

AN ABSTRACT OF THE THESIS OF

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Title: A Study of Job Factors as Satisfiers and  
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of Directors of Christian Education

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Abstract approved: \_\_\_\_\_

Dr. Charles E. Carpenter

The primary purpose of this study was to test the conventional view of job factors as satisfiers and dissatisfiers of members of the National Association of Directors of Christian Education. The conventional view stated that all job factors can potentially contribute to job satisfaction and to job dissatisfaction. A second view, known as the motivation-hygiene view, stated that factors that dealt with the job itself can lead only to job satisfaction and factors that dealt with the job environment can lead only to job dissatisfaction.

A literature review provided information that supported both perspectives.

Two questionnaires developed by Friedlander (1964) were used to measure eighteen job factors as satisfiers and dissatisfiers. One hundred and four subjects provided answers for the two questionnaires which were analyzed with

an ANOVA F statistic and with the Least Significant Difference test.

The results revealed that some of the job factors that dealt with the work itself and with the job environment contributed to both job satisfaction and job dissatisfaction. The conventional view of job factors as satisfiers and dissatisfiers was fully supported.

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A Study of Job Factors as Satisfiers and Dissatisfiers  
of Members of the National Association of  
Directors of Christian Education

by

Curtis L. Congo

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Head of department of Post-Secondary Education

Redacted for privacy

Dean of Graduate School

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A STUDY OF JOB FACTORS AS SATISFIERS AND DISSATISFIERS  
OF MEMBERS OF THE NATIONAL ASSOCIATION OF  
DIRECTORS OF CHRISTIAN EDUCATION

CHAPTER ONE

Introduction

As the emphasis upon quality Christian education has been growing throughout the twentieth century, a greater awareness has been perceived among Church leaders that a specialist in this area is needed. The Minister/Director of Christian Education has become the accepted position that can provide this needed specialization. Finlay (1967) stated that a greater number of Churches are seeking the services of Directors of Christian Education:

...There are some indications that churches are beginning to see the value of a director faster than the colleges and seminaries are able to produce them. This shows increased interest in Christian Education, but Christian schools must accelerate their efforts to train young people for this profession. (p.229)

Tidwell (1982) reported that the growth in the number of churches who have directors of Christian Education is a part of a great phenomena of the Church in the twentieth century. Therefore, there appears to be a need for highly motivated and competent specialists who will be able to train and lead laymen in the work of the Church.

As in secular vocations the Director of Christian Education must deal with numerous factors that can and do

contribute to one's sense of satisfaction and dissatisfaction with the job. These factors are crucial ingredients affecting the Director's of Christian Education in the process of leading a congregation.

Hulin (1966, 1968), Kemp (1967), Taylor and Weiss (1969), Wild (1970), Wild and Dawson (1972), Porter and Steers (1973) Mobley (1977), and Mowday (1981) concluded from their review of literature and research of various working populations that job satisfaction was consistently related to turnover. Waters and Roach (1971), Atchinson and Lefferts (1972), Kraut (1975), Maimon and Ronen (1978) reported from their research that all job factors can potentially affect an employee's tendency to leave or stay with an organization.

The research indicated that potential "job dissatisfiers" need to be identified and removed from an organization if employees are to have a sense of satisfaction with their job (Mobley, 1977). Further, the literature suggested that organizations can enhance employee satisfaction and reduce turnover if the factors that influence a sense of job dissatisfaction are identified and controlled (Lawler, 1977; Porter and Lawler, 1969).

Robert and Savage (1973) stated that it is essential for administrators to recognize what their employees feel about their jobs. Porter and Lawler (1969) found that the two reasons given for conducting job satisfaction research

by employers were: (1) job satisfaction has the potential to influence both absence and turnover of employees and (2) job satisfaction has a low but consistent relationship to job performance. Wood (1973) concluded that the health of an organization is dependent upon the job satisfaction its employees experience.

One possible indication of job satisfaction of the Director of Christian Education was the length of tenure in the position. Wright (1969) reported that the average tenure of the Director of Christian Education was between one and two years. Thorp (1976) suggested that tenure for the Director of Christian Education is directly related to relationships with the senior pastor, other pastors, volunteer workers in the church and the congregation as a whole. Syrstad (1981) cautioned that there can be little long-lasting impact in the area of Christian Education of a church unless the professional staff is willing to devote a substantial number of years in developing this ministry. Gangel (1978) found that:

...Tenure, unfortunately is one of the few negatives in the profession. At the time of one recent survey the average tenure of directors was less than two years! All mature Christian workers know that effective service for Christ cannot be developed in any kind of ministry in this short period of time. This problem must be solved, and it will take the cooperative efforts of pastors, teachers in Christian education departments of all evangelical schools, members of church boards, and organizations like NADCE to build a "long term of service" philosophy into present and future directors of Christian education (p.101).

If Gangel's assertions are valid then a study dealing with job factors as satisfiers and dissatisfiers of Directors of Christian Education will be valuable.

There are two contrasting positions of job factors as satisfiers and dissatisfiers reported in the research. The conventional view of job satisfaction holds that all job factors are potential contributors to job satisfaction and job dissatisfaction. Therefore, job content factors, or job factors dealing with the work itself, will contribute to both job satisfaction and job dissatisfaction. Job-context factors, or job factors dealing with the environment of the work, will contribute to both job satisfaction and job dissatisfaction.

The motivation-hygiene view, proposed by Herzberg, et al. (1959), challenges the conventional view of job factors as satisfiers and dissatisfiers. Herzberg's perception is that job-content factors, or job factors which deal with the job itself, will consistently relate to job satisfaction. At worst these factors could move to a point of neutrality or "no satisfaction," but would not be contributors to job dissatisfaction. The adherents of this view further stated that job-context factors, or job factors which deal with the environment of the job, will consistently relate to job dissatisfaction. At best these factors could move to a point of neutrality or "no dissatisfaction," but would not be contributors to job satisfaction.

### Statement of the Problem

As the professional field of Christian Education has been developing, there is strong evidence that the tenure experienced has been unimpressive. Research further suggests that job satisfaction and dissatisfaction consistently relates to turnover. If those job factors that contribute to job satisfaction and dissatisfaction can be identified and improved upon, turnover can be reduced. The conventional view holds that job factors dealing with both the work itself and the work environment can contribute to job satisfaction and to job dissatisfaction. This study will test this view of job factors as satisfiers and dissatisfiers.

While there have been many studies conducted that dealt with job satisfaction and dissatisfaction within the fields of industry and management, few have been conducted in the area of the professional field of Christian Education. There has been no research in this area utilizing the members of the National Association of Directors of Christian Education.

### Purposes of the Study

This study has three purposes:

1. To identify job factors as satisfiers and dissatisfiers of the members of the National Association of Directors of Christian Education.

2. To test the conventional view of job factors as being contributors to both job satisfaction and job dissatisfaction.
3. To develop a profile of the members of the National Association of Directors of Christian Education, using the following six demographic considerations: age, gender, size of church served, number of years in Christian Education ministry, number of years in present position and, highest educational level attained.

This study was prompted by the belief that a knowledge of factors that created job satisfaction and dissatisfaction of members of the National Association of Directors of Christian Education could have two important values:

1. The findings could be used by denominational administrators for influencing Church boards and senior pastors in developing the conditions which would lengthen the tenure of the Christian Educator.
2. The findings could be utilized in evangelical schools of higher education to better prepare prospective Directors of Christian Education to deal with job factors that contribute to job satisfaction and dissatisfaction.

#### Definition of Terms

For the purpose of this study, the terms of this investigation were defined to mean the following:

Senior Minister/Pastor. This person is the chief, full-time administrator of ministries encompassed by the church.

Director of Church Education. This is anyone responsible for and leading a Protestant church educational ministry on a full-time basis. Minister of Church Education, Associate or Assistant Pastor of Church Education are other acceptable titles.

Pastoral Staff Members. This is anyone responsible for a specialized area of ministry in the church and who is accountable to the senior minister as a paid employee.

Church Board. The Church Board is the agent of the congregation set up to deal with the needs and problems of the congregation. The board sets policy for all facets of Church ministry.

Ministry. This is a general term encompassing the total work of a minister of the church. The term could be used synonymously with church position or work activity.

Job Satisfaction. A positive regard reported for those aspects included in the questionnaire relating to the job.

Job Dissatisfaction. A negative regard reported for those aspects included in the questionnaire relating to the job.

#### Description of Eighteen Job Factors

The following descriptions of eighteen job factors related to job satisfaction and dissatisfaction come from the review of literature and the researcher of this study. Of the eighteen job factors, nine are job-content and nine are job-context. After the listing of each job factor, they

are identified as either job-content or job-context in parentheses. The order in which the descriptions are listed relates to the order in which they are used in the two instruments of this study:

1. Promotion (job-content) refers to a change and possible improvement in status or position within the Church or denomination.

2. Challenging Assignments (job-content) describes assignments that require the greatest effort of professional skills.

3. Recognition (job-content) constitutes the feedback, of one's work quality, given publicly or privately by the senior minister, other pastoral staff members or by individuals in the congregation.

4. Relationship with the Senior Minister (job-context) refers to the working association developed between the senior minister and the Director of Christian Education.

5. Relationship with all Pastoral Staff (job-context) refers to the working association developed between all pastoral staff members.

6. Senior Minister - Technical (job-context) describes the competence of the senior minister in understanding and carrying out their responsibilities.

7. Merit Increases (job-content) are regular salary increases that took into consideration accomplishments in ministry.

8. Achievement (job-content) is the successful completion of a job and/or solution to a problem or problems.
9. Working Conditions (job-context) are the physical conditions of facilities and equipment for doing the work.
10. Responsibility (job-content) is gaining or losing liability for one's work or the work of others'.
11. Job Security (job-context) consists of indications of job certainty such as positive feedback from the official church board.
12. Growth (job-content) is the opportunity to attend professional seminars and experiences on the job that are assumed to contribute to continued professional growth.
13. Employee Benefits (job-context) are benefits that are separate from salary. For example, health insurance and car allowance.
14. Work Itself (job-content) is an indication of feelings about the job or tasks of the job.
15. Homelife (job-context) are aspects of the job that affect the individual's homelife.
16. Work Group (Volunteers) (job-context) are members of the church who volunteer their time and abilities for service.
17. Church Management Policies (job-context) are the official church boards' policies that affect the pastoral staff.
18. Use of Best Abilities (job-content) is the usage of the individuals' skills in carrying out their responsibilities.

### Summary

There is an increasing demand for Directors of Christian Education. Tenure in this professional field has been unimpressive, as the Director of Christian Education tends to move approximately every two years, to another church (Gangel, 1978). Research suggested that job satisfaction and dissatisfaction consistently relates to turnover. Research further suggested that turnover can be reduced if those factors can be identified and improved. The conventional view of job factors holds that all factors could contribute to the individual worker's sense of satisfaction and dissatisfaction. The motivation-hygiene view holds that job factors dealing with the work itself contributes to job satisfaction, and job factors dealing with the work environment contributes to job dissatisfaction. Therefore, this study sets out to see if both job factors dealing with the work itself and with the work environment contribute to job satisfaction and dissatisfaction.

There are three purposes for this study. The first purpose is to identify job factors as satisfiers and dissatisfiers of the National Association of Directors of Christian Education.

The second purpose is to test the conventional view of job factors as being contributors to both job satisfaction and job dissatisfaction.

The third purpose is to develop a profile of members of the National of Directors of Christian Education, using six demographic considerations.

## CHAPTER TWO

### Review of Literature

The review of literature will be presented in three sections: (1) explanations of two views of job satisfaction, (2) a review of literature of job satisfaction, (3) a review of literature that considered job satisfaction of the professional Director of Christian Education.

#### Two Views of Job Satisfaction and Dissatisfaction

The following is a brief explanation of the conventional view of job factors as satisfiers and dissatisfiers and the motivation-hygiene view of job factors as satisfiers and dissatisfiers.

#### The Conventional View

The conventional approach explains job satisfaction as the total body of feeling an individual has about his job; being made up of job-related factors, the interaction of which causes fluctuation between a condition of satisfaction and of dissatisfaction (Porter, 1962). As indicated in Figure 1, midway between job satisfaction and job dissatisfaction is a condition of neutrality in which the individual is neither satisfied nor dissatisfied. Job-content factors, or job factors dealing with the work itself, will contribute to both job satisfaction and job dissatisfaction. Job-context factors, or job factors

dealing with the environment, will contribute to both job satisfaction and job dissatisfaction. If an individual is deprived of any factor or combination of factors, a greater sense of job dissatisfaction results. Improving a factor or a combination of factors improves the sense of job satisfaction.

