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### A Study of Selected Variables Relating to Job Satisfaction Among Professors in Large and Small Universities

Marilyn M. Irving

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A STUDY OF SELECTED VARIABLES RELATING TO JOB  
SATISFACTION AMONG PROFESSORS IN LARGE AND  
SMALL UNIVERSITIES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for  
the Degree Doctor of Education in the Graduate School  
of Texas Southern University


By

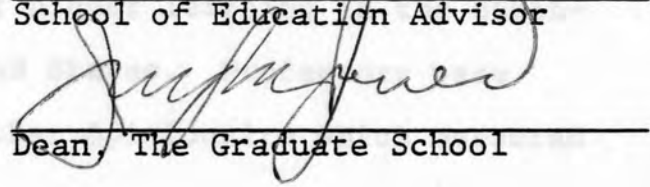
Marilyn M. Irving, B.A., M.Ed.

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1986

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A STUDY OF SELECTED VARIABLES RELATING TO JOB  
SATISFACTION AMONG PROFESSORS IN LARGE AND  
SMALL UNIVERSITIES

BY

Marilyn M. Irving, Ed.D.

Texas Southern University

Associate Professor Lonnie Sadberry, Advisor

This study investigated job satisfaction of professors at selected four-year universities with regards to the variables: (1) size of the university, (2) perception of university facilities, (3) perception of university services, (4) rapport with immediate supervisor, (5) rapport among colleagues, (6) salaries and (7) professor's load.

A Chi-Square test of homogeneity was utilized in this study. Data were collected from 120 professors who taught at four-year institutions of higher learning in the southwestern section of the United States. Professors were administered the Purdue Teacher Opinionnaire which measured total job satisfaction.

From these data, it was concluded that the size of the university, perception of university services, rapport with immediate supervisor and rapport with colleagues showed no significant difference between the job satisfaction of professors who were employed at large universities and professors who were employed at small universities. Other variables such as perception of university facilities, salaries and professor's load were found to be significant between professors who were employed at large universities and professors who were employed at small universities.

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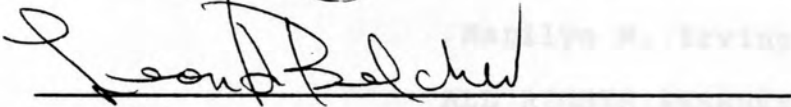
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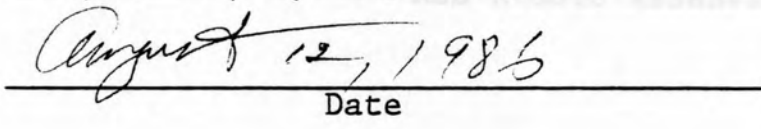
  
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## CHAPTER 1

### INTRODUCTION

Job satisfaction is an important factor that has been given careful examination and concern not only by college and university faculty members but by common laborers and other professionals. A study of job satisfaction is relevant to education in as much as American colleges and universities will be faced with the problem of recruiting and maintaining top-quality faculty. To be sure, faculty members in American colleges and universities make up one of the largest group of professional workers. They are the essential elements for developing American's talents and for providing innovative forms and uses of knowledge.

Human beings search to satisfy a vast range of needs through their work activities, ranging from requirements for food, shelter, a sense of belonging and acquiring all that individuals desire. There has been general agreement among theories of management and social psychology that people who

are more satisfied in their jobs will attain higher levels of productivity.<sup>1</sup> Effective performance entails professor's effort to overcome job-related stress and to achieve valued outcomes. This success increases teacher satisfaction, involvement, and motivation. Moreover, it increases teachers' efforts and leads to more effective performance. Several theories indicated that the job satisfaction of university professors will be related to enrollment size, perception of university facilities, perception of university services, rapport with the immediate supervisor, rapport among colleagues, salaries and professor's load.<sup>2</sup> University professors tend to be more satisfied with their jobs when facilities and resources are adequate to the course they teach or when services are well defined and efficient. Other factors contributing to favorable job satisfaction include professors being appreciated and commended by their immediate supervisor as well as professors working with congenial colleagues. Additionally, when professors are satisfied with the policies under which pay raises are granted and feel that their professor's load

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<sup>1</sup>Manijeh Agaseyed Khalil Uraghi, "The Relationship Between University Faculty Job Satisfaction, Role Conflict, Task Clarity and and Productivity," Dissertation Abstracts International 42 (1981): 1502-4A.

<sup>2</sup>Dee L. Fink, "First Year on the Faculty: A Study of Beginning College Teachers" (California State University, Los Angeles, 1982), pp. 62-105.

is reasonable, they show positive attitudes toward job satisfaction. These theories also indicate that there will be a positive relationship between performance and the extent to which a person's self-esteem is affected by performance. "The higher the involvement, the more satisfied the person."<sup>3</sup> People tend to perform better and are more productive when they are satisfied with their job.

#### Statement of the Problem

Job satisfaction is an important and long-studied problem which concerns college professors as well as laborers and other professionals. Previous studies have demonstrated meaningful relationships between job satisfaction and many other variables for understanding job satisfaction and how it fits into a general model of workers' behavior.<sup>4</sup> This study investigated the difference between professors at both large and small universities with regards to job satisfaction as reflected through total job satisfaction, facilities, services, rapport with immediate supervisor, rapport

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<sup>3</sup>Samuel Rabinowitz and Douglas T. Hall, "Organizational Research on Job Involvement," Psychological Bulletin 84 (1977): 285.

<sup>4</sup>Dannetta Kennon, A Study to Determine Relationships Between Job Satisfaction of Lawson State Community College and Their Teaching Effectiveness as Perceived by Students. Ph.D. Dissertation, University of Alabama, 1977 (Ann Arbor: University Microfilm International, 1977), pp. 2-3.



among colleagues, salaries, and professor's load. A study of job satisfaction and work productivity is relevant to education. At the present time, universities in the United States are in a stage of tremendous growth development. Consequently, there is an expressed need for more good teachers, for adequate preparation of teachers and for improvement of the university environment. Therefore, job dissatisfaction factors should be identified.

#### Significance of the Problem

Identifying job dissatisfaction factors in higher education has become an important undertake for administrators. If administrators can identify and understand these factors as they related to job satisfaction, then they can minimize the number of professors leaving the profession or transferring to other universities. Job satisfaction is positively related to institutional effectiveness. As far back as 1912 administrators were responding enthusiastically to the idea of assessing teacher performance by objective<sup>5</sup> criteria.

If the level of morale can be improved by understanding and ascertaining how professors feel about their particular situation within the university, administrators will be able to make better decisions regarding the factors that will

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<sup>5</sup>Ibid., p. 5.

provide for improvement and development of meaningful programs for the institution, faculty, and students.<sup>6</sup>

### Statement of Hypotheses

The following hypotheses were tested:

- H<sub>0</sub>1: There is no significant difference between professors at large and small universities with regards to total job satisfaction.
- H<sub>0</sub>2: There is no significant difference between professors at large and small universities with regards to job satisfaction as reflected through perception of facilities.
- H<sub>0</sub>3: There is no significant difference between professors at large and small universities with regards to job satisfaction as reflected through perceptions of services.
- H<sub>0</sub>4: There is no significant difference between professors at large and small universities with regards to job satisfaction as reflected through rapport with immediate supervisor.
- H<sub>0</sub>5: There is no significant difference between professors at large and small universities

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<sup>6</sup>Ibid., p.6.



with regards to job satisfaction as reflected through rapport among colleagues.

H<sub>06</sub>: There is no significant difference between professors at large and small universities with regards to job satisfaction as reflected through salaries.

H<sub>07</sub>: There is no significant difference between professors at large and small universities with regards to job satisfaction as reflection through professor's load.

### Assumptions

The following assumptions were observed:

1. The instrument was adequate in terms of measuring job satisfaction of selected four-year university professors at both large universities and small universities.
2. Usually, most people want to be satisfied on their jobs.
3. The statistical test used was adequate in terms of attaining the information desired.
4. The sources used in this study were of satisfactory credibility and suitable references.

### Limitations of the Study

The population consisted of one-hundred twenty professors employed at selected four-year universities. This study is also limited to the use of the Purdue Teacher Opinionnaire.

### Definition of Terms

The following terms were operationalized for the purpose of this study:

University Professor is a member of the faculty which carries one of the following ranks: instructor, assistant professor, associate professor and full professor.

Total Job Satisfaction is the attitude toward the job situation in the area of teaching, rapport with immediate supervisor, fellow professors, salary and class load.

Facilities has to do with the adequacy of work areas, supplies and equipment.

Services refer to the efficiency of the procedures for obtaining materials and other requests.

