on the basis of age or years of experience.

Hypothesis Two

There is no significant difference among the mean raw scores

of college student personnel workers when compared on the basis of age, sex and years of experience on the following dimensions of the WVI: Creativity, Management, Achievement, Surroundings, Supervisory Relations, Way of Life, Security, Esthetics, Prestige, Associates, Independence, Economic Rewards, Altruism and Intellectual Stimulation. The results of the three-way analysis of variance showed that men appear to value Creativity (work which permits one to invent new things, design new products, or develop new ideas) to a significantly greater extent than women, and that younger workers (under 30 years) value their Surroundings (work carried out under pleasant conditions, not too hot, not too cold) to a significantly greater amount than those who were over 40 years of age. The null hypothesis two which refers to the independent variable of years of experience on the present job was retained.

Hypothesis Three

There is no significant difference among mean percentile scores for overall job satisfaction among college student personnel workers when compared on the basis of age, sex and years of experience. The null hypothesis was retained, in that there were no statistically significant differences in Overall Job Satisfaction (how I like my job).

Hypothesis Four

There is no significant positive relationship between the raw scores of college student personnel workers on the dimensions of Independence (the chance to be left alone on my own on the job) on both the MSQ and the WVI, when the Overall Job Satisfaction characteristic on the MSQ is at least the 80th percentile. A multiple regression analysis was used to determine the significance of the relationship between the two dimensions of Independence when those individuals reported scores that indicated they were highly satisfied on the job. The null hypothesis was retained.

Hypothesis Five

There is no significant positive relationship between the raw scores of college student personnel workers on the dimension of Achievement (the feeling of accomplishment I get from my job) on both the MSQ and the WVI when the overall job satisfaction characteristic on the MSQ is at least the 80th percentile. The null hypothesis was retained.

Hypothesis Six

There is no significant positive relationship between the raw scores of college student personnel workers on the dimensions

of Moral Values (being able to do things that do not go against my conscience)(MSQ) and Way of Life (work which permits one to live the kind of life he/she chooses and to be the person he/she wants to be) (WVI) when the Overall Job Satisfaction characteristic is at least the 80th percentile. The null hypothesis was rejected, in that the significance of the relationship between these two characteristics was .048. Further, although not a part of the hypothesis, a significant relationship was found to exist between the work value of Management (work which permits one to plan and lay out work for others to do) and the job satisfaction characteristic of Authority (the chance to tell other people what to do). Also, a positive linear relationship exists between the work value of Associates (work which brings one into contact with fellow workers whom he/she likes) and the job satisfaction characteristic of Co-workers (the way my co-workers get along with each other).

It would appear from the testing of the last three hypotheses that there is no way of pre-determining the characteristics that are valued by specific populations.

Discussion

Several questions appear to arise from the testing of hypotheses 4, 5 and 6. Why, for example, is there a significant positive relationship between the two characteristics of Independence among the

entire population of 101, but no significance in the relationship when tested with those who are highly satisfied on the job? Perhaps for the highly satisfied, Independence on the job is not a priority concern.

Most of the men in this study experienced greater amounts of Social Status on their jobs and valued Creativity higher than women in an ideal work setting. Younger workers found the Surroundings in their work to be more important to them than they were to older workers. A majority of the men in this study felt that Social Service (the chance to do things for others) was their highest satisfaction on the job and women appeared to place Moral Values as a top priority. Both men and women felt that Responsibility (the freedom to use my own judgment) was a significant factor in their work. However, the majority of the women in this study seemed to be least satisfied by their opportunities for Advancement (chances for promotion).

When results were computed by age levels, the majority of all three age categories placed a top priority on Social Service. Men, in general, appeared to be slightly more satisfied than women in their present jobs. From the results obtained by years of experience, the longer a person stays in student personnel work, the more he or she seems to be satisfied with that work.