<---Job Content and Job Context Factors--->

<----->  
Dissatisfaction                      Neutrality                      Satisfaction

Figure 1

#### Conventional View of Job Factors as Satisfiers and Dissatisfiers

#### The Motivation-Hygiene View

Herzberg, Mausner and Synderman (1959) completed an extensive review of research concerned with job satisfaction and job dissatisfaction. They noted that three major methods were used to identify job satisfaction and dissatisfaction. The first method involved asking the individual his over-all attitude toward his work, whether he liked or disliked it. However, the researchers cautioned that this method did not deal with the specific factors involved in job satisfaction and dissatisfaction. The second method employed scaled inventories in order to arrive at an over-all score which expressed the worker's sense of job satisfaction and dissatisfaction. The researchers reported that

over-all scores of these inventories became the greater concern in these studies, which meant it was now possible to investigate the specific components of job satisfaction and dissatisfaction. In the third approach no specific measure of job satisfaction and dissatisfaction was taken. Rather, a psychologist observed the behavior of the individual workers. The psychologist inferred attitudes and feelings from the behavior observed. Herzberg et al. (1959) suggested, that due to the lack of direct communication with the worker, the psychologist could not ascertain the overall sense of satisfaction or dissatisfaction that the individual experienced.

Research findings of Herzberg et al. (1959) indicated that factors in their jobs which people reported as satisfying were different from the factors which people reported as dissatisfying.

Herzberg et al. (1959) concluded that job factors dealing with the content of the job were the factors that consistently led to job satisfaction. The researchers further stated that if a job-content factor does not contribute to the individual's sense of satisfaction, at worst the factor would only lead to a sense of no job satisfaction. Job-content factors were given the identification of "motivators" because they were perceived as the factors which rewarded the needs of the individual in order to reach his or her aspirations.

Herzberg et al. (1959) further concluded that factors describing the context of job were the factors which consistently led to job dissatisfaction. If a job-context factor did not lead to job dissatisfaction, at best it would lead to a sense of "no job dissatisfaction." Job-context factors were identified as "hygiene factors," because these factors dealt with the environment of the individual's work and not the work itself. The idea of "hygiene" came from the principles of medical hygiene. Hygiene removes health hazards from the environment. They are not a curative, but rather a preventive. Herzberg suggested that when hygiene factors were neglected a greater sense of job dissatisfaction took place. Improvement of hygiene factors served to remove the impediments to job satisfaction, but would not themselves contribute to job satisfaction.

Figure 2 is a graphic illustration of job factors as satisfiers and dissatisfiers.

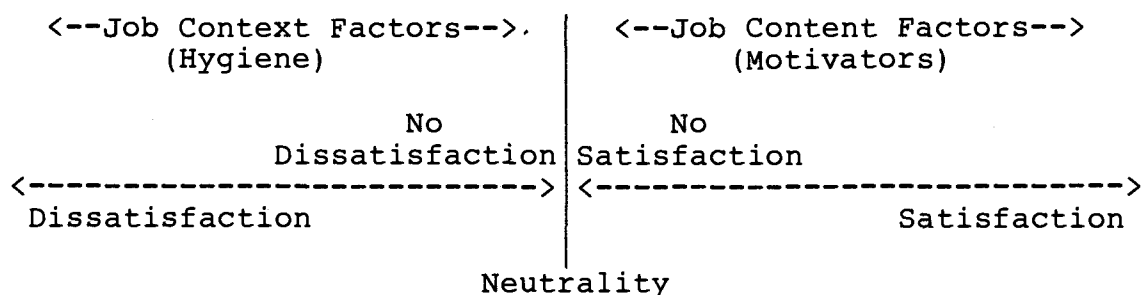


Figure 2

Motivation-Hygiene View of Job Factors as  
Satisfiers and Dissatisfiers

## Review of Literature of Job Satisfaction and Dissatisfaction

### Research Supporting the Motivation-Hygiene View

Herzberg, Mausner, and Snyderman (1959) conducted research to determine the sources of job satisfaction and job dissatisfaction among 203 engineers and accountants. A "critical incident" technique of interviewing was used to gather and analyze the data. This technique involved asking the respondents to describe periods in which they were exceedingly happy or unhappy about their jobs. The respondent could describe either a "satisfying" or "dissatisfying," and a "long" or "short" sequence of events as their first anecdote. The individual was asked for the reasons for his or her feeling and how the feeling affected his or her performance on the job, personal relationships, and sense of well-being. The individual was also asked to describe his shift back to an attitude that was thought by the individual to be normal. After the respondent completely described the event, the individual was asked for a second one, with the stipulation that it be different from the first in the feeling described and in duration.

In order for an event or sequence of events to qualify as a critical incident, therefore, it had to be bound by time (have a beginning, a middle, and an end) and the feelings described had to be outstandingly satisfying or dissatisfying. The descriptions of "satisfying" periods

usually concerned the content of the job. Factors such as achievement, recognition, promotion, responsibility, and the work itself were frequently referred to in the good periods. The descriptions of "dissatisfying" periods in the work usually concerned the context or environment of the job. The factors that appeared frequently as dissatisfiers in the job-context were relationship with the supervisor, management policies, the supervisor's ability to do his or her job, salary and working conditions.

In 1965 Herzberg administered a questionnaire to 139 lower-level supervisors representing a wide range of industries in Finland. The Finnish study revealed that achievement, recognition, responsibility, promotion and work itself contributed to job satisfaction. On the other hand, four job-context factors contributed to job dissatisfaction. They were: supervision, company policy and administration, working conditions, and interpersonal relationships. Herzberg (1966) concluded that the study supported his view that job-content factors contribute to job satisfaction and that job-context factors contribute to job dissatisfaction.

In later studies Herzberg (1968, 1969) stated that most of the attempts to motivate or create a positive climate for worker self-motivation had stressed job-context factors and ignored job-content factors. These attempts according to Herzberg had been "total failures." He further found that the absence of job-context factors such as good supervisor-employee relations and fringe benefits could make a worker

dissatisfied, but their presence would not make the worker satisfied. Herzberg (1974) concluded that job satisfaction which is based on the notion that individual growth is the key to organizational health is the approach that most often results in happier employees and higher productivity.

A number of studies that attempted to test the validity and generality of the motivation-hygiene theory have been reported.

In a study by Schwartz, Jennisaitis, and Stark (1963) men with supervisory responsibility in different and largely nonprofessional occupational groups were asked to write their experiences of times when they had felt exceptionally satisfied and exceptionally dissatisfied with their jobs and why. The researchers concluded that the study corroborated the motivation-hygiene view. All job-content factors but work itself occurred more frequently as job satisfiers than as job dissatisfiers. The job-context factors were identified as the contributors to job dissatisfaction.

Saleh (1964) attempted to confirm the motivation-hygiene view with a population who were within a few years of the retirement age of sixty-five. Eighty-five managerial employees between the ages of sixty and sixty-five were drawn from twelve Cleveland companies with compulsory retirement at age sixty-five and interviewed. The study revealed that all job-content and job-context factors were significant in the predicted direction.

Myers (1964) studied two hundred and eighty-two employees of the Texas Instrument Company's installation at Dallas. Included in the sample were fifty scientists, fifty-five engineers, and fifty female hourly assemblers. The data revealed that job factors clustered into the motivation-hygiene dichotomies.

Friedlander and Walton (1964) interviewed eighty-two scientists and engineers. Subjects were asked to indicate the most important factors that kept them with the organization and some of the factors that caused them to consider leaving the organization for which they were working. The researchers concluded that job-content factors were the reasons keeping the individual with his or her organization and job-context factors were the reasons for leaving the organization.

Lahiri and Srivastva (1967) conducted a study in a non-American culture. A sample of ninety-three middle managers were asked to indicate the extent to which job-content factors and job-context factors contributed to the feelings of satisfaction and dissatisfaction in their present job situations. The critical incident technique and interviewing method developed by Herzberg et al. (1959), was used in this study. The researchers reported that job-content factors acted more as satisfiers, and job-context factors acted more as dissatisfiers.

Malinovsky and Barry (1965) and Halpern (1966) used a seven point rating scale to measure their populations' job satisfaction. Both found that job-content factors contributed more to overall satisfaction than did the job-context factors.

Research Reporting Partial Support  
for the Motivation-Hygiene View

Gruenfeld (1962) had fifty-two industrial supervisors, at three occupational levels, rate job factors in order of their desirability. The most preferred job factors were those concerned with job-content, and the least preferred job factors were those which related to conditions of work. This study supported the motivation-hygiene view that job-content factors contributed to job satisfaction and job-context factors contributed to job dissatisfaction. However, it introduced occupational level as a variable which influenced managers' perceptions of job factors. Those at higher levels placed more emphasis on the job-content factors that led to job satisfaction and less emphasis on the job-context factors that led to job dissatisfaction. The opposite held for those at lower occupational levels. These findings were later confirmed by Porter (1962, 1963a), Centers and Bugental (1966), Friedlander (1964, 1965, 1966a), and Armstrong (1971).

Friedlander (1964, 1965, 1966a) found that white-collar workers derived greatest satisfaction from the job-content

factors, while blue-collar workers derived greatest satisfaction from the job-context factors. Friedlander concluded that the occupational level of the worker is a variable determining an individual's response to job factors.

Hinrichs and Mischkind (1967) tested the hypothesis that the job-content factors were the primary causes of positive satisfaction in high-satisfaction respondents, as well as the primary causes of negative satisfaction for low-satisfaction respondents. It was further hypothesized that job-context factors would be responsible for the lack of total satisfaction for high-satisfaction subjects and for the lack of total dissatisfaction for the low-satisfaction subjects. Subjects were six hundred and thirteen technicians involved in service work employed by a large national company. Respondents were classified into high-and-low satisfaction groups based on their scores on the overall satisfaction questionnaire. The study found that job-content factors predominantly influenced satisfaction positively for the high-satisfaction group, while, for the low satisfaction group they have equal positive and negative influence. Job-context factors act predominantly in a negative way for the high satisfaction group and predominantly in a positive way for the low satisfaction group. Therefore, the results from individuals with high satisfaction supported the motivation-hygiene view and

results from individuals with low satisfaction did not support the view.

Wolf (1967) reported data on eighty-three nonmanagerial employees which also only partially supported the motivation-hygiene view. Job-content factors were found to be most important in determining job satisfaction, but job-context factors were not significantly related to job dissatisfaction. On the other hand, Wolf found that context factors were related to both satisfaction and dissatisfaction with the company.

#### Writers Supporting and Disputing the Motivation-Hygiene View

The following writers have reviewed the research on job factors as satisfiers and dissatisfiers and have expressed either their support for or challenge of the motivation-hygiene view.

Whitsett and Winslow (1967), Bockman (1971) and, Grigaliunas (1971) supported the motivation-hygiene view and method of study, as expressed by Herzberg et al. (1959). They maintained that because the respondent was personally involved, the focus of the data was on the existence and the change of a feeling. The data insured that a feeling was being tapped. In this manner, factors emerged out of the data rather than being determined beforehand. Grigaliunas and Wiener (1976) concluded, after an extensive review of

critical research, that the studies did not develop a strong case for dismissing the motivation-hygiene view.

The following writers have criticized the methods used by Herzberg et al. (1959) and have criticized those who used the same method to investigate job satisfaction.

Brayfield (1960) and Kahn (1961) suggested that results using the critical incident interview may be interpreted in an entirely different way. They suggested that it was possible that stated sources of satisfaction may result from the general tendency to attribute the causes of satisfaction to one's own success and achievements in the job. They further suggested that dissatisfaction may stem not from personal incapacities but job-context factors in the work situation, such as management policies. They further stated that people generally tend to attribute the causes of all failures to external objects and not to personal incapacities. Sources of satisfaction and dissatisfaction may be an expression of defensive forces within an individual. Vroom and Maier (1961) questioned the legitimacy of Herzberg's conclusion. They argued that:

... there is a risk in inferring the actual causes of satisfaction and dissatisfaction from descriptions of events by individuals as it seems possible that the obtained differences between events may reflect defensive processes at work within the individual (p. 413).

Ewen (1964) and Cummings and Salami (1968) criticized the motivation-hygiene view of job satisfaction and dissatisfaction because of the use of one measure of job attitudes.

Dunnette (1965) and Dunnette, Campbell and, Hakel (1967) concluded that the motivation-hygiene view of job satisfaction was an oversimplification of the study of the motivation of the worker and his or her work. Porter (1966) challenged the conclusions that factors of job satisfaction and dissatisfaction divide as neatly as was the case with Herzberg's original study and those which followed that supported the motivation-hygiene view. House and Wigdor (1967) reviewed the Herzberg view of job satisfaction, its criticisms, and the investigations related to the view. Based on their review of Herzberg's work, they concluded that: (a) any given factor can cause job satisfaction as well as job dissatisfaction and, (b) job-content factors appear to be more important than hygiene factors in generating both satisfaction and dissatisfaction. Thus, like Dunnette et al. (1967) and Hulin and Smith (1967), House and Wigdor (1967) concluded that the motivation-hygiene view was, at best, an oversimplification of job satisfaction. King (1970), Hulin and Waters (1971) and Gardner (1977) pointed out that Herzberg stated his position ambiguously. They concluded that it was possible to interpret the motivation-hygiene view from two positions. The first position was that job-content factors contribute only to satisfaction and job-context factors only to dissatisfaction. The second position was the view that job-content factors contribute more to satisfaction than do job-

context factors and vice versa for dissatisfaction. Gruneberg (1977) criticized the motivation-hygiene view because of how the motivators and hygienes were weighed together to give an overall assessment of job satisfaction.