Rapport with Immediate Supervisor deals with the professor's feeling about the immediate supervisor's competency, interest in professors and their work, and his/her ability to communicate clearly, fairly, and effectively.

Rapport among Colleagues focuses on a professor's relationship with other professors.

Professor's Load deals with such matters as record-keeping, clerical work, extra-curricular loads, and keeping up-to-date professionally.

Large University means one with an enrollment of ten thousand or more students.

Small University means one with an enrollment of less than ten thousand students.

#### Organization and Remainder of the Study

The study contained five chapters, a bibliography and appendices. Chapter 1 consists of the introduction, a statement of the problem, a statement of the hypotheses, assumptions, limitations of the study, definition of terms, and organization of the study. Chapter 2 reviews the literature and research that related to the study. Chapter 3 outlines the research procedures and methodology used in the study. Chapter 4 consists of the presentation of the data and interpretation of the results. Chapter 5 presents a discussion, summary, conclusions and recommendations.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter reviewed literature concerning job satisfaction, a feature which is pertinent to the investigation. Special attention was focused on professors who were employed at large and small universities with regards to their job satisfaction as reflected through their perception of facilities, perception of services, rapport with immediate supervisor, rapport among colleagues, salaries and professor's load.

Morale and productivity research have received considerable attention in industry, but very little has been done in education. Because considerable emphasis has been placed on increasing the morale and performance of teachers, the writer set out to determine if a difference existed between professors at large universities and professors at small universities with regards to job satisfaction as reflected through their perceptions of facilities, perceptions of services, rapport with immediate supervisor, rapport among colleagues, salaries and professor's load. According to Cooper, high morale did necessarily cause increased teaching effectiveness; research indicated that

certain situations, environmental factors, and motivational determinants which resulted in greater worker effectiveness might generate high satisfaction and morale.<sup>7</sup>

Presumably morale has many dimensions and is closely related to the satisfaction one derives from work. In a society that puts emphasis on individual worth, administrators should seek to enhance morale and job satisfaction by creating conditions which make work contribute to one's satisfaction and fulfillment as well as to the goals of the university.<sup>8</sup> Cooper revealed in a study of full-time faculty members of the University of Kentucky Community College System that teachers with low morale were more personally insecure about themselves than were those with high morale.<sup>9</sup>

Other sources in the literature suggested that persons with good ego development more often than others experienced satisfaction with their jobs. According to Rabinowitz and Hall, one would expect to find a positive relationship between performance and the extent to which a person's self

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<sup>7</sup>John Frederick Cooper, "Job Satisfaction and Productivity of Junior College Teacher," College Student Journal 12, no. 4 (Winter 1978): 382-384.

<sup>8</sup>Ibid., pp. 383-384.

<sup>9</sup>Betty S. McNair, "The Relationships Between Selected Faculty Characteristics and Teaching Effectiveness," Dissertation Abstracts International 41 (1980): 4916-12A.

esteem was affected by performance. "The higher the involvement the more satisfied the person."<sup>10</sup> Theories which involved such factors as needs, esteem, attitudes, environment and motivation were related according to the extent to which job satisfaction was affected.

Stumpf and Rabinowitz revealed that performance was primarily a function of an individual's effort to secure desired outcomes while satisfaction depended on the outcomes actually received. Increased understanding of the performance-satisfaction relationship might be made possible by identifying variables which classify individuals by the types of outcomes which will be available and salient to<sup>11</sup> them.

Moreover, Cohen and Brawer also stated that the degree of satisfaction with the teaching profession is general and with the institution in particular was the major determinant regarding decisions to change positions. The decision to leave a position was often made when a situation became intolerable or when other work became decidedly more attractive. Such shifts to higher educational levels might be

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<sup>10</sup>Rabinowitz and Hall, op. cit., p. 279.

<sup>11</sup>Stephen A. Stumpf and Samuel Rabinowitz, "Career States as a Moderator of Performance Relationships with Facets of Job Satisfaction and Role Perceptions," Journal of Vocational Behavior 18 (1981): 202.



predicated on "the grass is greener" type thinking which resulted from a state of job dissatisfaction.<sup>12</sup> Knowledge of job satisfaction at large and small universities might be useful both for professors making personal decisions about their future career plans and for administrators and others who influence the working climate and circumstances in which professors function.

Specifically, Seiler and Pearson focused their research on a particular segment of the higher education community--the accounting faculty. They examined relationships between stress levels and work satisfaction levels in addition to other factors. Self-administered questionnaires were used, and 164 accounting faculty members from 41 states responded. Results indicated that accounting educators who had not kept pace professionally were reflected in extraordinary large class sizes and heavy teaching loads. These conditions, coupled with current pay-scale problems, added to the faculty members' disfavorable attitude toward job satisfaction.<sup>13</sup> Seiler and Pearson further stated that the results

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<sup>12</sup>George E. Riday, Ronald D. Bingham and Thomas R. Harvey, "Satisfaction of Community College Faculty: Exploding a Myth," Community College Review 12, no. 3 (Winter 1984-1985): 47.

<sup>13</sup>Robert E. Seiler and Della A. Pearson, "Stress Among Accounting Educators in the United States," Research in Higher Education 21, no. 3 (1984): 301-305.

of their study should be of interest to university faculty in general, to accounting faculty specifically, and to academic administrators as they attempt to attract and retain qualified faculty members.<sup>14</sup>

For many years researchers have investigated the relationship of job satisfaction to other variables, especially productivity. This interest in the study of job satisfaction has been due mainly to its role as a potential predictor of other organization factors such as improved performance, reduction in turnover, and absenteeism. There has been general agreement in theories of management and social psychology that people who are more satisfied in their jobs will attain higher levels of productivity.<sup>15</sup> For example, Araghi analyzed data collected from 300 full-time faculty members in six different colleges of the University of Houston Central Campus, examining the five relationships between role conflict, task clarity, productivity, and job satisfaction. He found no significant relationship between productivity and job satisfaction, role conflict, and task clarity. But the relationship between job satisfaction and role conflict and task clarity was significant. He, therefore, suggested that administrators seek other answers

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<sup>14</sup> Ibid., pp. 301-305.

<sup>15</sup> Araghi, op. cit., p. 1502.



such as reward structures to influence the productivity of  
16  
faculty members.

On the other hand, Fink examined the situation of new professors in relation to the following variables: type of contract, work load, degree of identification with the institution, ability to find intellectual companionship with colleagues, and social similarity to students. Each of these variables was found to have an effect on both the performance and the professional satisfaction of the new  
17  
professors. When professors are satisfied with the variables mentioned in the study cited above, there tended to be an increase in job satisfaction, involvement and motivation. These in turn increased professors' effort and led to more effective performance.

The relationship between productivity and job satisfaction was also affected by other factors. Salary and position attributed to job satisfaction, making life a more fulfilling experience. McDonald and Keon stated that "intrinsic-rewards-satisfaction relate positively to job  
18  
satisfaction." Professors, like most other persons, tended to prefer motivators which compelled them to get

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<sup>16</sup>Ibid., p. 1502.

<sup>17</sup>Fink, op. cit., pp. 62-105.

<sup>18</sup>Thomas L. Keon and Bill McDonald, "Job Satisfaction and Life Satisfaction: An Empirical Evaluation of Their Interrelationship," Human Relations 35 (1982): 177.

satisfaction and to do their best at a task. Motivators generally led to positive job attitudes. People tended to be more productive when they felt good about their job. According to Adler, those who were high in self-esteem were more likely to take personal responsibility for their own satisfying job experience than were those low in self-esteem.<sup>19</sup> A positive attitude, as well as higher self-esteem, led to good performances. Factors such as recognition and opportunity for professional growth contributed to work satisfaction. In other words, job satisfaction existed when a person's feeling of esteem was increased by good performance. From Adler's study, a job satisfaction was positively associated with job performance. Human relations might be described as an attempt to increase productivity by satisfying the needs of employees.<sup>20</sup>

In a study which aimed at discovering the reasons why individuals joined junior college faculties and how they now viewed this career choice, Danna Kennon reviewed several studies; Eckert and Stecklein used questionnaires and interview data obtained from a random sample of Minnesota faculty members. The sample included 130 persons teaching at eleven junior colleges in Minnesota. Analysis of the

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<sup>19</sup>Seymour Adler, "Self-Esteem and Causal Attribution for Job Satisfaction and Dissatisfaction," Journal of Applied Psychology 65 (1980): 327.

<sup>20</sup>Ibid., p. 328.

data revealed the following facts regarding junior college faculty:

1. They usually found themselves in college teaching by accident.
2. They usually began their service as high school teachers, pursuing whatever graduate work they took on a part-time basis.
3. Despite handicaps to rendering their best professional services, more than two-thirds of those college faculty members said that they were<sup>21</sup> satisfied with their career.