While most men and women in this study seemed to place Way of Life as a top priority for an ideal job, men preferred Altruism

(work which enables one to contribute to the welfare of others) second, and most women preferred Supervisory Relations (work carried out under a supervisor who is fair and with whom one can get along) as their second choice.

Perhaps one of the most interesting observations appears to be in the differences in work values when measured on the basis of years of experience. In all other areas, i. e., job satisfaction characteristics, work values (for age and sex) and overall job satisfaction, amounts of satisfaction or value appeared to increase with each category, the youngest being the least satisfied, the middle group somewhat more so, and the oldest, or longest tenured group, experiencing the most. But, when questioned about differences in work values, the group longest on the job (over 10 years) and the group recently hired (under 5 years) showed a closer similarity than those in the middle years on the job (5-10). What causes values to shift when one has been on the job for a while and shift back to their original position several years later? This may be a feature common only to this group.

In conclusion, and perhaps of as much value as the results of the hypotheses are the following observations. The majority of college student personnel workers in 37 Northwest institutions appeared to assign top priority to the work values of Way of Life and Altruism. The greatest satisfactions they experienced in their

present jobs were Social Service and Moral Values both of which were congruent with the work values. However, in all eight categories of the independent variables of age, sex and years of experience, Compensation, or "pay for the work I do," was the characteristic being least satisfied. Yet, the population, in general, is well satisfied with its work, reporting a mean score on Overall Job Satisfaction at the 70th percentile. Further, it did not appear that any category of age, sex or years of experience considered Esthetics (work which permits one to make beautiful things or to contribute beauty to the world) to be at all important in the ideal job. The above results suggest conditions for further study.

Recommendations for Further Study

Some concerns that may bear implications for further research emerge as a result of this study.

Is there a discrepancy indicated between the relatively high mean percentile score for Overall Job Satisfaction (70th) and the early age for retirement considered by over 43% of the population (55 years or under)? In general, it would appear that workers who are happy in their jobs might not be eagerly anticipating an early retirement. While this may not be a fact, further study may determine that no relationship between the two exists or may resolve the apparent inconsistency.

Considering again the high job satisfaction score, one might question the relationship which may or may not exist between Compensation and job satisfaction. What causes people to be well satisfied on a job in which they consider themselves underpaid? Are Social Service, Altruism, Way of Life enough to overcome this discrepancy? This study lent some information to this question in that the population ranked pay (Economic Reward) 9th out of 15 as a work value yet it was the lowest ranked job satisfaction characteristic. A study of the relationship between pay and job satisfaction might provide some answers to these questions.

Earlier in this research, a statement was made that, for various reasons, perhaps the greatest being lack of presently available data on the topic, this study did not investigate the relationship between job satisfaction and performance. Admittedly, it may be a sensitive issue to approach but it could lend objective data to those individuals who are concerned with accountability in work, therefore a recommendation is proposed for further research in this area.

Of considerable value for future study would be the refinement and expansion of the instruments. In retrospect, given the opportunity to replicate this study, the researcher would recommend expansion of the Work Values Inventory to a 100 item questionnaire. This expansion might increase discrimination of work value determination, i. e., it may be easier to know what a person values if you

ask him or her more than three questions per value. Since five questions are asked in the MSQ for each characteristic, an equal number would be helpful for the WVI. It is further recommended that the sexist language which appeared in five questions of the MSQ be eliminated.

This study was conducted to determine the work values and job satisfaction characteristics of college student personnel workers in the Northwest, to gain a deeper personal knowledge about work values and job satisfaction and to extend the research presently available in college student personnel work. As a result of the research, each of the above goals has been realized.

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APPENDICES

APPENDIX A

April 10, 1976

Dear Colleague in Student Personnel Work:

Are you aware that very little research presently exists in the area of job satisfaction among college student personnel workers?

I am presently engaged in an attempt to alleviate that situation, by developing a study entitled: "Relationships Between Job Satisfaction and Work Values Among College Student Personnel Workers."

As listed in the Northwest College Personnel Association Directory, you are invited to participate in my doctoral dissertation study.