### Research Supporting the Conventional View

There is research evidence to support the conventional view as being more accurate in describing job satisfaction and job dissatisfaction. For purposes of this research, studies which support the conventional view completed after the introduction of the Herzberg's motivation-hygiene view will be covered. It was not until the introduction of the motivation-hygiene view that the conventional view was clearly articulated.

Friedlander (1963) used Herzberg's technique with engineering supervisory and salaried employees. He asked the subjects to indicate which factors led to positive and negative feelings. The results showed that sources of job satisfaction were working environment, relationship with supervisor, advancement, and recognition. Both job-content and job-context factors were associated with job satisfaction.

Rosen (1963) had ninety-four research and development personnel rate job factors in terms of their desire to leave their jobs had the factors been absent. Salary, promotion, challenging assignments, relationship with supervisor, and competent management were the factors found to be of vital

importance to them. Job-content and job-context factors were contributors to job satisfaction.

Hulin and Smith (1964, 1965) tested different populations using various areas of a worker's job satisfaction and various independent variables (age, tenure on the job, tenure with the company, job level salary and salary desired minus salary received). The researchers reported that job-content and job-context factors contributed to both job satisfaction and dissatisfaction.

Dunnette (1965) investigated a sample of one hundred and fourteen store executives, seventy-four sales clerks, forty-three secretaries, one hundred and twenty-eight engineers and research scientists, forty-six salesmen, and ninety-one army reserve personnel to determine the factor structures of unusually satisfying and unusually dissatisfying job situations. He found that some job-content factors were related to satisfying job situations, but that job-context factors were not related to dissatisfying job situations.

In a study of the relationship of satisfiers and dissatisfiers to productivity, turnover, and morale, G. G. Gordon (1965) asked six hundred and eighty-three full-time agents of a large national life insurance company to rate their degree of job satisfaction and dissatisfaction. The findings revealed that individuals highly satisfied with and highly dissatisfied with job-context factors were equally satisfied with job-content factors.

Burke (1966) had one hundred and eighty-seven college students rank ten job factors in order of importance. Subjects ranked a significant number of job-content factors more important than job-context factors as contributors to both job satisfaction and job dissatisfaction.

Wernimout (1966) used the forced-choice research technique with fifty accountants and eighty-two engineers. The subjects endorsed job-content factors about equally often when they described both satisfying and dissatisfying job situations. Statements that relate to job-context factors were endorsed nearly forty percent of the time in both situations. Wernimout concluded that all job factors can cause both satisfied and dissatisfied feelings about the job.

Graen (1966a, 1966b) developed a questionnaire based upon Herzberg's classification of the motivators and hygiene factors. One hundred and fifty-three professional engineers were asked to rate the importance of each item to their overall job satisfaction or dissatisfaction. Graen concluded that when job factors were rated by respondents rather than outside raters using the story-telling method, factors do not result in homogeneous groupings. Job-content factors and job-context factors contributed to both job satisfiers and job dissatisfiers.

Hulin and Smith (1967) tested contradictory hypotheses derived from the Herzberg motivation-hygiene view and the

conventional view of job satisfaction on a sample of six hundred and seventy office employees, supervisors, and executives. Their study indicated that if the presence of a factor resulted in a job being described or judged as satisfying, the absence of that same factor resulted in the job being described as dissatisfying.

Lindsay, Marks, and Gorlow (1967) collected data on two hundred and seventy professionals (in positions that required a minimum of a bachelor's degree) and non-professionals. The results indicated that a significant proportion of the variance in job satisfaction was accounted for by both job-content and job-context factors; that satisfaction was a joint function of all factors and; a greater proportion of the variance in job satisfaction was contributed by job-content than by job-context factors.

Waters and Waters (1969) administered an open-ended set of questions to one hundred and sixty female clerical workers. In this study it was found that job-content factors performed as both satisfiers and dissatisfiers, and job-context factors were related to both satisfaction and dissatisfaction. The results were consistent with the conventional framework in which any factor can be both a satisfier and a dissatisfier.

Friedlander and Margulies (1969), used data gathered from ninety-five employees of a research and development organization, concluded that company policy and working

conditions were major determinants of job satisfaction. If these factors were negative in the perception of the individual, then a sense of job dissatisfaction was expressed. The researchers concluded that these two job-context factors were found to be equally important to job satisfaction and job dissatisfaction.

Ronan (1970) completed a study covering three hundred and eleven managerial-supervisory, one hundred and ninety-two salaried, and one hundred and ninety-two hourly employees who were employed by a manufacturing company. This study discovered that the three factors of the work itself, pay, and company policy were the most important in determining overall job satisfaction. Of these three factors, two of them were job-context factors (pay and company policy) and work itself as a job-content factor.

Waters and Roach (1971) studied the employees of a national insurance company. Four separate samples were chosen based on position and gender. The sampling consisted of one hundred and sixty-seven female nonsupervisory clerical workers, fifty-four female supervisors, seventy-one male managerial personnel and, fifty-one male "technical" personnel (data processing, claims, underwriting, etc.). The conclusion was that any of the factors could produce either job satisfaction or job dissatisfaction.

Studies by Kraut (1975) and Maimon and Ronen (1978) used the same procedure of Waters and Roach (1971), and also

came to the conclusion that all factors affect an employee's sense of job satisfaction and dissatisfaction.

Adler (1980) completed a study of 110 working graduate business students to determine the effect of self-esteem to the experienced job satisfaction and dissatisfaction. The subjects first completed the Coopersmith Self-Esteem Inventory. Based on these results the subjects were divided into two groups of high and low self-esteem. The subjects were then asked to give a brief written description of a satisfying and dissatisfying incident in their work experience. Adler reported that both high and low self-esteem groups attributed job-context factors as more responsible for their occasions of job dissatisfaction but that these factors also contributed to job satisfaction. This study also reported that job-content factors contributed significantly to job satisfaction for the high self-esteem group. The results further indicated that the low self-esteem group indicated job-content factors as being equally important to both job satisfaction and dissatisfaction.

O'Reilly and Caldwell (1980) completed a study of one hundred and eight Master's of Business Administration graduates immediately after they accepted jobs and again six months later. The researchers hypothesized that subjects who made job choices based on job-content factors would be more satisfied and committed than those who made the

decision based on job-context factors. Results showed that both job-content and job-context decision factors related to a high sense of job satisfaction and commitment. The researchers concluded that job satisfaction and commitment were related to those job-content and job-context factors the individual considered when the original job choice was made.

Hopkins (1983) conducted a study of state public employees from five states. The sample size was one thousand and fourteen full time employees, who represented heads of departments, secretaries and road workers. A questionnaire was mailed to the subjects. While the researcher concluded that job-content factors were important in predicting job satisfaction, job-context factors were more important considerations in both job satisfaction and job dissatisfaction.

#### Job Satisfaction and the Directors of Christian Education

Mitchell (1966) conducted a series of interviews in order to study the relationship that existed between the senior minister and all other church staff ministers. For the purpose of this study Mitchell considered all staff members except the senior minister to be "assistants." Assistants in this study consisted of directors of Christian Education, youth ministers, music ministers, associate and assistant ministers with various areas of responsibility.

Eighty senior ministers and one hundred and thirty-six assistant ministers were interviewed, regarding four basic questions.

The first question asked if the overall ministerial relationships were basically good or poor. The response of senior ministers and assistant ministers were different. Sixty-one percent of senior ministers and twenty-five percent of assistant ministers claimed that the relationships were basically good.

The second question asked the respondents to rate the ministerial relationships on a likert-type scale, ranging from one (worst possible) to five (best possible). The response of senior ministers and assistant ministers, again, showed a different perception of ministerial relationships. The senior ministers' mean rating was 3.5 and the assistant ministers' mean rating was 1.3.

The third question asked the respondents to identify the issues that created difficult ministerial relationships. Those issues identified by senior ministers, were: "Assistant does not know his place," "Assistant will not take responsibility," "Assistant cannot accept correction." Those issues identified by the assistant ministers were: "Pastor cannot understand my concerns," "We do not communicate," "Pastor is authoritarian," and "Pastor is a prima donna."

The fourth question asked the respondents to identify what created good ministerial relationships. Those issues identified, by both senior ministers and assistant ministers, were: "Communication between ministers," "Pastor helping assistant develop in the ministry," and "Presenting a united relationship of all ministers to the congregation."

Mitchell (1966) concluded that there is poor pastoral relationships between the senior minister and the assistant minister. Further, neither has a clear understanding of the others perception of the pastoral relationship.

In a study that attempted to develop a theological perspective of the multiple staff and job descriptions for the members of church staff, Judy (1969) asked the respondents to identify problem areas of their work. Members of staff included the positions of directors of Christian Education, ministers of music, ministers of youth and assistant ministers. Problem areas identified by staff members of the sample churches were: 1) relationships with senior minister and other ministers on staff, 2) inadequate salary increases and, 3) housing, pensions, and insurance provisions. While this study was not for the purpose of studying job satisfaction/dissatisfaction, it is to be noted that church staff members identified job-context factors as being those areas that created problems in their work.

Bixby (1972) completed the only study of Directors of Christian Education that at the same time tested the motivation/hygiene view as proposed by Herzberg (1959). Bixby's population included Directors of Christian Education from several denominations and included those who identified themselves as either theological liberals or conservatives. Bixby's research question was: "What are the job satisfiers and job dissatisfiers seen as most important by ministers of education?"

Factors identified as most important to job satisfaction were: achievement, work itself and recognition. Factors identified as important to job dissatisfaction were: Church policy and administration, technical supervision of the senior minister, relationships with senior minister and relationships with co-workers. A three-to-one ratio was found in support of job-content factors as being satisfiers versus being dissatisfiers. A six-to-one ratio was found in support of job-context factors as being dissatisfiers versus being satisfiers. Bixby concluded that job-content factors were the contributors to job satisfaction and that job-context factors were the contributors to job dissatisfaction of Directors of Christian Education.

Brown (1976) studied how selected church personnel administration factors affect the job satisfaction of ministers (directors) of education and music. Brown reported that: 1) there were no observable difference in

job satisfaction of ministers of education whose churches had written policies and procedures and those ministers whose churches did not; 2) there were no observable difference between ministers of education who had job descriptions and those who did not; 3) there were no observable difference between those ministers of education who were given time for professional improvement and those who did not; but 4) there were a observable difference between ministers of education who served with autocratic senior ministers and those who served with democratic senior ministers. Those serving with senior ministers thought to be democratic were the most satisfied of the two groups.

Thweall (1979) completed a study comparing job satisfaction of Southern Baptist ministers (directors) of Christian Education with those in the secular work force, using selected job factors. Ministers of education were found to be significantly more satisfied with the work itself and with the opportunities for promotion than the general work force. There were no difference in the two groups satisfaction with pay. Ministers of education were found to be significantly less satisfied with supervision than the general work force. It was concluded that low satisfaction with the senior ministers' abilities to carry out his responsibility was an important factor in turnover among ministers of education.

### Summary

In summary, there were two contradictory views of job factors as contributors to an individual's sense of job satisfaction and job dissatisfaction. The conventional view was that all job factors can contribute to both job satisfaction and job dissatisfaction. The motivation-hygiene adherents believed that job-content factors consistently contributed to job satisfaction and job-context factors consistently contributed to job dissatisfaction.

The motivation-hygiene view of job factors as satisfiers and dissatisfiers predominantly came from the "critical incident" method or sometimes called the "story telling" method. In all studies using this method there was full support for the motivation-hygiene position. There were researchers who argued against the method. Ewen (1964) stated that this view of job factors was the result of a method-bound research. When other methods were used the results were significant in their support for the conventional view of job factors as job satisfiers and job dissatisfiers. King (1970) questioned the strong potential of experimenter coding biases of the story-telling method. He suggested that it was possible that another interviewer might interpret the information given by the interviewee differently based on different biases. Gardner (1977) argued that there were potential defensive biases inherent in such self-report measures as used in the critical

incident or story-telling methods. He pointed out that it was possible, for the individual worker being interviewed, to relate those satisfying moments on the job as those for which they were directly responsible. When dissatisfaction was experienced, it was possible that workers pointed to factors that were related to the environment of the job and not related to the individual worker.

In the review of literature nine research studies supported the motivation-hygiene view of job factors as satisfiers and dissatisfiers. Eight of these used the critical incident or story-telling method, with the researcher interviewing the individual worker.

Three researchers completed studies and concluded that their research partially supported the motivation-hygiene view. One of these studies used the critical incident or story-telling method.

Twenty-three studies reported using questionnaires, in which the individual worker was asked to either rank or rate factors and their importance to job satisfaction and job dissatisfaction. These studies clearly rejected the motivation-hygiene view and supported the conventional view.