Surely, then the way one feels about his or her occupation aids in developing a positive or negative attitude.

A study directly related to the job satisfaction of university professors was elaborated on extensively by Powell, Barrett and Shanker. They interviewed twenty-four members of an Australian university in 1979 in order to seek their views on the ways in which their professional lives were affected by the current recession in higher education. Their responses have been drawn upon to construct a picture of how this group of university teacher perceived their working environment, their contact with colleagues, and comparisons with experiences elsewhere which often led to unfavorable judgments about their own university. There

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<sup>21</sup>Kennon, op. cit., pp. 45-46.

were a number of comments which reflected dissatisfaction with the administrative style employed by the institution. There were also, of course, other comments in praise of colleagues who continued to be dedicated to their work in the face of mounting difficulties and frustrations.<sup>22</sup>

The interview material gathered from the 24 staff members with whom Powell, Barrett and Shanker spoke was extremely rich and varied, but it was possible to discern three themes which were touched upon in almost every case.

1. Morale - There was considerable evidence of an actual or impending decline in staff morale. The interviews indicated the current fragility of morale and thus the need to do everything possible to strengthen it. In order to achieve this leadership, qualities of the highest caliber would be required of administrators and senior academicians.
2. Opinions about Colleagues - They were surprised at the number of negative opinions which were volunteered during the interviews.

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<sup>22</sup>J. P. Powell, E. Barrett and V. Shanker, "How Academics View Their Work," Higher Education 12, no. 3 (June 1983): 297-313.

3. Views of the Institution - There was a very congenial environment for those engaged in academic pursuits.<sup>23</sup>

It has been suggested earlier that morale is of vital importance to academic work because of the role which it plays in maintaining a high level of commitment. Consequently, administrators apparently must seek other answers such as rewards structures in their efforts to influence the productivity of faculty members.

Further, Powell, Barrett and Shanker deduced from their study that most people derived considerable satisfaction from teaching yet many indicated that they felt that teaching was undervalued by the institution. This view was supported by the findings of a study of 796 academicians which showed that 92 percent rated teaching performance as being ideally of high or extremely high importance; yet only 12 percent thought it rated such importance in the actual academic world. Among the respondents, there was feeling that institutional arrangements largely failed to recognize their need to participate more fully in decision-making and policy formulations. Growing and competing demands on their time were making it increasingly difficult to give adequate

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<sup>23</sup>Ibid.



attention to the various elements in their professional  
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role.

The findings suggested a widening gap between academic ideals and the realities of daily experience, a gap which was likely to lead to frustration and dissatisfaction which in turn would weaken morale. It was suggested earlier that morale is of vital importance to academic work because of the role which it plays in maintaining a high level of commitment to teaching and research. If morale is significantly weakened, then such a weakening would have profound consequences for the work of the universities.

Those with administrative and academic leadership responsibilities, along with the professional organizations, should place high priority on developing policies and creating a work environment which will help to give more substance to academic ideals. Administrators undoubtedly must seek other answer such as reward structures to influence the productivity of faculty members.

Thomas Deiner reported, in detail, part of a long-term study of faculties' opinions about their work and occupational commitment, family, parental and marital satisfaction, and personal life, and self esteem. The study is currently underway at the Institute of Higher Education Research and Services at The University of Alabama. The

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<sup>24</sup>Ibid.

entire study included faculty members from nine widely differing institutions of higher education in a southeastern state. Only the attitudes-toward-work portion of the study has been reported and only for those faculty members at the two predominantly Black colleges in the inquiry.<sup>25</sup>

This study was designed to identify faculties' opinions about their work. It also examined the theory of Herzberg and others which holds that work satisfaction stems from the work itself and that dissatisfaction is derived from the work environment.

Much of the literature review about college faculties and job satisfaction provided some provocative and positive generalizations. The early, pioneering work in this field by other researchers concluded that, in the main, college faculty enjoyed their work, derived a good deal of satisfaction from it, and would again choose this occupation if they were starting their careers anew. Other researchers and authors through the 1960's and ensuing years found many of the same results.

The overwhelming majority of faculty members (88 percent) viewed their work as a career, not simply as a job. This very positive response to their work was amplified in a number of different ways: 91 percent "loved" or "liked"

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<sup>25</sup>Thomas Diener, "Job Satisfaction and College Faculty in Two Predominantly Black Institutions," Journal of Negro Education 54, no. 4 (1985): 558-564.

their job; 86 percent were satisfied with their job most of the time; only 8 percent were eager to change to another job; only 2 percent were sure they would not choose this career again; another 8 percent were undecided.

A series of questions gave faculty an opportunity to identify the degree to which they perceived elements of their work as problems or job stressors. Attention was given to work demands (such as class load or research opportunities), working conditions (such as adequacy of facilities or class size), and rewards and appreciation (such as salary and recognition for good teaching). Of the entire group of respondents, 20 percent or more of the faculty members identified 12 of 25 items as "quite a problem" or "a major problem." These items, in descending order, were: adequacy of facilities (34 percent), time for personal study (32 percent), salaries, red tape, student motivation (29 percent each), appreciation for personal contributions (24 percent), responsiveness of administration to problems, committee work (22 percent each), and recognition for good teaching (21 percent).<sup>26</sup>

Those factors chiefly responsible for dissatisfaction with their work, the respondents noted, were related to circumstances surrounding their jobs. Job conditions including equipment, facilities and teaching schedules were

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<sup>26</sup>Ibid.



viewed by 24 percent as major contributors to job satisfaction. Other factors included items such as low salaries (19 percent), red tape and apathetic students (each 17 percent), the lack of recognition for professional achievement and lack of time for personal and professional development (15 percent each), and apathetic colleagues (11 percent).<sup>27</sup>

While the question of job satisfaction has been explored for years, its importance for educators has only been recently highlighted as the public, legislators and others have demanded educational reforms. Indeed the satisfaction of teachers at all levels has important implications both for teachers and for the entire educational enterprise. According to a national study, the American Society is in danger of massive confusion if colleges and universities cannot attract and maintain first-rate persons in the teaching profession.<sup>28</sup>

Startup conducted a study to determine the extent and variation of university teachers' satisfaction with research. He found out that the direction and the amount of research activity were not only constrained by the university teachers' capabilities but the time and facilities available (e.g. the library and laboratories). Moreover,

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<sup>27</sup>Ibid.

<sup>28</sup>Riday, Bingham, and Harvey, op. cit., p. 47.

according to Startup, success was dependent upon the help received from colleagues when research problems were encountered. By contrast, the largest increase in the extent of satisfaction were found in library facilities for  
<sup>29</sup>research.

Evidence is shown that satisfaction with an occupation is a function both of the degree of satisfaction with particular valued components of the occupation and also of the  
<sup>30</sup>importance of those components to the individual.

Inasmuch as the present research considered the professors' degree of satisfaction with perceptions of facilities, perceptions of services, rapport with immediate supervisor, rapport with colleagues, salaries and professor's load, there was a need to ascertain how important these aspects were in relation to the job as a whole.

According to Lynch, Dean of the Graduate School at the University of Pennsylvania, "administrators should under-  
<sup>31</sup>stand the nature of their roles." In short, they should facilitate general consensus and establish a climate of

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<sup>29</sup>Richard Startup, "The Changing Perspective of Academic Researchers, 1973-1983," Studies in Higher Education 10, no. 1 (1985): 75.

<sup>30</sup>Ibid., p. 76.

<sup>31</sup>"Launching a Successful Career in Academe: Advice from Administrators and Professors," Chronicle of Higher Education 31, no. 1 (September 4, 1985): 42-44.

shared trust that is essential to long-term academic well-being.<sup>32</sup> On the other hand, Robert A. Burnham, Dean of the School of Education, Health, Nursing and Arts Profession at New York University, opined that it is important for an administrator to be flexible and adaptable in order to accommodate changes. Most important, administrators should develop rational problem identification and problem-solving skills.<sup>33</sup> These things, Burnham averred, held one in good stead for personal fulfillment. Therefore, if personal goals and university goals are not congruent, then professors will be unhappy.

According to Wheelless, Wheelless and Howard, the economic situation in the United States has made it increasingly difficult for colleges and universities to retain high-quality faculty and staff. The rate of inflation has far exceeded salary increases, thus eroding the buying power of wages paid to university employees. In addition, faculty, administrators, and staff have faced increased work demands because of hiring freezes, retrenchment, and academic and administrative changes. The problems could result in decreased productivity, increased turnover, absenteeism, complaints and grievances, and burnouts. While few

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<sup>32</sup>Ibid.