It is hoped that this study will result in providing some knowledge about the factors which contribute to job overall satisfaction among college student personnel workers today, and how those factors relate to the work values of these same individuals.

It is anticipated that less than an hour of your time will be necessary to participate. An explanation of the procedures accompanies this letter, along with the forms for the first two of three sources of data which will be requested of you.

You will be given an opportunity to receive the results of this study, in addition to your own results of the surveys by following the instruction herein contained.

In advance, please allow me to express sincere appreciation for your willingness and cooperation in this venture.

Sincerely and gratefully

Mary Finn Maples
304 NW 28th Street
Corvallis, OR 97330

(503) 752-4361 or
757-5856

Doctoral student in College Student
Services Administration
Oregon State University, Corvallis
Major Professors:
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Dr. Jo Anne Trow

APPENDIX B

Explanation and Instructions for Job Satisfaction
Study Participants1. Enclosures

- A. Biographical questionnaire
- B. Minnesota Satisfaction Questionnaire

2. Explanation and Instructions

Part I

A.

In order to gather the data necessary to conduct this study, you are asked to complete first the Biographical Questionnaire.

If you are interested in receiving the results of your participation and an abstract of the total results of the study, your name and address should be on the form. If you do not wish to receive the follow-up data, your name and address are unnecessary.

Your name and address will be recorded by the number in the upper right hand corner of both questionnaire forms, for the purpose of assuring that you receive the second part of the study, the Super Work Values Inventory. Your name will not be used for any publication of the final study.

B. Minnesota Satisfaction Questionnaire (20-30 minutes)

Please complete this questionnaire within the time frame suggested, answering to the best of your feeling at the time, the first response that occurs to you.

C. Return of A and B (within one week of receipt)

Please place both questionnaires in the self-addressed stamped envelope enclosed. Please return both questionnaires, together, within seven days of receipt of same.

D. Work Values Inventory (Part II)

Within 10 days of return of your Biographical Questionnaire and the Minnesota Satisfaction Questionnaire, you will receive a copy of the Work Values Inventory (Part II); to be completed and returned also within a seven day period.

E. If you have any questions, please contact me.

Again, thank you for your cooperation.

Mary Maples
304 NW 28th Street
Corvallis, OR 97330
(503) 752-4361 or 757-5856

APPENDIX C

Biographical Questionnaire

1. Name (optional) _____ 2. Sex _____
 3. Address (optional) _____ 4. Age _____
 3A. (summer address - After June 15)

 5. Highest academic degree _____ 6. Year received _____
 7. Major field of study _____ 8. Minor _____
 9. Present position title _____
 10. Number of years in present position _____
 11. Previous position title _____
 12. Number of years in that position _____
 13. Ultimate career goal (job title) _____
 14. Marital status _____ 15. No. of children _____
 16. Professional organization membership _____

 17. Hobbies or leisure time activities _____
 18. Sections of the country in which you have resided (example:
 northeast, southwest)

 19. Ideal age at which you would consider retiring _____
 20. Do you wish results of this study? Yes _____ No _____
 (Need name and address, if yes)
- _____

APPENDIX D

minnesota

satisfaction questionnaire

1967 Revision



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

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

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

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

For each statement
circle a number.