Little research has been done on the job satisfaction and job dissatisfaction of the Director of Christian Education. Of those studies only Bixby (1972) attempted to discover how job factors contributed to both job satisfaction and job dissatisfaction. His study tested the

motivation-hygiene view of job satisfaction and dissatisfaction, using the same story-telling method. Bixby's study supported the motivation-hygiene view of job factors as satisfiers and dissatisfiers.

The review of literature indicated that the conventional view was supported in the majority of the studies completed. With the conventional view it would be expected that some job-content factor mean scores would be greater than job-context mean scores measuring job satisfaction and dissatisfaction. Further, it would be expected that some job-context mean scores would be greater than some job-content mean scores measuring job satisfaction and dissatisfaction. To test the conventional view of job factors as satisfiers and dissatisfiers, the following four hypotheses have been developed.

#### Hypotheses

The four research hypothesis of this study were:

Research Hypothesis I. There would be some job-content factor means greater and different than some job-context factor means, which measure job satisfaction, of members of the National Association of Directors of Christian Education.

Research Hypothesis II. There would be some job-context factor means greater and different than some job-content factor means, which measure job satisfaction, of

members of the National Association of Directors of Christian Education.

Research Hypothesis III. There would be some job-content factor means greater and different than some job-context factor means, which measure job dissatisfaction, of members of the National Association of Directors of Christian Education.

Research Hypothesis IV. There would be some job-context factor means greater and different than some job-content factor means, which measure job dissatisfaction, of members of the National Association of Directors of Christian Education.

The two null hypothesis of this research were:

Null Hypotheses I. There would be no significant differences found among the means of job factors as sources of job satisfaction of members of the National Association of Directors of Christian Education.

Null Hypothesis II. There would be no significant differences found among the means of job factors as sources of job dissatisfaction of members of the National Association of Directors of Christian Education.

## CHAPTER THREE

### Design of the Study

#### Introduction

In this chapter the design of the study and the procedures used to implement it are explained. The population, sampling procedure, description of the instrument, the procedure for collecting data, and the methods of analyzing the data are described.

#### Procedure

##### Population and Sample

The subjects for this study were employees of protestant evangelical churches with the responsibility of Christian Education. Acceptable titles of such persons were, Director of Christian Education; Minister of Christian Education; and Associate Pastor/Assistant Pastor of Christian Education. The population were members of the National Association of Directors of Christian Education (NADCE). The National Association of Directors of Christian Education was chosen for this study for two reasons:

1) this organization was one of the largest associations of Directors of Christian Education and, 2) this organization had never been used in a study dealing with job factors as satisfiers and dissatisfiers. Generalizations made were limited to the members of the National Association of Directors of Christian Education.

The subjects for this study were chosen by a simple random technique from the mailing list of the members of the National Association of Directors of Christian Education. This technique ensured that all members of the population had equal possibilities of being chosen as the sample (Courtney, 1982 and Ott, 1977). Each member of the population was given a number from one to seven hundred and sixty-three, which was the size of the association. Following the numbering of each member of the association, a Table of Random Numbers (Ott, 1977) was entered by dropping a pencil over the random digits without reference. This point was the starting point in selecting numbers until the desired sample size had been reached.

Gay (1981) recommended that for descriptive research with a smaller population, a sample size of between ten to twenty percent of population was recommended. A sample size of between seventy-six and one hundred and fifty three was required for this study. Therefore, one hundred and fourteen members or fifteen percent of the population were chosen.

### Instruments

The instruments used in this study were developed by Friedlander (1964). The reason these instruments were chosen was that they employed the major factors that have been identified as important in determining job satisfaction and dissatisfaction regardless which job

classification was being considered. The reliability of the satisfaction and dissatisfaction instruments was reported to be .79 and .72 respectively (Friedlander, 1964).

The two questionnaires were obtained from:

American Documentation Institute  
Job Factors as Satisfiers and Dissatisfiers  
Order Document # 8027  
ADI - Auxiliary Publications Project  
Photoduplication Service  
Library of Congress  
Washington, D.C. 20540

The Job Factors as Satisfiers Questionnaire measured the importance ascribed by respondents to factors which were sources of satisfaction. The Job Factors as Dissatisfiers Questionnaire measured the importance ascribed by the same respondents to factors which were sources of dissatisfaction. The following instructions were used for each questionnaire, with the word satisfied used in one and the word dissatisfied used in the other.

Think of a time when you felt exceptionally satisfied or dissatisfied about your present or past position as the minister responsible for Christian Education. The following is a list of factors that may have contributed to your sense of satisfaction/dissatisfaction. How important was each of these factors in the particular experience you are describing?

The respondent was asked to check one of four blanks from lack of the job factor as a contributor to satisfaction/dissatisfaction to major importance as a contributor to job satisfaction/dissatisfaction. Thus the respondent was not be questioned as to whether he was satisfied or dissatisfied; but rather was asked to indicate

the extent to which each job factor was important as a source of satisfaction and dissatisfaction.

### Data Collection

One hundred and fourteen subjects were sent the two questionnaires together. Friedlander (1964) reversed the order in which the two instruments were completed to determine if there was any significant difference between the sequence of completing the instrument. The conclusion was that order had no effect upon the response. Therefore, it was assumed that order had no influence as to the sequence of how the respondents completed the questionnaire.

The following procedures were used to encourage as high a percentage of return from the sample of population as possible:

(1) Attractive, personally addressed envelopes, from the OSU/WOSC School of Education, were used (Hoinville and Jowell, 1978).

(2) An official letter, written on the official letterhead by the President of the National Association of Directors of Christian Education, introducing and sanctioning this study was included in the mailing. (Moser, 1963). (See Appendix B)

(3) A cover letter from the researcher containing instructions; encouraging response; guaranteeing anonymity; emphasizing the importance of the study to the National

Association of Directors of Christian Education and that a report would be submitted to the Association upon completion of the study. (Hoinville and Jowell, 1978 and Moser, 1963).

(4) The two questionnaires used in this study were short and simple in their format, (Moser, 1963).

(5) There were self-addressed and stamped return envelopes enclosed with the cover letters and questionnaires (Courtney, 1982).

(6) Three to four weeks after the first mailing, a second mailing was sent to those subjects who had not responded, (Hoinville and Jowell, 1978).

(7) Two to three weeks after the second mailing, a post card was sent to those who had not replied, encouraging them to respond, (Hoinville and Jowell, 1978).

#### Analysis of Data

The analysis of variance was used to test the null hypothesis that there would be no significant difference within the satisfaction mean scores and likewise within the dissatisfaction mean scores. The F statistic (Ott, 1977 and Courtney 1983) was a useful tool for assessing differences among the set of means measuring each job satisfaction and job dissatisfaction. If the two null hypotheses, which stated that there would be no significant differences among the means, were retained, no further tests could be applied as the data must be interpreted as chance data. However, the hypotheses were rejected, and it was determined that the

means were not statistically equal. The ANOVA, for both job satisfaction and job dissatisfaction, showed that the measures obtained differed and the differences were greater than one would expect to exist by chance alone. At the .01 confidence level, the results of the data could be generalized to the population.

A Least Significant Difference test was then administered to determine which mean scores significantly differ and which mean scores do not significantly differ from each other (Courtney, 1983, Ott, 1977).

From these data it was possible to determine if there were job-content mean scores greater than job-context mean scores measuring both job satisfaction and dissatisfaction. It was also possible to determine if there were job-context mean scores greater than job-content mean scores measuring job satisfaction and dissatisfaction. These findings determined the conclusions for the four research hypotheses established for this study.

The six demographic considerations were then analyzed to develop a profile of the population.

### Summary

The two instruments, developed by Friedlander (1964), identifying job factors as satisfiers and dissatisfiers were sent to a randomly chosen population who were members of the National Association of Directors of Christian

Education. Upon reception of the completed questionnaires, an analysis of variance was performed on the means of satisfiers and similarly on the means of dissatisfiers. Both null hypotheses were rejected indicating that the measures differ and the differences were greater than one would expect to exist by chance alone. At the .01 confidence level, the results of the data can be generalized to the population. The Least Significant Difference test was used to better understand which source-of-satisfaction means significantly differ from each other, and similarly which source-of-dissatisfaction means significantly differ from each other.

The data were then examined to determine which job-content factors were greater than job-context factors measuring job satisfaction and dissatisfaction. Further, the data was examined to determine which job-context factors were greater than job-content factors measuring job satisfaction and dissatisfaction.

The six demographic considerations were then analyzed to develop a profile of the population.

## CHAPTER FOUR

### Report of the Findings

The data obtained from the procedures and analyses described in Chapter III are presented here. Data are reported in three sections. The first section reports the response of the sample to questionnaires. The second section presents the analysis of the null hypotheses, utilizing one-way analysis of variance (ANOVA) and the Least Significant Difference test. The third section presents an analysis of the research hypotheses. The fourth section presents demographic data.

### Sample Size and Response

Sample size for this study was fifteen percent of the total population. According to data extracted from the official mailing list of the National Association of Directors of Christian Education, there were seven hundred and sixty-three members. One hundred and fourteen subjects or fifteen percent of the total population were randomly chosen for this study. One hundred and four members (91.2 percent) of the sample completed and returned the questionnaires. Five (4.4 percent) of the questionnaires were returned but not completed. The reason these were returned was that the subjects no longer were at the present position and no forwarding addresses were given.

Additionally, five (4.4 percent) of the questionnaires were not returned.

### Analysis of the Null Hypotheses

The tabulated Means and Standard Deviations of job factors as satisfiers and dissatisfiers are reported in Tables 1 and 2 respectively (pages 47 and 48). The job factors were listed in the same sequence as they were presented in the job satisfaction and job dissatisfaction questionnaires used in this study (Appendix A).

The mean range for job factors as satisfiers was from a high of 3.83 to a low of 1.49. The mean range for job factors as dissatisfiers was from a high of 2.71 to a low of 1.56.

### Analysis of Variance of Source of Satisfaction

An analysis of variance of source of satisfaction was used to determine if there were significant differences among the job satisfaction means. If the analysis of variance indicated no significant difference, the data would have been interpreted as existing by chance. The ANOVA F for these data was calculated to be 52.37 and represented a significant difference at the .01 level, as reported in Table 3.

TABLE 1

Mean Scores and Standard Deviations of Job  
Factors as Satisfiers of N=104

Factor #	Job Factor	M	S.D.
* 1.	Promotion	1.49	.71
* 2.	Challenging Assignments	3.41	.75
* 3.	Recognition	3.03	.89
& 4.	Relationship with the Senior Minister	3.30	1.00
& 5.	Relationship with all Pastoral Staff	3.19	.97
& 6.	Senior Minister-Technical	2.84	1.13
* 7.	Merit Increases	1.83	.92
* 8.	Achievement	3.69	.59
& 9.	Working Conditions	2.88	.86
* 10.	Responsibility	2.80	1.01
& 11.	Job Security	3.13	.93
* 12.	Growth	2.92	1.12
& 13.	Employee Benefits	1.85	1.07
* 14.	Work Itself	3.83	.40
& 15.	Homelife	2.04	1.19
& 16.	Work Group (Volunteer)	2.88	1.10
& 17.	Church Management Policies	2.39	1.22
* 18.	Use of Best Abilities	3.57	.68

\* job content-factors      & job-context factors

TABLE 2

Mean Scores and Standard Deviations of Job  
Factors as Dissatisfiers of N=104

Factor #	Job Factor	M	S.D.
* 1.	Promotion	1.56	.76
* 2.	Challenging Assignments	2.11	1.11
* 3.	Recognition	2.48	1.02
& 4.	Relationship with the Senior Minister	2.71	1.31
& 5.	Relationship with all Pastoral Staff	2.01	1.16
& 6.	Senior Minister-Technical	2.53	1.27
* 7.	Merit Increases	1.89	1.04
* 8.	Achievement	2.45	1.24
& 9.	Working Conditions	1.84	1.07
* 10.	Responsibility	1.78	1.02
& 11.	Job Security	2.30	1.26
* 12.	Growth	1.83	1.08
& 13.	Employee Benefits	1.79	1.07
* 14.	Work Itself	1.78	1.15
& 15.	Homelife	2.11	1.13
& 16.	Work Group (Volunteer)	1.96	1.16
& 17.	Church Management Policies	2.38	1.22
* 18.	Use of Best Abilities	2.31	1.18

\* job content-factors      & job-context factors

TABLE 3

Analysis of Variance of N=104 from the Satisfaction  
Questionnaire Data

Source of Variance	df	SS	MS	F	P
Between Job Factors	17	801.65	47.13	52.37	<.01
Within Job Factors	1854	1671.16	.9		
TOTAL	1871	2472.31			

Analysis of Variance of Source  
of Dissatisfaction

An analysis of variance of source of dissatisfaction was used to determine if there were significant differences among the job dissatisfaction means. The ANOVA F for these data was calculated to be 8.52 and represented a significant difference at the .01 level, as indicated in Table 4.