<sup>33</sup>Ibid., p. 43.

colleges and universities have direct control over all budgetary decisions that could affect such adverse employee problems, administrators have become increasingly aware of how business and industrial organizations tend to examine such problems. One significant variable found to contribute to decreasing some of these problems was employee job satisfaction.<sup>34</sup>

Admittedly, a number of variables significantly contribute to job satisfaction (i.e., need fulfillment, achievement, promotion frequency, jobs that are mentally challenging, obtained pay that is close to valued pay, verbal recognition, adequate working conditions, increased education, and higher position in the organization), but a limited amount of research has attempted to examine factors contributing to job satisfaction for employees in the education field.<sup>35</sup>

Job satisfaction has been generally defined as one's response to various facets of the work environment. Thus perspectives on job satisfaction have been grounded in several theoretical approaches, including need fulfillment,

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<sup>34</sup>Virginia Eman Wheelless, Lawrence R. Wheelless, and Richard D. Howard, "An Analysis of the Contribution of Participative Decision Making and Communication with Supervisor as Predictors of Job Satisfaction," Research in Higher Education 18, no. 2 (1983): 145.

<sup>35</sup>Ibid.

discrepancy theory, and equity theory. The most widely accepted conceptualization of job satisfaction has included dimensions of satisfaction with supervisor, pay, work, co-workers, and promotion. Moreover, the most closely examined of these dimensions has been satisfaction with supervisor, which emphasized establishment of positive relationships among employees and which stress the importance of communication among employees as a contributor to job satisfaction.

Several studies examining communication and job satisfaction emphasize the importance of the employee's satisfaction with communicating with supervisors. This satisfaction concerned such items as "asks my advice," "is tactful," "tells me where I stand," and so forth. Satisfaction with interactions with supervisor can be classified as a communication-related variable that significantly contributed to job satisfaction.

The supervisor's receptiveness to information, ideas, and problems of the employee often provided an empathic sense of caring and concern, important factors in the human-relations approach to understanding job satisfaction. Being satisfied with communicating with supervisor and perceiving

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<sup>36</sup>Ibid., p. 147.



a supervisor as receptive to advice and information apparently contributed to job satisfaction.

On the other hand, positive communication with a supervisor has been found to be a consistent predictor of job satisfaction. Hence, the supervisor can play an important role in the employee's perception of the job.<sup>37</sup>

Again, Wheelless, Wheelless and Howard examined the relationships of (1) perceived participation in decision-making, (2) communication with supervisor, (3) employee characteristics, and (4) employee job satisfaction. Classified employees in three administrative units at a comprehensive eastern university in the United States served as subjects.<sup>38</sup> Their results supported the hypothesis that communication with supervisor factors, indeed, provided the greatest contribution to job satisfaction.

In recent years there has been a dramatic increase in general concerns over the equity of treatment for faculty in terms of salaries, promotion, and tenure decision. Many of the studies have been conducted not only because of the philosophical and moral implications undergirding equity but also because of federal and state legislation, affirmative action programs, and court cases involving discrimination. In their study, McLaughlin, Mahan, and Montgomery extended

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<sup>37</sup> Ibid., p. 145.

<sup>38</sup> Ibid., pp. 146-148.

the concept of equity to include faculty's instructional activities of work load.<sup>39</sup> As noted earlier, professor's load was one of the factors contributing to positive or negative job satisfaction. Literature pertaining to human resources management stressed two outcomes: performance and job satisfaction. Job satisfaction was an important outcome because of its desirability and its possible implications for continued membership in the university and for the motivation to work. These relationships implied that feelings of receiving a fair salary increase were associated with increases in job effort and performance. These data lent support to previous research which had indicated that those professors who felt under-compensated, given a time-based compensation system, could be expected to restore equity by reducing their job effort and performance.<sup>40</sup>

The existence of high levels of stress and low levels of job satisfaction among educators has received considerable attention in recent years. By far, the majority of these studies have concentrated on elementary and secondary school teachers and have been conducted to determine the

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<sup>39</sup>Gerald W. McClaughlin, Beatrice T. Mahan and James R. Montgomery, "Equality Among Assistant Professors in Instructional Work Load," Research in Higher Education 18, no. 2 (1983): 131.

<sup>40</sup>Timothy J. Keavey and Robert E. Allen, "The Implications of an Across the Board Salary Increase," Research in Higher Education 19, no. 1 (1983): 11-12.

causes of high stress/low job satisfaction overload, and various other factors. Research directed toward work-related stress and job satisfaction among academicians in higher education has been more limited. Perhaps this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting. However, according to a federal report, "college professor" was number 120 on a list of 130 occupations, ranked in order of decreasing level of stress.<sup>41</sup>

Utilizing a nationwide sample of American university professors in their study, Pearson and Seiler explored job satisfaction levels of academicians and the differences between perceived satisfaction of faculty in professional schools and that of faculty in other disciplines. The results were based upon responses from 336 faculty representing 24 universities selected on a stratified basis which included large and small, public and private universities.

Teaching dimensions and research requirements were the most satisfying elements of the academic work environment; support and compensation aspects were the most dissatisfying. Faculty from professional schools reported higher levels of satisfaction for almost all of the 22 separate environmental dimensions, and these faculty members also

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<sup>41</sup> Della A. Pearson and Robert E. Seiler, "Environmental Satisfiers in Academe," Higher Education 12 (1983): 36.



reported higher salaries and less stringent requirements for tenure and promotion.<sup>42</sup>

An early form of job satisfaction theory held that all elements of one's work environment contributed in additive fashion to the total job satisfaction which one realized. According to this theory, increasing the level of pay, for example, would directly increase job satisfaction, while decreasing the level of pay would directly decrease job satisfaction.

Some studies have confirmed that, historically, faculty members in the United States have exposed positive feelings of good will and enthusiasm toward their work. Dissatisfactions sprang from working conditions. Poor facilities and equipment inflexible or heavy teaching schedule which prevented personal and professional development, low salaries, lack of professional recognition, high amounts of bureaucracy and red tape, and student and college apathy prevented faculty from fully exploiting the potential of their work. In fact, one study revealed that faculty members in two predominantly Black colleges in the southeast, like their colleagues elsewhere in higher education, exhibited a strong degree of satisfaction with their work.<sup>43</sup>

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<sup>42</sup>Ibid., p. 35.

<sup>43</sup>Diener, op. cit., pp. 564-565.

## CHAPTER 3

### DESIGN OF THE STUDY

#### Type of Design

The purpose of this chapter was to describe the methods and procedures of research used to achieve the purpose of the study. Another purpose of this study was to determine the difference between satisfaction of selected four-year university professors, according to university size and enrollment, with regards to their perceptions of university facilities, perceptions of university services, rapport with immediate supervisor, rapport among colleagues, salaries and professor's load. The investigation was conducted at selected four-year universities in the southwestern section of the United States.

The sub-topics included in this chapter were:

1. Type of Design
2. Sampling Procedures
3. Instrumentation
4. Data Collection Procedure
5. Statistical Analysis of Data

### Sampling Procedures

The sample for this study consisted of one-hundred twenty university professors at selected universities in the southwestern section of the United States. The reason for selecting these universities was that they reflected various differences which existed in faculty policies, size and availability for research. The sample was randomly selected from the faculty rosters at the selected four-year universities in the southwestern section of the United States. A list of faculty at each university was provided by the Dean's office.

### Instrumentation

The study determined if there was a difference between the job satisfaction of selected four-year university professors according to enrollment with regards to perception of university facilities, perception of university services, rapport with immediate supervisor, rapport among colleagues, salaries and professor's load as measured by a modified version of the Purdue Teacher Opinionnaire. The Purdue Teacher Opinionnaire is designed to measure total job satisfaction.

The Purdue Teacher Opinionnaire was originally validated for group measurement and contained 100 median item scores grouped by ten (10) factors: (a) teacher rapport with principal, (b) satisfaction with teaching, (c) rapport among

teachers, (d) teacher salary, (e) teacher load, (f) curriculum issues, (g) teacher status, (h) community support of education, (i) school facilities and services, and (j) community pressures. Total reliability was reported at .87, while individual factor scores had reliabilities from .62 to .88. However, the reliability of the factors used in this study ranged from .77 to .88.<sup>44</sup>

Although Bentley and Rempel developed this instrument for use in elementary and secondary education, the Purdue Teacher Opinionnaire was modified by this researcher for use in the university setting. The modification necessary to this study was to change items pertaining to "principal" to read "immediate supervisor," "teacher" to "professor," and "school" to "university". Also, according to Bentley and Rempel there was no relevant criterion on which to judge the validity of an instrument of this nature. However, to some extent the relative performance of teachers can be used as a validation measure. Peer rating and evaluations by administrators obviously have very limited relevance as criteria of the validity of teacher morale. The extent that teachers agreed with one another, were self-consistent in their ratings, and content validity was exhibited.<sup>45</sup>

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<sup>44</sup> Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: Purdue Research Foundation), 1980.