	1	2	3	4	5
1. The chance to be of service to others.	1	2	3	4	5
2. The chance to try out some of my own ideas.	1	2	3	4	5
3. Being able to do the job without feeling it is morally wrong.	1	2	3	4	5
4. The chance to work by myself.	1	2	3	4	5
5. The variety in my work.	1	2	3	4	5
6. The chance to have other workers look to me for direction.	1	2	3	4	5
7. The chance to do the kind of work that I do best.	1	2	3	4	5
8. The social position in the community that goes with the job.	1	2	3	4	5
9. The policies and practices toward employees of this company.	1	2	3	4	5
10. The way my supervisor and I understand each other.	1	2	3	4	5
11. My job security.	1	2	3	4	5
12. The amount of pay for the work I do.	1	2	3	4	5
13. The working conditions (heating, lighting, ventilation, etc.) on this job.	1	2	3	4	5
14. The opportunities for advancement on this job.	1	2	3	4	5
15. The technical "know-how" of my supervisor.	1	2	3	4	5
16. The spirit of cooperation among my co-workers.	1	2	3	4	5
17. The chance to be responsible for planning my work.	1	2	3	4	5
18. The way I am noticed when I do a good job.	1	2	3	4	5
19. Being able to see the results of the work I do.	1	2	3	4	5
20. The chance to be active much of the time.	1	2	3	4	5
21. The chance to be of service to people.	1	2	3	4	5
22. The chance to do new and original things on my own.	1	2	3	4	5
23. Being able to do things that don't go against my religious beliefs.	1	2	3	4	5
24. The chance to work alone on the job.	1	2	3	4	5
25. The chance to do different things from time to time.	1	2	3	4	5

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

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .	For each statement circle a number.				
26. The chance to tell other workers how to do things.	1	2	3	4	5
27. The chance to do work that is well suited to my abilities.	1	2	3	4	5
28. The chance to be "somebody" in the community.	1	2	3	4	5
29. Company policies and the way in which they are administered.	1	2	3	4	5
30. The way my boss handles his men.	1	2	3	4	5
31. The way my job provides for a secure future.	1	2	3	4	5
32. The chance to make as much money as my friends.	1	2	3	4	5
33. The physical surroundings where I work.	1	2	3	4	5
34. The chances of getting ahead on this job.	1	2	3	4	5
35. The competence of my supervisor in making decisions.	1	2	3	4	5
36. The chance to develop close friendships with my co-workers.	1	2	3	4	5
37. The chance to make decisions on my own.	1	2	3	4	5
38. The way I get full credit for the work I do.	1	2	3	4	5
39. Being able to take pride in a job well done.	1	2	3	4	5
40. Being able to do something much of the time.	1	2	3	4	5
41. The chance to help people.	1	2	3	4	5
42. The chance to try something different.	1	2	3	4	5
43. Being able to do things that don't go against my conscience.	1	2	3	4	5
44. The chance to be alone on the job.	1	2	3	4	5
45. The routine in my work.	1	2	3	4	5
46. The chance to supervise other people.	1	2	3	4	5
47. The chance to make use of my best abilities.	1	2	3	4	5
48. The chance to "rub elbows" with important people.	1	2	3	4	5
49. The way employees are informed about company policies.	1	2	3	4	5
50. The way my boss backs his men up (with top management).	1	2	3	4	5

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

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .	For each statement circle a number.				
51. The way my job provides for steady employment.	1	2	3	4	5
52. How my pay compares with that for similar jobs in other companies.	1	2	3	4	5
53. The pleasantness of the working conditions.	1	2	3	4	5
54. The way promotions are given out on this job.	1	2	3	4	5
55. The way my boss delegates work to others.	1	2	3	4	5
56. The friendliness of my co-workers.	1	2	3	4	5
57. The chance to be responsible for the work of others.	1	2	3	4	5
58. The recognition I get for the work I do.	1	2	3	4	5
59. Being able to do something worthwhile.	1	2	3	4	5
60. Being able to stay busy.	1	2	3	4	5
61. The chance to do things for other people.	1	2	3	4	5
62. The chance to develop new and better ways to do the job.	1	2	3	4	5
63. The chance to do things that don't harm other people.	1	2	3	4	5
64. The chance to work independently of others.	1	2	3	4	5
65. The chance to do something different every day.	1	2	3	4	5
66. The chance to tell people what to do.	1	2	3	4	5
67. The chance to do something that makes use of my abilities.	1	2	3	4	5
68. The chance to be important in the eyes of others.	1	2	3	4	5
69. The way company policies are put into practice.	1	2	3	4	5
70. The way my boss takes care of complaints brought to him by his men.	1	2	3	4	5
71. How steady my job is.	1	2	3	4	5
72. My pay and the amount of work I do.	1	2	3	4	5
73. The physical working conditions of the job.	1	2	3	4	5
74. The chances for advancement on this job.	1	2	3	4	5
75. The way my boss provides help on hard problems.	1	2	3	4	5