TABLE 4

Analysis of Variance of N=104 from the Dissatisfaction  
Questionnaire Data

Source of Variance	df	SS	MS	F	P
Between Job Factors	17	186.78	10.99	8.52	<.01
Within Job Factors	1854	2396.54	1.29		
TOTAL	1871	2583.32			

### Least Significant Difference Test

In order to examine individual factor mean scores with respect to statistical significance, the Least Significance Difference test was employed. The procedure was applied separately on the mean scores measuring job satisfaction and job dissatisfaction.

The Least Significant Difference was calculated to be .34 at the .01 level of confidence for the source-of-satisfaction means. Therefore, any two means which had a range greater than .34 indicated a significant difference.

The Least Significant Difference was calculated to be .41 at the .01 level of confidence for the source-of-dissatisfaction means. Therefore, any two means which had a range greater than .41 indicated a significant difference.

### Patterns Among Job Factors as Satisfiers

The calculated Least Significant Difference analysis of the eighteen job factors, measuring job satisfaction, revealed ten patterns of significant differences. These patterns are illustrated in Table 5.

The first pattern included three of the job factors, which were: work itself (3.83), achievement (3.69) and, use of best abilities (3.57).

The second pattern included three of the job factors, which were: achievement (3.69), use of best abilities (3.57) and, challenging assignments (3.41).

TABLE 5

Patterns Among Job Factors as Satisfiers<sup>a</sup>

Factor #	Job Factor	Means
* 14	Work Itself	3.83
* 8	Achievement	3.69
* 18	Use of Best Abilities	3.57
* 2	Challenging Assignments	3.41
& 4	Relationship with the Senior Minister	3.30
& 5	Relationship with all Pastoral Staff	3.19
& 11	Job Security	3.13
* 3	Recognition	3.03
* 12	Growth	2.92
& 9	Working Conditions	2.88
& 16	Work Group (Volunteers)	2.88
& 6	Senior Minister-Technical	2.84
* 10	Responsibility	2.80
& 17	Church Management Policies	2.39
& 15	Homelife	2.04
& 13	Employee Benefits	1.85
* 7	Merit Increases	1.83
* 1	Promotion	1.49

<sup>a</sup>Any two satisfier means not bounded by the same vertical line are significantly different at the .01 level.

\* job-content factors

& job-context factors

The third pattern included three of the job factors, which were: use of best abilities (3.57), challenging assignments (3.41) and, relationship with the senior minister (3.30).

The fourth pattern included four of the job factors, which were: challenging assignments (3.41), relationship with the senior minister (3.30), relationship with all pastoral staff (3.19) and, security (3.13).

The fifth pattern included four of the job factors, which were: relationship with the senior minister (3.30), relationship with all pastoral staff (3.19), security (3.13) and, recognition (3.03).

The sixth pattern included six of the job factors, which were: relationship with all pastoral staff (3.19), security (3.13), recognition (3.03), growth (2.92), working conditions (2.88) and, work group (volunteers) (2.88).

The seventh pattern included seven of the job factors, which were: security (3.13), recognition (3.03), growth (2.92), working conditions (2.88), work group (volunteers) (2.88), senior minister-technical (2.84) and, responsibility (2.80).

The eighth pattern included just one of the job factors, which was: church management policies (2.39).

The ninth pattern included three of the job factors which were: homelife (2.04), employee benefits (1.85) and, merit increases (1.83).

The tenth pattern included two of the job factors which were: merit increases (1.83) and promotion (1.49).

Patterns Among Job Factors  
as Dissatisfiers

The Least Significant Difference analysis of the eighteen job factors measuring job dissatisfaction, revealed seven patterns of significant differences. These patterns were observed in Table 6.

The first pattern included seven of the job factors, which were: work relationship with the senior minister (2.71), senior minister-technical (2.53), recognition (2.48), achievement (2.45), church management policies (2.38), use of best abilities (2.31) and, security (2.30).

The second pattern included seven of the job factors, which were: recognition (2.48), achievement (2.45), church management policies (2.38), use of best abilities (2.31), security (2.30), challenging assignments (2.11) and, homelife (2.11).

The third pattern included six of the job factors, which were: church management policies (2.38), use of best abilities (2.31), security (2.30), challenging assignments (2.11), homelife (2.11) and, work relationship with all pastoral staff (2.01).

The fourth pattern included six of the job factors, which were: use of best abilities (2.31), security (2.30), challenging assignments (2.11), homelife (2.11), work

TABLE 6

Patterns Among Job Factors as Dissatisfiers<sup>a</sup>

Factor #	Job Factor	Means
& 4	Work Relationship with the Senior Minister	2.71
& 6	Senior Minister-Technical	2.53
* 3	Recognition	2.48
* 8	Achievement	2.45
& 17	Church Management Policies	2.38
* 18	Use of Best Abilities	2.31
& 11	Job Security	2.30
* 2	Challenging Assignments	2.11
& 15	Homelife	2.11
& 5	Work Relationship with all Pastoral Staff	2.01
& 16	Work Group (Volunteers)	1.96
* 7	Merit Increases	1.89
& 9	Working Conditions	1.84
* 12	Growth	1.83
& 13	Employee Benefits	1.79
* 10	Responsibility	1.78
* 14	Work Itself	1.78
* 1	Promotion	1.56

<sup>a</sup>Any two dissatisfier means not bound by the same vertical line are significantly different at the .01 level.

\*job-content factors

&job-context factors

relationship with all pastoral staff (2.01) and, work group (volunteers) (1.96).

The fifth pattern included six of the job factors, which were: security (2.30), challenging assignments (2.11), homelife (2.11), work relationship with all pastoral staff (2.01), work group (volunteers) (1.96) and, merit increases (1.89).

The sixth pattern included ten of the job factors, which were: challenging assignments (2.11), homelife (2.11), work relationship with all pastoral staff (2.01), work group (volunteers) (1.96), merit increases (1.89), working conditions (1.84), growth (1.83), employee benefits (1.79), responsibility (1.78) and, work itself (1.78).

The seventh pattern included eight of the job factors, which were: work group (volunteers) (1.96), merit increases (1.89), working conditions (1.84), growth (1.83), employee benefits (1.79), responsibility (1.78), work itself (1.78) and, promotion (1.56).

#### Analysis of the Research Hypotheses

The following are analyses of the data that determined decisions made in regard to the four research hypotheses considered in this study.

Job-Content Factor Mean Scores Greater  
than Job-Context Factor Mean  
Scores as Satisfiers

Seven job-content factors were greater than some of the job-context factors, as indicated in Table 7.

Work itself (3.83) and achievement (3.69) were greater than all nine job-context factors: relationship with the senior minister (3.30), relationship with all pastoral staff (3.19), job security (3.13), working conditions (2.88), work group (volunteers) (2.88), senior-technical (2.84), church management policies (2.39), homelife (2.04) and, employee benefits (1.83).

Use of best abilities (3.57) was greater than all nine job-context factors except that it was not significantly statistically different from the relationship with the senior minister. The eight remaining job-context factors were, relationship with all pastoral staff (3.19), job security (3.13), working conditions (2.88), work group (volunteers) (2.88), senior minister-technical (2.84), church management policies (2.39), homelife (2.04) and, employee benefits (1.85).

Challenging assignments (3.41) were greater than all nine job-context factors except that it was not significantly statistically different from the relationship with the senior minister, relationship with all pastoral staff and job security. The remaining six job-context factors were, working conditions (2.88), work group

TABLE 7

Job-Content Factor Mean Scores<sup>a</sup> Greater than Job-Context  
Factor Mean Scores<sup>b</sup> as Satisfiers

Job-Content <sup>*</sup> Number	> <sup>c</sup>	Job-Context <sup>**</sup> Numbers
14	>	4, 5, 11, 9, 16, 6, 17, 15, 13
8	>	4, 5, 11, 9, 16, 6, 17, 15, 13
18	>	5, 11, 9, 16, 6, 17, 15, 13
2	>	9, 16, 6, 17, 15, 13
3	>	17, 15, 13
12	>	17, 15, 13
10	>	17, 15, 13

<sup>a, b</sup> job factors appear in order of magnitude. For actual mean scores refer to Tables 1 or 5.

<sup>c</sup>> indicates that the job content factor is greater than the following job context factors.

<sup>\*</sup>Job-Content Factor  
Numbers and Names:

- 2. Challenging Assignments
- 3. Recognition
- 8. Achievement
- 10. Responsibility
- 12. Growth
- 14. Work Itself
- 18. Use of Best Abilities

<sup>\*\*</sup>Job-Context Factor  
Numbers and Names:

- 4. Relationship with the Senior Minister
- 5. Relationship with all Pastoral Staff
- 6. Senior Minister-Technical
- 9. Working Conditions
- 11. Job Security
- 13. Employee Benefits
- 15. Homelife
- 16. Work Group (Volunteer)
- 17. Church Management Policies

(volunteers) (2.88), senior minister-technical (2.84), church management policies (2.39), homelife (2.04) and employee benefits (1.85).

Recognition (3.03) and growth (2.92) were greater than six job-context factors, except that they were not significantly statistically different from the working conditions, work group (volunteers) and senior minister-technical. The remaining three job-context factors were church management policies (2.39), homelife (2.04) and employee benefits (1.85).

Responsibility (2.80) was greater than three job-context factors: church management policies (2.39), homelife (2.04) and employee benefits (1.85).

Two job-content job factors, merit increases (1.83) and promotion (1.49) were not greater than any of the nine job-context factors.

Job-Context Factor Mean Scores Greater  
than-Content Factor Mean Scores  
as Satisfiers

All nine job-context factors were greater than some of the job-content factors, as reported in Table 8.

Relationship with the senior minister (3.30), was greater than five job-content factors, except that it was not significantly statistically different from recognition. The remaining job-content factors were growth (2.92), responsibility (2.80), merit increases (1.83) and, promotion (1.49).

TABLE 8

Job-Context Factor Mean Scores<sup>a</sup> Greater than Job-Content  
Factor Mean Scores<sup>b</sup> as Satisfiers

Job-Context <sup>*</sup> Number	> <sup>c</sup>	Job-Content <sup>**</sup> Numbers
4	>	12, 10, 7, 1
5	>	10, 7, 1
11	>	7, 1
9	>	7, 1
16	>	7, 1
6	>	7, 1
17	>	7, 1
15	>	1
13	>	1

<sup>a, b</sup> job factors appear in order of magnitude. For actual mean scores refer to Tables 1 or 5.

<sup>c</sup> indicates that the job context factor is greater than the following job content factors.

<sup>\*</sup>Job-Context Factor  
Numbers and Names:

4. Relationship with the Senior Minister
5. Relationship with all Pastoral Staff
6. Senior Minister-Technical
9. Working Conditions
11. Job Security
13. Employee Benefits
15. Homelife
16. Work Group (Volunteers)
17. Church Management Policies

<sup>\*\*</sup>Job-Content Factor  
Numbers and Names:

1. Promotion
7. Merit Increases
10. Responsibility
12. Growth

Relationship with all pastoral staff (3.19), was greater than five job-content factors except that it was not significantly statistically different from recognition and growth. The remaining three job-content factors were responsibility (2.80), merit increases (1.83) and, promotion (1.49).

Job security (3.13), was greater than five job-content factors except that it was not significantly statistically different from recognition, growth and responsibility. The remaining two job-content factors were merit increases (1.83) and promotion (1.49).

Working conditions (2.88), work group (volunteers) (2.88) and senior minister-technical (2.84) were greater than three job-content factors except that they were not significantly statistically different from responsibility. The remaining two job-content factors were merit increases (1.83) and promotion (1.49).

Church management (2.39) was greater than two job-content factors which were merit increases (1.83) and promotion (1.49).

Homelife (2.04) and employee benefits were greater than two job-content factors except that they were not significantly statistically different from merit increases. The remaining job-content factor was promotion (1.49).

Job-Content Factor Mean Scores Greater  
than Job-Context Factor Mean Scores  
as Dissatisfiers

Three job-content factors were greater than some of the job-context factors, as reported in Table 9.

Recognition (2.48) and achievement (2.45) were greater than seven job-context factors except that they were not

TABLE 9

Job-Content Factor Mean Scores<sup>a</sup> Greater than Job-Context  
Factor Mean Scores<sup>b</sup> as Dissatisfiers

Job-Content <sup>*</sup> Number > <sup>c</sup>	Job-Context <sup>**</sup> Numbers
3 >	5, 16, 9, 13,
8 >	5, 16, 9, 13
18 >	9, 13

<sup>a, b</sup> job factors appear in order of magnitude. For actual mean scores refer to Tables 2 and 6.

<sup>c</sup> indicates that the job content factor is greater than the following job context factors.

\*Job-Content Factor  
Numbers and Names:

- 3. Recognition
- 8. Achievement
- 18. Use of Best Abilities

\*\*Job-Context Factor  
Numbers and Names:

- 5. Relationship with all  
Pastoral Staff
- 9. Working Conditions
- 13. Employee Benefits
- 16. Work Group  
(Volunteer)

significantly statistically different from church management policies, job security and homelife. The remaining four job-context factors were, relationship with all pastoral staff (2.01), work group (volunteers) (1.96), working conditions (1.84) and employee benefits (1.79).