<sup>45</sup> Ibid., p. 7.

Also a letter was sent to the Purdue Research Foundation, holder of the Purdue Teacher Opinionnaire Copyright, requesting permission to alter and use the Purdue Teacher Opinionnaire in this study. A response was received indicating permission granted.

#### Data Collection Procedures

The data for this study were collected during the months of March and April of the Spring semester of 1986. The Purdue Teacher Opinionnaire was administered to the randomly selected one-hundred twenty professors at the selected four-year universities. A letter and copy of the questionnaire were sent to each college dean at the selected four-year universities, requesting permission to conduct the investigation at the institution. The researcher also requested a faculty roster from each of the selected institutions.

In addition, a packet containing the Purdue Teacher Opinionnaire, a cover letter, and an enclosed, stamped, self-addressed envelope were mailed or distributed to all the professors who were randomly from faculty rosters. The cover letter explained the purpose of the study and asked each professor to respond freely to the Purdue Teacher Opinionnaire by expressing his/her opinion about his/her job. The researcher later sent follow-up letters and made telephone contacts to obtain the questionnaires sent out.



The data obtained from the questionnaires were transferred to the computer system for statistical analysis. The most recent version of the Statistical Package for the Social Sciences (SPSS) was used in generating a computer program for an analysis of the data.

#### Statistical Analysis of Data

To analyze the statistical data, a Chi-Square test of homogeneity was utilized to analyze the frequencies of responses obtained, through administering the data gathering instrument. Because of its freedom restrictive assumptions and its computational simplicity, the Chi-Square test is one of the more widely used inferential techniques in many research fields. One of the assumption of Chi-Square is that the members of the sample or samples are randomly and independently drawn from the population(s) of interest.

Moreover, the Chi-Square statistics is frequently used to determine if two or more populations are homogeneous that is if their data distributions are similar with respect to a particular criterion variable. In this study, the criterion variable was job satisfaction, as expressed in agree-disagree categories. If the Chi-Square test of homogeneity indicated that the job satisfaction of the two groups did not differ significantly, the two populations may be viewed



as being homogeneous, or essentially the same with respect  
 to the satisfaction measure.<sup>46</sup>

#### CHAPTER 4

##### ANALYSIS OF STATISTICAL DATA

The purpose of this investigation was to determine if there were any significant difference between the job satisfaction of selected four-year university professors according to enrollment with regards to their perception of university facilities, perception of university services, rapport with immediate supervisor, rapport among colleagues, salaries and class load as measured by the Purdue Teacher Opinionnaire. The Purdue Teacher Opinionnaire was administered to a sample of professors from selected four-year universities in the southwestern section of the United States.

Chapter four represents a statistical analysis of the data collected in this investigation. To analyze the data, a Chi-Square test for homogeneity was utilized to analyze the frequencies of responses obtained through the administration of the data gathering instrument. Tables 1 through 7 show the computer analysis of the data. Table 1 corre-

<sup>46</sup>N. M. Downie and A. R. Starry, Descriptive and Inferential Statistics (New York: Harper and Row) 1977: 90-91.

## CHAPTER 4

### ANALYSIS OF STATISTICAL DATA

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with  $H_04$ , Table 5 with  $H_05$ , Table 6 with  $H_06$ , and Table 7 with  $H_07$ .

### Results

There are two columns in each of the Chi-Square tables: C1 = Disagree and C2 = Agree. There are two rows in each of the Chi-Square tables: R1 = Large universities, and R2 = Small universities.

For each of the Chi-Square tables, the marginal values for the observed frequencies were obtained. Using these marginal values, the expected frequencies were determined. The Chi-Square for each cell was computed, the components summed, and the Chi-Square values were obtained. The degrees of freedom were computed and the Chi-Square values from the Chi-Square distribution tables were entered at the .05 level. The appropriate conclusion was drawn for each of the hypotheses. If the Chi-Square value was equal to or greater than the critical value required for significance at an accepted significance level for the appropriate degree of freedom, the null hypothesis was rejected.

$H_01$  stated that there is no significant difference between job satisfaction of professors according to the size of the university. The resulting corrected Chi-Square for  $H_01$ , shown in Table 1, was 0.53725, with 1 degree of

Table 1

Perceptions of Total Job Satisfaction of Selected  
Four-Year University Professors According to  
Enrollment

	Large Universities		Small Universities		Total
	Observed	Expected	Observed	Expected	
Disagree	13	(15.3)	21	(18.7)	34 (34)
Agree	41	(38.7)	45	(47.3)	86 (86)
Total	54	(54.0)	66	(66.0)	120 (120)

Chi-Square = 0.53725

Non-significant

df = 1

$p > .05$

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TEXAS SOUTHERN UNIVERSITY

... (p > .05). Therefore, no significant differences were found, and H<sub>0</sub> was not rejected.

H<sub>0</sub> stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with

**Table 2**  
**Perception of Facilities of Selected Four-Year University Professors with Regards to Job Satisfaction**

regards to job satisfaction as reflected through perception of facilities. The resulting corrected Chi-Square value for H<sub>0</sub> shown in Table 2, was 5.36, with 1 degree of freedom,

(p < .05). Therefore, significant differences were found,

	Large Universities		Small Universities		Total
	Observed	Expected	Observed	Expected	
Disagree	6	(11.7)	20	(14.3)	26 (26)*
Agree	48	(42.3)	46	(51.7)	94 (94)
Total	54	(54.0)	66	(66.0)	120 (120)

Chi-Square = 5.36428

\*Significant

df = 1

p < .05

(p > .05). Therefore, no significant differences were found, and H<sub>0</sub> was not rejected (see page 42).

H<sub>0</sub> stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with

regards to job satisfaction as reflected through perception of facilities. The resulting corrected Chi-Square value for H<sub>0</sub>, shown in Table 2, was 5.36, with 1 degree of freedom,

(p < .05). Therefore, significant differences were found, and H<sub>0</sub> was rejected.

H<sub>0</sub> stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with

freedom, ( $p > .05$ ). Therefore, no significant differences were found, and  $H_01$  was not rejected.

$H_02$  stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through perception of facilities. The resulting corrected Chi-Square value for  $H_02$  shown in Table 2, was 5.36, with 1 degree of freedom, ( $p < .05$ ). Therefore, significant differences were found, and  $H_02$  was rejected.

$H_03$  stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through perception of services. The resulting corrected Chi-Square value for  $H_03$  shown in Table 3, was 0.1661, with 1 degree of freedom, ( $p > .05$ ). Therefore, no significant difference were found and  $H_03$  was not rejected (see page 42).

$H_04$  stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through rapport with immediate supervisor. The resulting corrected Chi-Square value for  $H_04$ , shown in Table 4, was 1.765, with 1 degree of freedom ( $p > .05$ ). Therefore, no significant



Table 3

Perceptions of Services of Selected Four-Year  
University Professors with Regards to  
Job Satisfaction

	Large Universities		Small Universities		Total
	Observed	Expected	Observed	Expected	
Disagree	25	(23.4)	27	(30.6)	52 (52)
Agree	29	(28.6)	39	(37.4)	68 (68)
Total	54	(54.0)	66	(68.0)	120 (120)

Chi-Square = 0.16591

Non-significant

df = 1

$p > .05$

Table 4

Perception of Rapport with Immediate Supervisor of  
Selected Four-Year University Professors  
with Regards to Job Satisfaction

	Large Universities		Small Universities		Total
	Observed	Expected	Observed	Expected	
Disagree	7	(10.35)	16	(12.65)	23 (23)
Agree	47	(43.65)	50	(53.35)	97 (97)
Total	54	(54.00)	66	(66.00)	120 (120)

Chi-Square = 1.76521

Non-significant

df = 1

$p > .05$

differences were found, and  $H_04$  was not rejected (see page 43).

$H_05$  stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through rapport among colleagues. The resulting corrected Chi-Square value for  $H_05$  shown in Table 5, was 0.14277, with 1 degree of freedom, ( $p > .05$ ). Therefore, no statistically significant differences were found, and  $H_05$  rejected (see page 45).

$H_06$  stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through salaries. The resulting corrected Chi-Square value for  $H_06$ , shown in Table 6, was 4.791 with 1 degree of freedom, ( $p < .05$ ). Therefore, significant differences were found, and  $H_06$  was rejected (see page 46).

$H_07$  stated that there is no significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through professor's load. The resulting Chi-Square value for  $H_07$ , shown in Table 7, was 4.48, with 1 degree of freedom, ( $p < .05$ ). Thus, significant differences were found, and  $H_07$  was rejected (see page 47).