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

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .	For each statement circle a number.				
76. The way my co-workers are easy to make friends with.	1	2	3	4	5
77. The freedom to use my own judgment.	1	2	3	4	5
78. The way they usually tell me when I do my job well.	1	2	3	4	5
79. The chance to do my best at all times.	1	2	3	4	5
80. The chance to be "on the go" all the time.	1	2	3	4	5
81. The chance to be of some small service to other people.	1	2	3	4	5
82. The chance to try my own methods of doing the job.	1	2	3	4	5
83. The chance to do the job without feeling I am cheating anyone.	1	2	3	4	5
84. The chance to work away from others.	1	2	3	4	5
85. The chance to do many different things on the job.	1	2	3	4	5
86. The chance to tell others what to do.	1	2	3	4	5
87. The chance to make use of my abilities and skills.	1	2	3	4	5
88. The chance to have a definite place in the community.	1	2	3	4	5
89. The way the company treats its employees.	1	2	3	4	5
90. The personal relationship between my boss and his men.	1	2	3	4	5
91. The way layoffs and transfers are avoided in my job.	1	2	3	4	5
92. How my pay compares with that of other workers.	1	2	3	4	5
93. The working conditions.	1	2	3	4	5
94. My chances for advancement.	1	2	3	4	5
95. The way my boss trains his men.	1	2	3	4	5
96. The way my co-workers get along with each other.	1	2	3	4	5
97. The responsibility of my job.	1	2	3	4	5
98. The praise I get for doing a good job.	1	2	3	4	5
99. The feeling of accomplishment I get from the job.	1	2	3	4	5
100. Being able to keep busy all the time.	1	2	3	4	5

APPENDIX E

304 NW 28th Street
Corvallis, OR 97330
May 10, 1976

Dear Participant in Job Satisfaction Study,

Thank you so much for your cooperation thus far in the study.

Enclosed is Part II of the program, designed to measure the values which you consider to be important in the ideal job, the Work Values Inventory.

Would you please complete the enclosed using a #2 lead pencil, since the questionnaire will be machine-scored.

If you had indicated earlier that you would like to receive the results of the study, they should reach you some time in August or September.

Your cooperation in the study "Relationships Between Work Values and Job Satisfaction Among College Student Personnel Workers is most appreciated.

It is hoped that the research will shed light both on the values which seem to be important to those already engaged in our profession and perhaps, to assist those persons who contemplate entering this kind of work with some data that might help them to assess their vocational goals.

Your participation in the research will contribute to that end.

Thank you.

Sincerely,

Mary F. Maples
(503) 752-4361

APPENDIX F

Facsimile of postal card sent by researcher, Mary F. Maples,
to nonrespondents in Job Satisfaction Study:

JOB SATISFACTION STUDY

- ___ 1. I received the invitation but prefer not to participate.
- ___ 2. I did not receive the material but wish to participate.
- ___ 3. I received the material and will mail it as soon as possible.
- ___ 4. My reason for preferring not to participate is (optional)

Name _____

Institution

APPENDIX G

304 NW 28th Street
Corvallis OR 97330
June 25, 1976

Dear Participant in Job Satisfaction Study,

Please accept my sincere gratitude for your participation in what I hope will prove to be a worthwhile study.

For your information, 150 student personnel workers from 44 institutions were invited to play a role in the research. At the deadline, I have received responses from 104 individuals from 40 institutions, which is representative of colleges and universities in Idaho, Montana, Washington, and Oregon.

I hope to complete all the necessary requirements for the dissertation by December of this year.