Use of best abilities was greater than six job-context factors except it was not significantly statistically different from the job security, homelife, work relationship with all pastoral staff and work group (volunteers). The remaining two job-context factors were working conditions (1.84) and employee benefits (1.79).

Challenging assignments was greater than but not significantly statistically different from five job-context factors. Those factors were homelife, work relationship with all pastoral staff, work group (volunteers), working conditions and employee benefits.

Merit Increases was greater than two job-context factors except it was not significantly statistically different from both. The job-context factors were working conditions and employee benefits.

Growth was greater than one job-context factor, employee benefits. However, they were not significantly statistically different.

Three job-content factors were not greater than any job-context factors. They were responsibility, work itself and promotion.

Job-Context Factor Mean Scores Greater  
than Job-Content Factor Mean Scores  
as Dissatisfiers

Six job-context factors were greater than some of the job-content factors, as reported in Table 10.

Work relationship with the senior minister (2.71) and senior minister-technical (2.53) were greater than all nine job-content factors except that they are not significantly statistically different from recognition, achievement and use of best abilities. The remaining six job-content factors were challenging assignments (2.11), merit increases (1.89), growth (1.83), responsibility (1.78), work itself (1.78) and, promotion (1.56).

Church management policies (2.38) were greater than seven job-content factors except that it was not significantly statistically different from the use of best abilities and challenging assignments. The remaining job-content factors were merit increases (1.89), growth (1.83), responsibility (1.78), work itself (1.78) and, promotion (1.56).

Job Security (2.30) was greater than six job-content factors except that it was not significantly statistically different from challenging assignments and merit increases. The remaining four job-content factors were growth (1.83), responsibility (1.78), work itself (1.78) and promotion (1.56).

TABLE 10

Job-Context Factor Mean Scores<sup>a</sup> Greater than Job-Content  
Factor Mean Scores<sup>b</sup> as Dissatisfiers

Job-Context <sup>*</sup> Number	> <sup>c</sup>	Job-Content <sup>**</sup> Numbers
4	>	2, 7, 12, 10, 14, 1
6	>	2, 7, 12, 10, 14, 1
17	>	7, 12, 10, 14, 1
11	>	12, 10, 14, 1
15	>	1
5	>	1

<sup>a, b</sup> job factors appear in order of magnitude. For actual mean scores refer to Tables 2 or 6.

<sup>c</sup> indicates that the job context factor is greater than the following job content factors.

\* Job-Context Factor  
Numbers and Names:

4. Relationship with the Senior Minister
5. Relationship with all Pastoral Staff
6. Senior Minister-Technical
11. Job Security
15. Homelife
17. Church Management Policies

\*\* Job-Content Factor  
Numbers and Names:

1. Promotion
2. Challenging Assignments
7. Merit Increases
10. Responsibility
12. Growth
14. Work Itself

Homelife (2.11) and relationship with all pastoral staff (2.01) were greater than five job-content factors except that they were not significantly statistically different from merit increases, growth, responsibility

and work itself. The remaining job-content factor was promotion.

Work Group (volunteers) was greater but not significantly statistically different from five job-content factors. Those job-content factors were merit increases, growth, responsibility, work itself and promotion.

Working Conditions was greater but not significantly statistically different from four job-content factors. Those factors were growth, responsibility, work itself and promotion.

Employee benefits was greater but not significantly statistically different from three job-content factors. Those factors were responsibility, work itself and promotion.

### Analysis of Demographic Data

Analysis of data relating to the respondent's ages, gender, size of church served, number of years in Christian Education, number of years in present position and highest educational level attained, were reported in this section.

#### Respondent Age by Summary Categories

The age category of the largest number of respondents was 30 to 34 years, as reported in Table 11. Twenty-one (20.8 percent) of the respondents were in this category. The 45 to 49 category with twenty (19.8 percent) and the 40 to 44 category with nineteen (18.8 percent) followed

closely. Seventy-five (74.2 percent) of the sample were between 30 to 49 years in age. The mean age was slightly over forty years of age.

TABLE 11

Age Categories of Sample Responding to Satisfier and Dissatisfier Questionnaires<sup>a</sup>

Age Category	Frequency	Percent
25 - 29	12	11.9
30 - 34	21	20.8
35 - 39	15	14.8
40 - 44	19	18.8
45 - 49	20	19.8
50 or more	14	13.9
TOTAL <sup>b</sup>	101	100.0

<sup>a</sup>A complete description of this distribution may be found in Appendix C.

<sup>b</sup>Three respondents left this item blank.

#### Respondent Gender by Summary Categories

There was approximately a three-to-one ratio of males to females. Seventy-six (75.2 percent) of the respondents were males and twenty-five (24.8 percent) were females, as reported in Table 12.

TABLE 12

Gender of Sample Responding to Satisfier and  
Dissatisfier Questionnaires<sup>a</sup>

Gender	Frequency	Percent
Male	76	75.2
Female	25	24.8
TOTAL <sup>b</sup>	101	100.0

<sup>a</sup>A complete description of this distribution may be found in Appendix C.

<sup>b</sup>Three respondents left this item blank.

### Size of Church Served

Nineteen (20.4 percent) of the sample reported that they worked in churches with 1000 to 1999 members, as indicated in Table 13. Eighteen (19.4 percent) of the sample worked in churches in the 200 to 399 category. Thirty-seven (39.8 percent) of the subjects were employed in churches with an attendance of more than one thousand. It should also be noted that eleven (10.6 percent) of the respondents did not respond to this demographic question.

### Number of Years in Christian Education Ministry

The six to ten years category had the highest representation with thirty-three (32.3 percent) of the

TABLE 13

Size of Church Served Categories of Sample Responding to  
Satisfier and Dissatisfier Questionnaires<sup>a</sup>

Numbers of Persons Attending Church	Frequency	Percent
199 or less	4	4.3
200 - 399	18	19.4
400 - 599	15	16.1
600 - 799	10	10.7
800 - 999	9	9.7
1000 - 1999	19	20.4
2000 - 3999	13	14.0
4000 or more	5	5.4
TOTAL <sup>b</sup>	93	100.0

<sup>a</sup>A complete description of this distribution may be found in Appendix C.

<sup>b</sup>Eleven respondents left this item blank.

respondents, as reported in Table 14. The eleven to fifteen years category followed with 23 (22.5 percent) of the respondents. Therefore, almost fifty-five percent (54.8) of the respondents had between six to fifteen years experience in Christian Education ministry. An additional 22 (21.6 percent) indicated having between sixteen and

twenty-five years experience. Seventeen (16.7 percent) indicated having 1 to 5 years experience.

TABLE 14

Number of Years in Christian Education Ministry  
Categories of Sample Responding to Satisfier  
and Dissatisfier Questionnaires<sup>a</sup>

Number of Years in Christian Education Ministry	Frequency	Percent
1 - 5	17	16.7
6 - 10	33	32.3
11 - 15	23	22.5
16 - 20	11	10.8
21 - 25	11	10.8
More than 25	7	6.9
TOTAL <sup>b</sup>	102	100.0

<sup>a</sup>A complete description of this distribution may be found in Appendix C.

<sup>b</sup>Two respondents left this item blank.

#### Number of Years in Present Position

There was strong indication that the tenure of the members of the National Association of Directors of Christian Education was lengthy as compared to previous studies cited in Chapter One. Twenty-seven (27.5 percent),

as reported in Table 15, indicated two or less years at the present position. Seventy-one (72.5 percent) have been in their present position for at least five years. As reported in Chapter One, previous studies discovered that the average tenure was between one and two years for Directors of Christian Education.

TABLE 15

Number of Years in Present Position Categories  
of Sample Responding to Satisfier and  
Dissatisfier Questionnaires<sup>a</sup>

Number of Years in Present Position	Frequency	Percent
Less than 1	5	5.1
1 - 2	22	22.4
3 - 4	18	18.4
5 - 6	18	18.4
7 - 8	20	20.4
9 - 10	9	9.2
more than 10	6	6.1
TOTAL <sup>b</sup>	98	100.0

<sup>a</sup>A complete description of this distribution may be found in Appendix C.

<sup>b</sup>Six respondents left this item blank.

Highest Educational Level  
Attained

Fifty-four (52.9 percent) of the subjects had attained at least a masters degree, as reported in Table 16. Thirty-seven (36.3 percent) of the subjects had attained at least a bachelors degree, while five (4.9 percent) of the subjects had attained a diploma. Five (4.9 percent) of the subjects had completed a doctorate.

TABLE 16

Highest Educational Level Attained Categories  
of Sample Responding to Satisfier and  
Dissatisfier Questionnaires<sup>a</sup>

Degree Level	Frequency	Percent
Diploma	5	4.9
Bachelor	37	36.3
Master	54	52.9
Doctorate	5	4.9
Other	1	1.0
TOTAL <sup>b</sup>	102	100.0

<sup>a</sup>A complete description of this distribution may be found in Appendix C.

<sup>b</sup>Two respondents left this item blank.

Demographic Profile of the National Association of  
Directors of Christian Education

A demographic profile of members of the National Association of Directors of Christian Education is presented in Table 17. It shows that the mean age was 40.19 years. Data on gender indicated a three-to-one, male to female ratio. The size of church served indicated a mean of 1150 members. Data on years in Christian Education ministry indicated a mean of 12.68. The number of years in the present position was 5.37. Data on highest education attained indicated that 4.9 percent attained a diploma, 36.3 percent attained a bachelors degree, 52.9 percent attained a masters degree, 4.9 percent attained a doctorate and, 1.0 percent indicated other.

TABLE 17

Profile of the National Association of  
Directors of Christian Education

Demographic Category		Profile
Mean Age:		40.19
Gender:	Male:	75.2%
	Female:	24.8%
Mean Size of Church Served:		1150.00
Mean Years in Christian Education Ministry:		12.68
Mean Years in Present Position:		5.37
Highest Education Attained	Diploma:	4.9%
	Bachelors Degree:	36.3%
	Masters Degree:	52.9%
	Doctorate:	4.9%
	Other:	1.0%

Summary

In this chapter the findings of job factors as satisfiers and dissatisfiers and the demographics of the members of the National Association of Directors of Christian Education were reported.

Analysis relative to the null and research hypotheses of this study were summarized in this section.

Null Hypotheses I stated there would be no significant differences found among the means of job factors as sources of job satisfaction for members of the National Association of Directors of Christian Education.

Null Hypothesis I was rejected; a significant difference was found among the means of job factors as sources of job satisfaction.

Null Hypothesis II stated there would be no significant differences found among the means of job factors as sources of job dissatisfaction for members of the National Association of Directors of Christian Education.

Null Hypothesis II was rejected; a significant difference was found among the means of job factors as sources of job dissatisfaction.

Research Hypothesis I stated there would be some job-content factor mean scores greater than some job-context factor mean scores, that measure job satisfaction, of members of the National Association of Directors of Christian Education.

The data analysis supported Research Hypothesis I. Two job-content factor mean scores, work itself and achievement, were found to be greater than all nine job-context factor mean scores. One job-content factor mean score, use of best abilities, was greater than eight job-context factor mean scores. One job-content factor mean score challenging assignments, was greater than six job-context factor mean scores. Three job-content factor mean scores, recognition, growth and, responsibility, were greater than three job-context factor mean scores.

Research Hypothesis II stated there would be some job-context factor mean scores greater than some job-content

factor mean scores that measure job satisfaction of members of the National Association of Directors of Christian Education.

The data analysis supported Research Hypothesis II. One job-context factor mean score, relationship with the senior minister, was greater than four job-content factor mean scores. Also, one job-context factor mean score, relationship with all pastoral staff, was greater than three job-content factor mean scores. Five job-context factor mean scores, job security, working conditions, work group (volunteers), senior minister-technical and, church management policies, were greater than two job-content factor mean scores. Two job-context factor mean scores, homelife and employee benefits, were greater than the one job-content factor mean score.

Research Hypothesis III stated there would be some job-content factor mean scores greater than some job-context factor mean scores, that measure job dissatisfaction, of members of the National Association of Directors of Christian Education.

The data analysis supported Research Hypothesis III. Two job-content factor mean scores, recognition and achievement, were greater than four job-context factor mean scores. One job-content factor mean score, use of best abilities, was greater than two job-context factor mean scores.

Research Hypothesis IV stated there would be some job-context factor mean scores greater than some job-content factor mean scores, that measure job dissatisfaction, of members of the National Association of Directors of Christian Education.

The data analysis supported Research Hypothesis IV. Two job-context factor mean scores, relationship with the senior minister and senior minister-technical, were greater than six job-content factor mean scores. One job-context factor mean score, church management policies, was greater than five job-content factor mean scores. One job-context factor mean score, job security, was greater than four job-content factor mean scores. Two job-context factor mean scores, home-life and relationship with all pastoral staff, were greater than the one job-content factor mean score.