Table 5

Perception of Rapport among Colleagues of Selected  
Four-Year University Professors with  
Regards to Job Satisfaction

	Large Universities		Small Universities		Total
	Observed	Expected	Observed	Expected	
Disagree	6	7.2	10	8.8	16 (16)
Agree	48	46.8	56	47.2	104 (104)
Total	54	(54.0)	66	(66.00)	120 (120)

Chi-Square = .14277

Non-significant

df = 1

p > .05

Table 6

Perceptions of Salaries of Selected Four-Year  
University Professors with Regards to  
Job Satisfaction

	Large Universities		Small Universities		Total
	Observed	Expected	Observed	Expected	
Disagree	27	(33.3)	47	(40.7)	74 (74)
Agree	27	(20.7)	19	(25.3)	46 (46)
Total	54	(54.0)	66	(66.0)	120 (120)

Chi-Square = 4.79151

\*Significant

df = 1

$p < .05$

Summary

Based on the data,  $H_{01}$  showed no significant difference between professors who were employed at large universities and small universities with regards to job satisfaction; therefore,  $H_{01}$  was substantiated. Analysis of data in Table 2 revealed a significant difference between professors at large and small universities with regards to job satisfaction as reflected through perceptions of facilities; thus,  $H_{02}$  was not retained. Revealed in Table 3, the data

Table 7

Perceptions of Class Load of Selected Four-Year University Professors with Regards to Job Satisfaction

	Large Universities		Small Universities		Total
	Observed	Expected	Observed	Expected	
Disagree	33	(38.7)	53	(47.3)	86 (86)
Agree	21	(15.3)	13	(18.7)	34 (34)
Total	54	(54.0)	66	(66.0)	120 (120)

Chi-Square = 4.48369

\*Significant

df = 1

$p < .05$



### Summary

Based on the data,  $H_01$  showed no significant difference between professors who were employed at large universities and small universities with regards to job satisfaction; therefore,  $H_01$  was substantiated. Analysis of data in Table 2 revealed that there was a significant difference between professors at large and small universities with regards to job satisfaction as reflected through perception of facilities, thus,  $H_02$  was not retained. Revealed in Table 3, the data indicated there was no significant difference between professors at large and small universities with regards to job satisfaction as reflected through perceptions of services;  $H_03$  was substantiated. Indicated in Table 4, there was no significant difference between professors at large and small universities with regards to job satisfaction as reflected through rapport with immediate supervisor and  $H_04$  was not substantiated. As shown in Table 5, the data revealed no significant difference between professors at large and small universities with regards to job satisfaction as reflected through rapport among colleagues and  $H_05$  was substantiated. Table 6 indicated a significant difference between professors at large universities and small universities with regards to job satisfaction as reflected through salaries; therefore,  $H_06$  was not retained. Table 7 revealed a significant difference between professors at large and

small universities with regards to job satisfaction as reflected through professor's load, thus  $H_0$  was not retained.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a summary of the study, to draw conclusions and implications based upon the findings, to make recommendations concerning various aspects of job satisfaction, and to suggest areas for further research.

#### Findings

The findings of this study listed according to hypotheses were as follows:

1. There was no statistically significant difference between job satisfaction of professors who were employed at large universities and professors who were employed at small universities.
2. There was a statistically significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through their perception of facilities.

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#### Findings

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1. There was no statistically significant difference between job satisfaction of professors who were employed at large universities and professors who were employed at small universities.
2. There was a statistically significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through their perception of facilities.

3. There was no statistically significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfactions as reflected through perception of services.
4. There was no statistically significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfactions as reflected through rapport with immediate supervisor.
5. There was no statistically significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through rapport among colleagues.
6. There was a statistically significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through salaries.

6. There was a statistically significant difference between professors who were employed at large universities and professors who were employed at small universities with regards to job satisfaction as reflected through professor's load.

### Conclusion

Based on the findings of this study, the following conclusions were drawn.

1. It was concluded that the professors who were employed at large and small universities showed favorable attitudes toward their job. The professors were satisfied with their jobs and the size of the universities did not encourage differences in their opinions concerning job satisfaction.
2. It was concluded that professors at the small universities were more dissatisfied with their facilities than were professors at the large universities.
3. It was concluded that professors who were employed at large universities and professors who were employed at small universities showed positive satisfaction with the services

provided. They agreed that the procedures for obtaining materials and services were well developed and efficient.

4. It was concluded that professors at large and small universities were satisfied with their rapport with their immediate supervisor. They felt good about the immediate supervisor's professional competence, his/her interest in professors and their work and his/her skill in human relations. They agreed that their immediate supervisors had a reasonable understanding of the problems connected with teaching assignments. They also felt that they were judged fairly. They expressed that the immediate supervisor made them feel comfortable when the former visited their classes and encouraged them to make use of their individual capacities and talents.
5. It was concluded that professors at the large and small universities considered their relationship with their colleagues as being satisfactory. They felt that there was not a great deal of griping, arguing, taking sides, and feuding among the professors did not try to take advantage of one another but



cooperated with each other to achieve common, personal, and professional objectives.

Experienced faculty members favorably accepted new and younger members as colleagues. The professors felt that the competency of professors in their universities compared favorably with the competency of professors in other universities.

6. It was concluded that professors were dissatisfied about salaries and salary policies. They felt that salaries did not compare favorably with salaries at other universities. They also felt that salary policies were not administered fairly and justly, nor did professors participate in the development of these policies.
7. Finally, it was concluded that such matters as record-keeping, clerical work, "red tape", extracurricular load, and keeping up to date professionally contributed to their dissatisfaction about professor's load.

It was interesting to note that there were many different approaches to job satisfaction, the findings of this study offered relative agreement that professors who were employed at large universities were just as satisfied

with their jobs as were professors who were employed at small universities and vice-versa. However, both groups' dissatisfaction with facilities and salaries was an indication that there was a necessity to seek professors' opinions on salary policies as well as their ideas on improving facilities. When professors valued highly their feelings of achievement and accomplishment, the work itself was highly satisfying and the conditions under which they work were favorable.

How did professors feel about their work? They continued to say that they liked it very much. The results obtained in this study indicated that a greater number of professors found satisfaction from their work than did professors who found dissatisfaction.

### Discussion

An analysis of the data revealed certain implications, in selected areas, between job satisfaction as reflected through perceptions of facilities, services, rapport with immediate supervisor, rapport among colleagues, salaries and professor's load. Moreover, in studying job satisfaction in regards to facilities, this study supported the prior findings of Diener, which revealed facilities were viewed as a major contributor to job dissatisfaction. The results of this investigation revealed that the professors viewed their

facilities as being inadequate which appeared to cause job dissatisfaction.<sup>47</sup>

Perhaps the greatest findings pertaining to this study came in the areas of salaries and professor's load. Prior related research, on the part of Seiler and Pearson, concluded pay-scale problems and heavy teaching loads added to faculty members' unfavorable attitudes toward job satisfaction.<sup>48</sup> In the present study, it was revealed that professors showed unfavorable attitudes toward salaries and professor's load.

Further, this study does not support the findings of Powell, Barrett and Shanker with regards to their opinions about their colleagues. They expressed negative opinions about their contact with colleagues.<sup>49</sup> This study revealed positive attitudes toward their colleagues. Although, the respondents in the Powell, Barrett and Shanker's study expressed negative attitudes toward their colleagues, they also expressed other comments in praise of colleagues who continued to be dedicated to their work in the face of mounting difficulties and frustrations.<sup>50</sup>

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<sup>47</sup> Diener, op. cit., pp. 558-564.

<sup>48</sup> Seiler and Pearson, op. cit., pp. 301-305.

<sup>49</sup> Powell, Barrett and Shanker, op. cit., pp. 297-313.

<sup>50</sup> Powell, Barrett and Shanker, op. cit., pp. 297-313.

It was interesting to note that a positive rapport with the immediate supervisor attributed to favorable job satisfaction. The findings of this study supported Wheelless, Wheelless and Howard, that satisfactory interactions with the supervisor can be classified as a communication related variable that significantly contributed to job satisfaction.<sup>51</sup>

### Implication and Recommendations

It is suggested that other researchers consider other variables that may affect the perception of job satisfaction of university professors. Therefore, the following recommendations are made for future studies in this area.

1. It is recommended that similar studies be conducted at other universities in different geographic locations to compare job satisfaction of professors at the various institutions.
2. It is recommended that this study be replicated using larger samples of professors in order to determine if the findings of the study were influenced due to the small size of the sample.

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<sup>51</sup>Wheelless, Wheelless and Howard, op. cit., p. 147.