In the event that you would care to have an abstract of the results, please feel free to contact me after the first of the year.

Sincerely,

Mary F. Maples

APPENDIX H

WORK VALUES INVENTORY

Donald E. Super

Teachers College, Columbia University



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NAME _____

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is for you.

- 5 means "Very Important"
 4 means "Important"
 3 means "Moderately Important"
 2 means "Of Little Importance"
 1 means "Unimportant"

(Fill in one oval by each item to show your rating of the statement.)

Work in which you . . .

1. . . . have to keep solving new problems. (5) (4) (3) (2) (1)
2. . . . help others. (5) (4) (3) (2) (1)
3. . . . can get a raise. (5) (4) (3) (2) (1)
4. . . . look forward to changes in your job. (5) (4) (3) (2) (1)
5. . . . have freedom in your own area. (5) (4) (3) (2) (1)
6. . . . gain prestige in your field. (5) (4) (3) (2) (1)
7. . . . need to have artistic ability. (5) (4) (3) (2) (1)
8. . . . are one of the gang. (5) (4) (3) (2) (1)
9. . . . know your job will last. (5) (4) (3) (2) (1)
10. . . . can be the kind of person you would like to be. (5) (4) (3) (2) (1)
11. . . . have a boss who gives you a square deal. (5) (4) (3) (2) (1)
12. . . . like the setting in which your job is done. (5) (4) (3) (2) (1)
13. . . . get the feeling of having done a good day's work. (5) (4) (3) (2) (1)
14. . . . have authority over others. (5) (4) (3) (2) (1)
15. . . . try out new ideas and suggestions. (5) (4) (3) (2) (1)
16. . . . create something new. (5) (4) (3) (2) (1)
17. . . . know by the results when you've done a good job. (5) (4) (3) (2) (1)
18. . . . have a boss who is reasonable. (5) (4) (3) (2) (1)
19. . . . are sure of always having a job. (5) (4) (3) (2) (1)
20. . . . add beauty to the world. (5) (4) (3) (2) (1)
21. . . . make your own decisions. (5) (4) (3) (2) (1)

5 means "Very Important"
 4 means "Important"
 3 means "Moderately Important"
 2 means "Of Little Importance"
 1 means "Unimportant"

- 22. ... have pay increases that keep up with the cost of living 5 4 3 2 1
- 23. ... are mentally challenged. 5 4 3 2 1
- 24. ... use leadership abilities. 5 4 3 2 1
- 25. ... have adequate lounge, toilet and other facilities. 5 4 3 2 1

- 26. ... have a way of life, while not on the job, that you like. 5 4 3 2 1
- 27. ... form friendships with your fellow employees. 5 4 3 2 1
- 28. ... know that others consider your work important. 5 4 3 2 1
- 29. ... do not do the same thing all the time. 5 4 3 2 1
- 30. ... feel you have helped another person. 5 4 3 2 1
- 31. ... add to the well-being of other people. 5 4 3 2 1
- 32. ... do many different things. 5 4 3 2 1
- 33. ... are looked up to by others. 5 4 3 2 1
- 34. ... have good contacts with fellow workers. 5 4 3 2 1
- 35. ... lead the kind of life you most enjoy. 5 4 3 2 1

- 36. ... have a good place in which to work (good lighting, quiet, clean, enough space, etc.) 5 4 3 2 1
- 37. ... plan and organize the work of others. 5 4 3 2 1
- 38. ... need to be mentally alert. 5 4 3 2 1
- 39. ... are paid enough to live right. 5 4 3 2 1
- 40. ... are your own boss. 5 4 3 2 1
- 41. ... make attractive products. 5 4 3 2 1

- 42. ... are sure of another job in the company if your present job ends. 5 4 3 2 1
- 43. ... have a supervisor who is considerate. 5 4 3 2 1
- 44. ... see the results of your efforts. 5 4 3 2 1
- 45. ... contribute new ideas. 5 4 3 2 1

Now check to be sure that you rated every statement.