A summary of the demographic findings is as follows:

The mean age of the population was 40.19 years. There was a three-to-one ratio of males to females. The average size of church served was 1150 members. The average number of years in Christian Education ministry was 12.68 and the average number of years in the present position was 5.37 which indicates an increasing tenure over that previously reported in the literature. Nearly fifty-three percent of the population have attained at least a masters degree, another thirty-six percent have at least a bachelors degree. Close to five percent have a doctorate and another five percent have a diploma.

## CHAPTER FIVE

### Summary, Implications, Recommendations

This chapter will provide the following: (1) a brief summary of the research completed in this study, (2) implications for the members of the National Association of Directors of Christian Education, and (3) recommendations for future study of job factors as satisfiers and dissatisfiers.

#### Summary

This study had three purposes. First, to investigate job factors as satisfiers and dissatisfiers of the members of the National Association of Directors of Christian Education. Second, to test the conventional view of all job factors as being contributors to both job satisfaction and dissatisfaction. Third, to develop a profile of the membership of the National Association of Directors of Christian Education using six demographic considerations.

Studies of job factors as satisfiers and dissatisfiers had been concentrated within the fields of industry and management. A review of the literature indicated that job factors were divided into two categories, job-content and job-context. Job-content factors dealt with the job itself. Job-context factors dealt with the environment of the job. Two different views were held with respect to job factors contributing to job satisfaction and dissatisfaction.

The first is the conventional view, which accepts the possibility that either job-content and job-context factors can contribute to job satisfaction and job dissatisfaction.

The second is the motivation-hygiene view, which stated that job-content factors contribute to job satisfaction while job-context factors contribute to job dissatisfaction. Job-content factors were called motivators because they were perceived as the factors that reward the needs of the individual to reach his or her aspirations. Job-context factors were labeled as hygiene factors. The idea of hygiene came from the principles of medical hygiene. Hygiene removes health hazards from the environment, they are not a curative, but rather a preventive.

The conventional view was accepted but not well defined until 1959 when Herzberg et al. presented the motivation-hygiene view. Further studies after 1959 clearly defined the conventional view, which was in direct contrast to the motivation-hygiene view. Studies supporting the conventional view used many varied procedures, such as questionnaires, observations and interviews to determine the workers satisfaction and dissatisfaction. The motivation-hygiene adherents strongly supported the story-telling method. This consisted of the worker sharing of a very satisfying and dissatisfying time experienced at the work place. The interviewer then interpreted the results.

Four research hypotheses for this study were established.

1. There would be some job-content factor means greater than some job-context factor means, that measure job satisfaction, of members of the National Association of Directors of Christian Education.

2. There would be some job-context factor means greater than some job-content factor means, that measure job satisfaction, of members of the National Association of Directors of Christian Education.

3. There would be some job-content factor means greater than some job-context factor means, that measure job dissatisfaction, of members of the National Association of Directors of Christian Education.

4. There would be some job-context factor means greater than some job-content factor means, that measure job dissatisfaction, of members of the National Association of Directors of Christian Education.

Two null hypotheses for this study were established.

1. There would be no significant differences found among the means of job factors as sources of job satisfaction of members of the National Association of Directors of Christian Education.

2. There would be no significant differences found among the means of job factors as sources of job dissatisfaction of members of the National Association of Directors of Christian Education.

To test these hypotheses, fifteen percent of the population, or one hundred and fourteen members of the

National Association of Directors of Christian Education, were randomly chosen. The members of the sample were sent two questionnaires at the same time. The first questionnaire instructed the individual members of the sample to think of a time when they felt exceptionally satisfied with their present or past position as a minister of Christian Education. They were then asked to rate eighteen job factors that may have contributed to their sense of satisfaction. The second questionnaire carried the same instructions but in this case the sampled members were asked to consider a time when they felt exceptionally dissatisfied with their present or past position as a director of Christian Education.

Upon reception of the completed questionnaires, an analysis of variance was performed on the eighteen job factor mean scores of satisfiers and dissatisfiers. The ANOVA F statistic was used to test the two Null hypotheses established for this research. Both Null hypotheses were rejected on the basis of the ANOVA F at the .01 level of confidence. A further inferential statistic test, the Least Significant Difference was employed to the two groups of mean scores, those measuring job satisfaction and those measuring job dissatisfaction. This procedure allowed identification of job factors which were and those which were not statistically significant.

In examining Research Hypotheses #1, an analysis of the data indicated acceptance because there were seven job-

content factor mean scores greater than some job-context factor mean scores which measured job satisfaction.

Research Hypotheses #2 was accepted since it was found that all nine job-context factor mean scores were greater than some job-content factor mean scores, which measured job satisfaction.

Research Hypotheses #3 was accepted since it was found that there were three job-content factor mean scores greater than some job-context factor means that measured job dissatisfaction.

Research Hypotheses #4 also was accepted since it was found that there were six job-context factor mean scores, each greater than some job-content factor mean scores, that measured job dissatisfaction.

Further analysis of the data resulted in additional observations.

1. Only one job factor mean, work itself, demonstrated support of the motivation-hygiene view of job factors as satisfiers and dissatisfiers. As a satisfier, work itself, was considered to be very important, while as a dissatisfier to be non-existent.

2. The motivation-hygiene view of job factors as satisfiers and dissatisfiers is seriously questionable from the results of this study. The results of this study suggest that job-content and job-context factors contribute to both job satisfaction and dissatisfaction. The only other comprehensive study completed on directors of

Christian education and job satisfaction/dissatisfaction (Bixby, 1972) used the same story-telling method proposed by adherents to the motivation-hygiene view and the results supported the view. This study used one of the many other methods used to study job satisfaction/dissatisfaction and very different results were observed.

3. Members of the National Association of Directors of Christian Education expressed greater job satisfaction than job dissatisfaction. The following evidence supports this conclusion:

(a) Eight job factor mean scores measuring job satisfaction, fell within the range of being "fairly important" to the factor being of "major importance," or a 3.00 to 4.00 score on a likert type scale. At best, some of the eighteen job factors measuring job dissatisfaction ranged between "present but not important" and "present and fairly important", or a 2.00 to 3.00 score on the same likert type scale.

(b) Thirteen job factor means, measuring job satisfaction, were greater than the highest mean, measuring job dissatisfaction. The thirteen job factors were made up of seven job-content and six job-context job factors.

(c) Fifteen job satisfaction factor mean scores, were greater than the same job dissatisfaction factor means.

(d) Only three job factor means, measuring job dissatisfaction were greater than the same three job factors measuring job satisfaction.

4. Two job-content factors, merit increases and promotion, were not considered important to job satisfaction.

5. One job-context factor, employee benefits, was not considered important to job satisfaction.

6. Five job-content factors, merit increases, growth, responsibility, work itself and promotion are not considered important to job dissatisfaction.

7. Three job-context factors, work group (volunteers), working conditions, and employee benefits, are not considered as being important in contributing to job dissatisfaction.

8. Two job-content factors, merit increases and promotion are not considered important to job satisfaction or to job dissatisfaction.

9. One job-context factor, employee benefits was not considered important to job satisfaction or to job dissatisfaction.

The following conclusions are based upon the testing of the demographic data collected;

1. Slightly more than seventy-five percent (75.2) of the population were male and slightly less than twenty-five percent (24.8) of the population were female.

2. The average size of church served, by members of the National Association of Directors of Christian Education was 1150.

3. The average number of years in Christian Education ministry, of members of the National Association of Directors of Christian Education was 12.68.

4. Members of the National Association of Directors of Christian Education had longer tenure than previous studies reported on Directors of Christian Education, as reported in Chapter I. The average number of years in the present position was 5.37.

5. The level of education attained, by members of the National Association of Directors of Christian Education was: 4.9 percent had attained a diploma, 36.3 percent had attained a bachelors degree, 52.9 percent had attained a masters degree, 4.9 percent had attained a doctorate and, 1.0 percent indicated other.

### Implications

The following implications flow from the observations of this research and an understanding of the professional field of Christian Education:

1. Members of the National Association of Directors of Christian Education are not using their position as a stepping stone to the senior minister position. The high rating of job factor, work itself as a satisfier, and low rating as a dissatisfier, supports the inference that the individual is in the professional field he or she most desires. The consistent low rating of the job-content factor promotion, both as a satisfier and as a dissatisfier,

also indicates support for this position. The 12.68 average number of years in Christian education ministry, and the 5.37 average number of years in the present position, is further support for this conclusion. The 5.37 years of tenure in the present position is two and a half times greater than previous reports, cited in Chapter One, which indicated a tenure of less than two years. This increase may reflect the emphasis of seminaries which have training programs that prepare individuals for the professional field of Christian Education. If this is true then it could be expected that those trained for this field would tend to have a longer tenure.

2. Senior ministers need to recognize that members of the National Association of Directors of Christian Education desire challenging assignments which use their best abilities and that achieve satisfactory results. If, however, this is not the case, then a real sense of dissatisfaction with their position is possible. Seminaries should offer courses that prepare senior minister candidates in the area of management of the multiple staffed church. This is further supported by the dissatisfaction experienced with the Senior Minister-Technical job factor. One of the technical areas of responsibility of the senior minister is managing all other church staff.

3. Due to the importance given to work relationship with the Senior Minister and to relationships with all pastoral staff to job satisfaction, and relationship with

the senior minister to job dissatisfaction, seminaries should require preparation for ministering on a church multiple staff. Both potential senior ministers and directors of Christian education should be exposed to research and theory concerning interpersonal relationships and management techniques. Recognition is one area the senior minister and director of Christian education can utilize to improve the working relationship. Clearly, the members of the National Association of Christian Education who were the subjects of this study, identified recognition as important in contributing to job satisfaction and job dissatisfaction.

### Recommendations

The following recommendations for future research are generated by the results of this study:

1. This study should be repeated with subjects that are directors of Christian education but are not members of the National Association of Directors of Christian Education.
2. Repeat this research utilizing previous directors of Christian education who have left the Christian education professional field. This might be the best way to determine the potential impact job factors as satisfiers and dissatisfiers had upon the decision to leave this area of ministry.
3. Expand this study comparing job satisfaction and dissatisfaction experienced by the professional in the

field with the expected satisfaction and dissatisfaction of senior seminary students majoring in a Christian Education program. An important consideration is whether future directors of Christian education have a clear understanding of the working situation, as expressed by those on the field.

4. Develop a research study that investigates the components of each job factor that contribute to job satisfaction and job dissatisfaction of members of the National Association of Directors of Christian Education or any other association of the same profession. An important consideration is what are the specific parts of each job factor. For example the job factor, work itself, may have such components as administration, teaching, ministry, and counseling. Each component may have different or offsetting impacts on job satisfaction or dissatisfaction. A new instrument would need to be developed for such a study.

5. Develop a study that investigates the commitment of the professional to the Christian Education ministry as a lifelong career choice.

All indications are that the professional field of Christian Education is a growing one. Continued attention to factors contributing to both job satisfaction and job dissatisfaction will enhance the continued development of expanding field of ministry.

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## APPENDICES

## APPENDIX A

### Instruments

## BIOGRAPHICAL DATA

1. Age: \_\_\_\_\_ 2. Sex: \_\_\_\_\_
3. Size of the church you now serve: \_\_\_\_\_
4. Number of years in the Christian Education ministry: \_\_\_\_\_
5. Number of years in your present Christian Education position: \_\_\_\_\_
6. Educational level attained:
- ( ) Diploma; ( ) B.A., B.S.; ( ) B.R.E.; ( ) M.A.; ( ) M.R.E.; ( ) B.D./M.Div.; ( ) Th.M.;  
 ( ) Doctorate; ( ) Other \_\_\_\_\_

Think of a time when you felt exceptionally satisfied about your present or past position as the pastor responsible for Christian Education. The following is a list of factors that may have contributed to your sense of satisfaction. How important was each of these factors in the particular experience you are describing?