3. It is recommended that this study be used by administrators in their universities to view present factors and other factors that attribute to job dissatisfaction and set up programs to improve the working environment as well as faculty morale.
4. It is recommended that this study be conducted using faculty members that are willing to continue to teach despite the salary crises, heavy teaching loads and large class size to determine what makes them continue to remain in the educational arena.

March 1, 1966  
Mr. J. H. ...  
1111 ...  
Purdue University

Office of ...  
1111 ...  
Purdue University

Dear Mr. ...

I am ...

APPENDIX B

LETTER SENT TO PURDUE RESEARCH FOUNDATION

...

...

Sincerely,

...



March 1, 1966  
 Marilyn M. Irving  
 8415 Hearth #4  
 Houston, Texas 77054

Purdue Research Foundation  
 Office of Patent and Copyright  
 328 Enad Street  
 West Lafayette, Indiana 47907

Dear Ms. Culp:

I am a doctoral student at Texas Southern University and I am writing to request permission to alter and use the Purdue Teacher Opinionsaire in a dissertation study.

APPENDIX A

I am interested in investigating the difference between job satisfaction **LETTER SENT TO PURDUE RESEARCH FOUNDATION** universities.

It would be necessary for me to change certain items in the Purdue Teacher Opinionsaire so that they pertain to the university professor. Specifically, I would like to change all items pertaining to the "Principal" to read "immediate supervisor", "Teacher" to "professor", "School and community" to "university". These are all of the changes I propose to make. Is it necessary for me to purchase the Purdue Teacher Opinionsaire and make the above changes or could I reproduce this instrument with the stated changes?

Your consideration of my request and any suggestions that you may offer will be most appreciated. I would be happy to share my findings and data with you.

Yours truly,

Marilyn M. Irving

March 1, 1986  
Marilyn M. Irving  
8415 Hearth #4  
Houston, Texas 77054

Purdue Research Foundation  
Office of Patent and Copyright  
328 Enad Street  
West Lafayette, Indiana 47907

Dear Ms. Culp:

I am a doctoral student at Texas Southern University and I am writing to request permission to alter and use the Purdue Teacher Opinionaire in a dissertation study.

I am interested in investigating the difference between job satisfaction of professors at large and small universities.

It would be necessary for me to change certain items in the Purdue Teacher Opinionaire so that they pertain to the university professor. Specifically, I would like to change all items pertaining to the "Principal" to read "immediate supervisor", "Teacher" to "professor", "School and community" to "university". These are all of the changes I propose to make. Is it necessary for me to purchase the Purdue Teacher Opinionaire and make the above changes or could I reproduce this instrument with the stated changes?

Your consideration of my request and any suggestions that you may offer will be most appreciated. I would be happy to share my findings and data with you.

Yours truly,

Marilyn M. Irving

# PURDUE RESEARCH FOUNDATION



Division of  
Sponsored Programs

March 20, 1966

Ms. Marilyn Irving  
5415 North 84  
Houston, TX 77084

Dear Ms. Irving:

This is in response to your letter dated March 1, 1966 in which you requested permission to use the Purdue Teacher Opinionnaire in a dissertation study.

Purdue Research Foundation hereby grants you permission to use the Purdue Teacher Opinionnaire in your dissertation study on the following conditions:

## APPENDIX B

### LETTER RECEIVED FROM PURDUE RESEARCH FOUNDATION

1. The copyright notice for the Purdue Teacher Opinionnaire appears in every issue and shall be thoroughly referenced in the quoted material by footnote or otherwise and read as follows: "Purdue Teacher Opinionnaire, copyright © by Purdue Research Foundation, West Lafayette, Indiana 47907. Reprinted with permission."
2. Your dissertation or parts thereof will not be sold commercially.
3. A copy or abstract of your dissertation research and results will be forwarded to Dr. Ralph Bentley at 1831 Garden Street, West Lafayette, Indiana 47906.

If the above conditions are acceptable to you, please sign and return one copy of this letter.

Sincerely,

Kathy Culp  
Assistant for Patents & Copyrights  
Division of Sponsored Programs  
Office of Patents & Copyrights

Accepted:

Date: March 23, 1966

EC:ode  
Enclosure

cc: Dr. Ralph Bentley w/enclosures

PURDUE RESEARCH FOUNDATION, WEST LAFAYETTE, INDIANA 47907

## PURDUE RESEARCH FOUNDATION



DIVISION OF  
SPONSORED PROGRAMS

March 20, 1986

Ms. Marilyn Irving  
8415 Hearth #4  
Houston, TX 77054

Dear Ms. Irving:

This is in response to your letter dated March 1, 1986 in which you requested permission to use the Purdue Teacher Opinionnaire in a dissertation study.

Purdue Research Foundation hereby grants you permission to use the Purdue Teacher Opinionnaire in your dissertation study on the following conditions:

1. The copyright marking notice of acknowledgment must appear on the first page of text upon which the reproduced material appears in every case and shall be thoroughly referenced to the quoted material by footnote or otherwise and read as follows: "Purdue Teacher Opinionnaire, copyright © by Purdue Research Foundation, West Lafayette, Indiana 47907. Reprinted with permission."
2. Your dissertation or parts thereof will not be sold commercially.
3. A copy or abstract of your dissertation research and results will be forwarded to Dr. Ralph Bentley at 1831 Garden Street, West Lafayette, Indiana 47906.

If the above conditions are acceptable to you, please sign and return one copy of this letter.

Sincerely,

*Kathy Culp*

Kathy Culp  
Assistant for Patents & Copyrights  
Division of Sponsored Programs  
Office of Patents & Copyrights

Accepted:

*Marilyn M. Irving*

Date: March 23, 1986

KC:ddm  
Enclosure

cc: Dr. Ralph Bentley w/enclosures

March 20, 1986  
Marilyn M. Irving  
8415 Hearth #4  
Houston, Texas 77054

Dear Dean:

I am a doctoral candidate at Texas Southern University, Houston, Texas, presently working on my dissertation which is entitled: "A Study of Selected Variables Relating to Job Satisfaction Among Professors in Large and Small Universities."

As part of the data collection procedure, it is necessary for me to secure your permission to distribute the attached questionnaire to your faculty members during the current semester. Would you please send me a list of your faculty members?

APPENDIX C

LETTER TO DEANS OF THE SELECTED FOUR-YEAR UNIVERSITIES

Your cooperation in this matter will be greatly appreciated. It is hoped that this investigation can provide significant and meaningful information to university and college administrators.

Sincerely,

Marilyn M. Irving

March 20, 1986  
Marilyn M. Irving  
8415 Hearth #4  
Houston, Texas 77054

Dear Dean:

I am a doctoral candidate at Texas Southern University, Houston, Texas, presently working on my dissertation which is entitled: "A Study of Selected Variables Relating to Job Satisfaction Among Professors in Large and Small Universities."

As part of the data collection procedure, it is necessary for me to secure your permission to distribute the attached questionnaire to your faculty members during the current semester. Would you please send to me a list of your faculty members?

Your cooperation in this matter will be greatly appreciated. It is hoped that this investigation can provide significant and meaningful information to university and college administrators.

Sincerely,

Marilyn M. Irving



March 28, 1986  
 Marilyn M. Irving  
 8415 Hearth #4  
 Houston, Texas 77054  
 (713) 660-0068 (Home)  
 (713) 437-1988 (Work)

Dear Faculty Members:

I am a doctoral candidate at Texas Southern University  
 Houston, Texas, presently working on my dissertation which  
 is entitled: "A Study of Selected Variables Relating to Job  
 Satisfaction Among Professors at Large and Small  
 Universities."

As part of the data collection procedure, I would appreciate  
 your taking a few minutes from your busy schedule to  
 complete the questionnaire. **APPENDIX D**  
**LETTER TO THE FACULTY MEMBERS OF THE**  
**SELECTED FOUR-YEAR UNIVERSITIES**  
 return it  
 within ten days. A stamped, self-addressed envelope is  
 enclosed for your return.

Your cooperation in this matter will be greatly appreciated.  
 I hope that the information from this investigation will be  
 of significant benefit to university faculty and  
 administrators.

Sincerely yours,

Marilyn M. Irving

March 28, 1986  
Marilyn M. Irving  
8415 Hearth #4  
Houston, Texas 77054  
(713) 660-0068 (Home)  
(713) 437-1988 (Work)

Dear Faculty Member:

I am a doctoral candidate at Texas Southern University Houston, Texas, presently working on my dissertation which is entitled: "A Study of Selected Variables Relating to Job Satisfaction Among Professors at Large and Small Universities."

As part of the data collection procedure, I would appreciate your taking a few minutes from your busy schedule to complete the attached survey questionnaire and return it within ten days. A stamped, self-addressed envelope is enclosed for your response.