	<u>This factor was not present</u>	<u>This factor was present but was not important</u>	<u>This factor was fairly important</u>	<u>This factor was of major importance</u>
( 1 ) I felt there was a good chance I'd be promoted to a new status within the church or denomination.	1 ( )	2 ( )	3 ( )	4 ( )
( 2 ) I dealt with several particularly challenging assignments.	1 ( )	2 ( )	3 ( )	4 ( )
( 3 ) An assignment I completed received recognition as being a particularly good piece of work.	1 ( )	2 ( )	3 ( )	4 ( )
( 4 ) The working relationship I had with my senior minister was very good.	1 ( )	2 ( )	3 ( )	4 ( )
( 5 ) The working relationship I had with all pastoral staff was very good.	1 ( )	2 ( )	3 ( )	4 ( )
( 6 ) I was working with a senior minister who really knew how to carry out his responsibilities.	1 ( )	2 ( )	3 ( )	4 ( )

	<u>This factor was not present</u>	<u>This factor was present but was not important</u>	<u>This factor was fairly important</u>	<u>This factor was of major importance</u>
( 7) I was expecting (or received) a merit increase.	1 ( )	2 ( )	3 ( )	4 ( )
( 8) I had a real feeling of achievement in the work I was doing.	1 ( )	2 ( )	3 ( )	4 ( )
( 9) I had exceptionally good working conditions and equipment.	1 ( )	2 ( )	3 ( )	4 ( )
(10) I was given increased responsibility in my job.	1 ( )	2 ( )	3 ( )	4 ( )
(11) I felt secure in my job.	1 ( )	2 ( )	3 ( )	4 ( )
(12) I received training (professional seminars paid by the church) and experiences on the job that were helping my personal growth.	1 ( )	2 ( )	3 ( )	4 ( )
(13) The church improved an employee benefit program that was of importance to me.	1 ( )	2 ( )	3 ( )	4 ( )
(14) I liked the kind of work I was doing.	1 ( )	2 ( )	3 ( )	4 ( )
(15) My job situation changed in such a way as to improve my home life.	1 ( )	2 ( )	3 ( )	4 ( )
(16) I was working with a volunteer Christian Education work group that operated very smoothly and efficiently..	1 ( )	2 ( )	3 ( )	4 ( )
(17) Church management policies that affected the pastoral staff took into consideration the personal feelings of the pastors.	1 ( )	2 ( )	3 ( )	4 ( )
(18) The job required the use of my best abilities.	1 ( )	2 ( )	3 ( )	4 ( )

Think of a time when you felt exceptionally dissatisfied about your present or past position as the pastor responsible for Christian Education. The following is a list of factors that may have contributed to your sense of dissatisfaction. How important was each of these in the particular experience you are describing?

	<u>This factor was not present</u>	<u>This factor was present but was not important</u>	<u>This factor was fairly important</u>	<u>This factor was of major importance</u>
( 1 ) I felt there was a poor chance I'd be promoted to a new status within the church or denomination.	1 ( )	2 ( )	3 ( )	4 ( )
( 2 ) I dealt with few particularly challenging assignments.	1 ( )	2 ( )	3 ( )	4 ( )
( 3 ) An assignment I completed received little recognition as being a particularly good piece of work.	1 ( )	2 ( )	3 ( )	4 ( )
( 4 ) The working relationship I had with my senior minister was very poor.	1 ( )	2 ( )	3 ( )	4 ( )
( 5 ) The working relationship I had with all pastoral staff was very poor.	1 ( )	2 ( )	3 ( )	4 ( )
( 6 ) I was working with a senior minister who really did not know how to carry out his responsibilities.	1 ( )	2 ( )	3 ( )	4 ( )
( 7 ) I was not expecting (or did not receive) a merit increase.	1 ( )	2 ( )	3 ( )	4 ( )
( 8 ) I had little feeling of achievement in the work I was doing.	1 ( )	2 ( )	3 ( )	4 ( )
( 9 ) I had exceptionally poor working conditions and equipment.	1 ( )	2 ( )	3 ( )	4 ( )
(10) I was not given increased responsibility in my job.	1 ( )	2 ( )	3 ( )	4 ( )
(11) I felt insecure in my job.	1 ( )	2 ( )	3 ( )	4 ( )

	<u>This factor was not present</u>	<u>This factor was present but was not important</u>	<u>This factor was fairly important</u>	<u>This factor was of major importance</u>
(12) I did not receive training (professional seminars paid by the church) and many experiences on the job that were helping my personal growth.	1 ( )	2 ( )	3 ( )	4 ( )
(13) The church did not introduce an employee benefit program that was of importance to me.	1 ( )	2 ( )	3 ( )	4 ( )
(14) I disliked the kind of work I was doing.	1 ( )	2 ( )	3 ( )	4 ( )
(15) My job situation changed in such a way as to aggravate my home life.	1 ( )	2 ( )	3 ( )	4 ( )
(16) I was working with a volunteer Christian Education work group that operated with discord and inefficiency.	1 ( )	2 ( )	3 ( )	4 ( )
(17) Church management policies that affected the pastoral staff did not take into consideration the personal feelings of the pastors.	1 ( )	2 ( )	3 ( )	4 ( )
(18) The job did not require the use of my best abilities.	1 ( )	2 ( )	3 ( )	4 ( )

**APPENDIX B**

**Communications**

Spring, 1985

Dear N.A.D.C.E. Member,

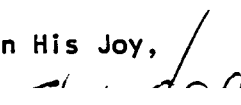
The National Association of Directors of Christian Education is involved in many projects and interests. None is more exciting nor more satisfying to me than that of encouraging the research and development of Christian education studies. I am particularly pleased when projects are the result of educational programs leading to better equipped Christian educators.

From time to time, carefully screened surveys are administrated to all or selected members of N.A.D.C.E.. Normally, the results are shard with all the constituent body in some appropriate manner.

I am pleased to introduce Mr. Curtis L. Congo to the membership of this organization. Mr. Congo is a Ed. D. Candidate at Oregon State University and an Adjunct Professor of Christian Education at Western Conservative Baptist Theology Seminary. His study of job factors as satisfiers and dissatisfiers of Directors of Christian Education should provide all of us with some stimulating data.

I commend his survey to your careful consideration and prompt completion. I'm confident your part in this study will bring glory to the Kingdom of God.

In His Joy,

  
Stanley S. Olsen  
President, N.A.D.C.E.

September, 1985

Dear NADCE member:

Thankyou for your willingness to participate in this research study.

I am sure you have experienced the joys and frustrations involved in our unique area of ministry and have wondered if these experiences are shared by others of the same profession. My concern is that this study will be of benefit for all members of the NADCE and that a greater understanding of job satisfaction and dissatisfaction will be gained.

Please find enclosed two questionnaires. One concentrates on job satisfaction while the other on job dissatisfaction. Please read the instructions thoroughly and then complete one questionnaire before beginning the second one. Complete anonymity is guaranteed.

I appreciate, from experience, your busy schedule and am grateful for your immediate attention to completing the questionnaires. Again, thankyou for your willingness to participate in this research study.

May the Lord continue to bless your ministry of quality Christian Education, where He has called you.

Serving together,

Curtis Congo, Ed.D. (candidate)

October, 1985

Dear NADCE member:

A short time ago you recieved two questionnaires from me. As you may recall, I am involved in a study of job factors as satisfiers and dissatisfiers of members of the NADCE. The response so far has been heartening. Several respondents have written personal statements expressing interest in the results of this study. As soon as all the questionnaires have been collected, a report will be written up and sent to the President of the NADCE. He will be sending you those results.

If you have not taken the time to fill out and return your questionnaires, would you please take a few moments now and do so. Each set of questionnaires are extremely important for the success of the study.

Thankyou for your cooperation.

Serving together,

Curtis L. Congo, Ed.D. (candidate)

November, 1985

Dear NADCE member,

This is a short note to thank you for completing the questionnaire that I sent you recently. Your cooperation is much appreciated. If you haven't as of yet completed filling out the questionnaire, would you please take a few moments now and do so.

I look forward to sharing a written report on factors that contribute to the satisfaction and dissatisfaction of members of the NADCE. Again, thank you for your cooperation.

Serving together,

Curtis L. Congo, Ed.D. (Cand.)

## APPENDIX C

### Raw Data

Number of Subjects Rating Each Job Factor  
For Satisfaction

- Scale: 1. This factor was not present  
 2. This factor was present but was not important  
 3. This factor was fairly important  
 4. This factor was of major importance

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Job Factor	(1)	(2)	(3)	(4)	Total Responses
Promotion	64	28	10	1	104
Challenging Assignments	3	8	36	57	104
Recognition	7	19	42	36	104
Relationship with the Senior Minister	12	5	27	60	104
Relationship with all Pastoral Staff	11	8	35	50	104
Senior Minister - Technical	19	19	26	40	104
Merit Increases	48	26	27	3	104
Achievement	1	4	21	78	104
Working Conditions	10	16	55	23	104
Responsibility	15	21	38	30	104
Job Security	8	15	36	45	104
Growth	21	7	35	41	104
Employee Benefits	57	16	20	11	104
Work Itself	00	1	16	87	104
Homelife	53	12	21	18	104
Work Group (Volunteers)	20	10	36	38	104
Church Management Policies	37	14	26	27	104
Use of best Abilities	1	5	31	67	104

Number of Subjects Rating Each Job Factor  
For Dissatisfaction

Scale: 1. This factor was not present  
2. This factor was present but was not important  
3. This factor was fairly important  
4. This factor was of major importance

Job Factor	(1)	(2)	(3)	(4)	Total Responses
Promotion	60	33	8	3	104
Challenging Assignments	46	14	31	13	104
Recognition	24	23	40	17	104
Relationship with the Senior Minister	33	10	15	46	104
Relationship with all Pastoral Staff	54	11	23	16	104
Senior Minister - Technical	36	12	21	35	104
Merit Increase	53	18	24	9	104
Achievement	39	7	30	28	104
Working Conditions	58	16	19	11	104
Responsibility	59	18	18	9	104
Job Security	43	12	23	26	104
Growth	57	20	15	12	104
Employee Benefits	59	19	15	11	104
Work Itself	67	9	12	16	104
Homelife	49	8	34	13	104
Work Group (Volunteers)	56	12	20	16	104
Church Management Policies	39	13	26	26	104
Use of Best Abilities	40	13	30	21	104

Demographic Data of each Subject of this Research Study

- Demographic Categories:
1. Age
  2. Gender
  3. Size of Church Served
  4. Number of Years in Christian Education Ministry
  5. Number of Years in Present Christian Education Position
  6. Educational Level Attained
    - Dip = Diploma
    - B = Bachelor
    - M = Master
    - D = Doctorate
    - O = Other

(1)	(2)	(3)	(4)	(5)	(6)
42	M	675	14	1	B
35	M	850	10	2.5	M
50	M	5000	26	9	B
43	M	515	19	5	M
30	M	500	9	5	B
42	M	---	17	8	M
28	M	500	5	2	M
56	M	750	34	5	B
40	F	1200	15	1	B
32	F	4000	5.5	4	B
51	M	200	5	0	DIP
25	M	400	7	1	B
51	M	700	21	8	B
45	F	525	24	4	DOC
45	F	250	--	4	---
34	M	500	12	3	B
30	M	1300	12	2.5	M
40	F	1000	18	10	B
37	M	250	15	8	M
32	M	350	8	4	B
38	-	1400	20	4	M
38	M	850	14	8	M
38	M	----	15	7	B
33	F	250	4.5	4.5	B
44	F	1000	7	2	B
41	F	2200	15	6	B
49	M	700	6	6	B
29	M	260	8	2	M
38	M	750	13	7	M
31	M	300	3	-	M
46	F	100	24	1	B
47	F	1200	13	13	M
31	M	300	5	5	M

49	F	1200	8	4	B
30	M	225	9	9	B
34	M	550	7	5	M
35	M	700	8	.5	M
27	M	500	5	5	B
58	M	500	3	3	DOC
29	M	425	7	7	B
41	M	2000	14	6	B
42	M	2000	10	10	M
30	M	800	8	3	M
61	M	1000	3	1	M
31	M	200	6	.25	B
46	M	1200	18	9	M
50	F	2000	25	7	B
37	M	200	11	2.5	M
49	F	5000	15	15	B
36	M	1200	11	8	M
30	M	1200	4	1.5	M
30	M	350	7	3	M
43	M	----	19	5	M
40	M	900	12	4	B
45	M	500	23	1.5	B
43	F	1000	12	12	B
37	M	250	1	--	M
45	M	3000	23	4.5	M
29	M	3000	6	1	M
26	F	1200	3.5	3.5	B
46	F	1600	7	1	M
31	M	600	8	5.5	M
40	M	200	14	7	M
54	M	600	23	16.5	M
31	M	3000	4	4	M
29	M	2100	8	8	M
46	M	350	14	7	DIP
40	M	1600	16	8	M
31	M	3000	6	6	M
40	M	250	20	8	M
32	F	350	11	1	B
39	M	400	11	7	M
45	M	600	6	6	M
29	M	30	4	-	B
45	F	500	10	10	O
65	F	----	30	1	B
52	M	4000	25	13.5	M
47	M	----	1	.5	M
31	M	2300	10	1	B
45	M	7000	16	1	B
55	M	1000	28	0	M
27	F	----	5	-	M
55	M	800	30	1.5	M
36	M	520	11	8	M
47	F	1200	13	13	M
31	M	300	5	5	M

42	M	----	16	16	DOC
44	F	2000	8	8	B
30	M	900	7	7	DOC
41	M	2000	21	3	M
38	M	335	8.5	3.5	M
39	M	900	12	9	M
--	F	400	20	8	B
44	F	800	30	1.5	DIP
29	M	850	4	2	M
--	-	----	6	6	M
38	M	85	15	1.5	M
48	M	1000	25	8.5	M
48	M	1400	25	5	DOC
26	F	1200	5	1	B
51	M	----	7	2	DIP
46	F	3700	8	8	M
32	M	600	7	5	M
62	M	75	38	10	DIP
49	M	----	10	--	M
--	-	----	--	--	-