Your cooperation in this matter will be greatly appreciated. I hope that the information from this investigation will be of significant benefit to university faculty and administrators.

Sincerely yours,

Marilyn M. Irving

April 28, 1986  
Marilyn M. Irving  
8415 Hearth #4  
Houston, Texas 77054  
(713) 660-0068 (Home)  
(713) 437-1988 (Work)

Dear Faculty Members:

About one month ago I sent you a questionnaire providing you the opportunity to express your opinions about your job. In the event that you misplaced the first questionnaire, I have decided to send you another copy. I will be very grateful if you would complete and return the questionnaire this week using the enclosed envelope.

I would like to assure you that all responses will be treated confidentially. **APPENDIX E** for taking time to read this letter and for helping me to make this research a success. **FOLLOW-UP LETTER TO THE FACULTY MEMBERS**

Sincerely,

Marilyn M. Irving

April 28, 1986  
Marilyn M. Irving  
8415 Hearth #4  
Houston, Texas 77054  
(713) 660-0068 (Home)  
(713) 437-1988 (Work)

Dear Faculty Member:

About one month ago I sent you a questionnaire providing you the opportunity to express your opinions about your job. In the event that you misplaced the first questionnaire, I have decided to send you another copy. I will be very grateful if you would complete and return the questionnaire this week using the enclosed envelope.

I would like to assure you that all responses will be treated confidentially. Thank you for taking time to read this letter and for helping me to make this research a success.

Sincerely,

Marilyn M. Irving

THE PURDUE TEACHER OPINIONAIRE

Prepared by Ralph E. Bentley and Aversa M. Zempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a professor and various university problems in your particular university situation. There are no right or wrong responses, so do not hesitate to mark the statement frankly.

PLEASE FILL IN THE FOLLOWING INFORMATION:  
NAME OF UNIVERSITY: \_\_\_\_\_

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West Lafayette, Indiana 47907 - Reprinted with permission.  
DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

- If you agree with the statement, completely fill in circle "A"      A PA DS D
- If you are somewhat uncertain, but probably agree with the statement, completely fill in circle "PA"      0 0 0 0
- If you are somewhat uncertain, but probably disagree with the statement, completely fill in circle "DS"      0 0 0 0
- If you disagree with the statement, completely fill in circle "D"      0 0 0 0

APPENDIX F

PURDUE TEACHER OPINIONAIRE

- 1. The work of individual faculty members is appreciated and commended by the immediate supervisor      A PA DS D
- 2. Professors feel free to criticize administrative policy at faculty meetings called by the immediate supervisor      0 0 0 0
- 3. Professors in this university are expected to do an unreasonable amount of record-keeping and clerical work      0 0 0 0
- 4. My immediate supervisor makes a real effort to maintain close contact with the faculty      0 0 0 0
- 5. The university demands upon the professor's time are unreasonable      0 0 0 0
- 6. I am satisfied with the policies under which pay raises are granted      0 0 0 0
- 7. My teaching load is greater than that of most of the other professors in our university      0 0 0 0
- 8. The extra-curricular load of the professors in our university is unreasonable      0 0 0 0

## THE PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a professor and various university problems in your particular university situation. There are no right or wrong responses, so do not hesitate to mark the statement frankly.

PLEASE FILL IN THE FOLLOWING INFORMATION:

NAME OF UNIVERSITY: \_\_\_\_\_

@ COPYRIGHT 1980, PURDUE RESEARCH FOUNDATION  
West Lafayette, Indiana 47907 - Reprinted with permission.  
DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

	A	PA	PD	D
If you <u>agree</u> with the statement, completely fill in circle "A"	0	0	0	0
If you are somewhat uncertain, but <u>probably agree</u> with the statement, completely fill in circle "PA"	0	0	0	0
If you are somewhat uncertain, but <u>probably disagree</u> with the statement, completely fill in circle "PD"	0	0	0	0
If you <u>disagree</u> with the statement, completely fill in circle "D"	0	0	0	0
	A	PA	PD	D
1. The work of individual faculty members is appreciated and commended by the immediate supervisor	0	0	0	0
2. Professors feel free to criticize administrative policy at faculty meetings called by the immediate supervisor	0	0	0	0
3. Professors in this university are expected to do an unreasonable amount of record-keeping and clerical work	0	0	0	0
4. My immediate supervisor makes a real effort to maintain close contact with the faculty	0	0	0	0
5. The university demands upon the professor's time are unreasonable	0	0	0	0
6. I am satisfied with the policies under which pay raises are granted	0	0	0	0
7. My teaching load is greater than that of most of the other professors in our university	0	0	0	0
8. The extra-curricular load of the professors in our university is unreasonable	0	0	0	0



	A	PA	PD	D
9. Teaching enables me to enjoy many of the material and cultural things I like	0	0	0	0
10. My university provides me with adequate classroom supplies and equipment	0	0	0	0
11. The university has a well-balanced curriculum	0	0	0	0
12. The curriculum of the university makes reasonable provision for student individual differences	0	0	0	0
13. The procedures for obtaining materials and services are well defined and efficient	0	0	0	0
14. Generally, professors in the university do not take advantage of one another	0	0	0	0
15. The curriculum of the university is in need of major revisions	0	0	0	0
16. If I could plan my career again, I would choose teaching	0	0	0	0
17. Experienced faculty members accept new and younger members as colleagues	0	0	0	0
18. The university tries to follow a generous policy regarding fringe benefits, professional travel, professional Study, etc.	0	0	0	0
19. My immediate supervisor makes my work easier and more pleasant	0	0	0	0
20. Salary policies are administered with fairness and justice	0	0	0	0
21. Teaching affords me the security I want in a position	0	0	0	0
22. Professors clearly understand the policies governing salary increases	0	0	0	0
23. My teaching load in this university is unreasonable	0	0	0	0
24. The competency of teachers in the university compares favorably with that of professors in other universities I know	0	0	0	0
25. The university provides the professors with adequate visual aids and projection equipment	0	0	0	0
26. The faculty is congenial to work with	0	0	0	0
27. The university provides adequate clerical services for professors	0	0	0	0

	A	PA	PD	D
28. Library facilities and resources are adequate for the course which I teach	0	0	0	0
29. The "stress and strain" resulting from teaching makes teaching undesirable for me	0	0	0	0
30. Teaching gives me the prestige I desire	0	0	0	0
31. My teaching job enables me to provide a satisfactory standard of living for my family	0	0	0	0
32. Most of the people in this university understand and appreciate good education	0	0	0	0
33. This university respects its professors and treats them like professional persons	0	0	0	0
34. I feel that my work is judged fairly by my immediate supervisor	0	0	0	0
35. Salaries paid in this university compare favorably with salaries in other universities which I am familiar	0	0	0	0
36. Most of the actions of students irritate me	0	0	0	0
37. The cooperativeness of professors in our school helps make my work more enjoyable	0	0	0	0
38. The purposes and objectives of the university cannot be achieved by the present curriculum	0	0	0	0
39. This university expects its professors to meet unreasonable personal standards	0	0	0	0
40. My students appreciate the help I give them with their course work	0	0	0	0
41. As a professor in this university my nonprofessional activities outside of the university are unduly restricted	0	0	0	0
42. The university curriculum does a good job of preparing students to become enlightened and competent persons	0	0	0	0
43. I really enjoy working with my students	0	0	0	0
44. Professors in this university feel free to discuss controversial issues in their classes	0	0	0	0
45. The people in this university, generally, have a sincere and wholehearted interest in the university system	0	0	0	0

	A	PA	PD	D
46. This university supports ethical procedures regarding the appointment and reappointment of the teaching staff	0	0	0	0
47. This university expects the teachers to participate in too many social activities	0	0	0	0
48. University pressures prevent me from doing my best as a professor	0	0	0	0

Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_

Ethnicity: White \_\_\_\_\_ Black \_\_\_\_\_ Hispanic \_\_\_\_\_  
Other \_\_\_\_\_

Age: 18-21 \_\_\_\_\_ 22-25 \_\_\_\_\_ 26-29 \_\_\_\_\_ 30-34 \_\_\_\_\_

Over 35 \_\_\_\_\_

## DEMOGRAPHIC INFORMATION

Sex: Male\_\_\_\_\_ Female\_\_\_\_\_

Marital Status: Single\_\_\_\_\_ Married\_\_\_\_\_

Ethnicity: White\_\_\_\_\_ Black\_\_\_\_\_ Hispanic\_\_\_\_\_  
Other\_\_\_\_\_

Age: 18-21\_\_\_\_\_ 22-25\_\_\_\_\_ 26-29\_\_\_\_\_ 30-34\_\_\_\_\_

Over 35\_\_\_\_\_

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