

1-1-1990

The assessment of job satisfaction of hospitality educators.

Clayton W. Barrows
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Barrows, Clayton W., "The assessment of job satisfaction of hospitality educators." (1990). *Doctoral Dissertations 1896 - February 2014*. 4518.
<https://doi.org/10.7275/13473041> https://scholarworks.umass.edu/dissertations_1/4518

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013576034

THE ASSESSMENT OF JOB SATISFACTION OF HOSPITALITY EDUCATORS

A Dissertation Presented

by

CLAYTON W. BARROWS

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September, 1990

School of Education

© Copyright by Clayton W. Barrows 1990

All Rights Reserved

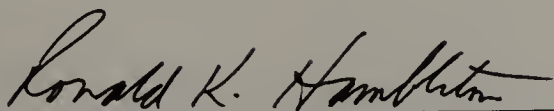
THE ASSESSMENT OF JOB SATISFACTION OF HOSPITALITY EDUCATORS

A Dissertation Presented

by

CLAYTON W. BARROWS

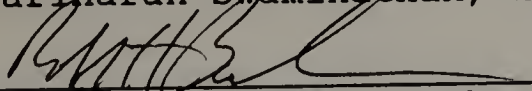
Approved as to style and content by:



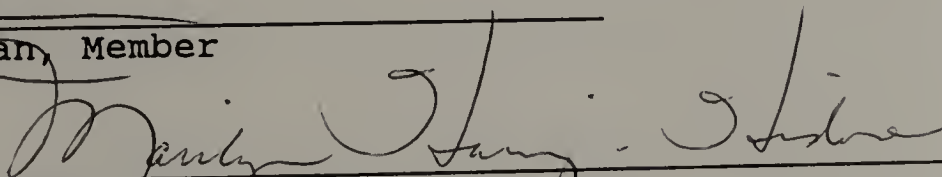
Ronald Hambleton, Chairperson



Hariharan Swaminathan, Member



Robert Bosselman, Member



Marilyn Haring-Hidore, Dean
School of Education

ABSTRACT

THE ASSESSMENT OF JOB SATISFACTION OF HOSPITALITY EDUCATORS

SEPTEMBER, 1990

CLAYTON W. BARROWS, B.S., UNIVERSITY OF MASSACHUSETTS

M.S., UNIVERSITY OF MASSACHUSETTS

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Ronald Hambleton

Job satisfaction has been studied extensively for many years now. Many different occupational groups have been studied yet satisfaction of university faculty has just recently gained the attention of researchers. Much of the research has been limited in scope and generalizability because it has centered on single institutions at one point in time. A recent review of the literature of satisfaction among university faculty suggests that overall satisfaction is decreasing and that faculty are least satisfied with compensation, working conditions, and university administration.

The purpose of the current study was: (1) to develop and validate an instrument suitable for measuring the satisfaction of university faculty and (2) to assess the satisfaction levels of faculty employed at four-year hospitality management programs in the United States and Canada.

An instrument, which was based on several existing instruments, was developed and mailed to all four-year

members of the Council on Hotel, Restaurant, and Institutional Education. The questionnaire included questions which measured satisfaction with various job aspects. Fifty percent of the sample were also asked to complete a version of the Job Descriptive Index (JDI), a widely used job satisfaction instrument. A total of 233 completed questionnaires were received, representing a response rate of 58.25 percent. In addition, 88 JDI forms were returned.

A factor analysis of the satisfaction items indicated that educators were most satisfied with a Work Achievement factor and were least satisfied with Support/Assistance and Compensation factors. Also, Support/Assistance and Evaluation were the two factors identified by educators as being the most important. Three of the factors common to the questionnaire and the JDI showed generally high correlations.

The ten job factors which emerged were all shown to contribute to the educators' overall levels of satisfaction. Significant findings included greatest satisfaction levels existed among senior level faculty. Finally, suggestions for future research and continued validation studies were presented. Specifically, it was suggested that future studies should focus upon comparisons of hospitality educators and industry executives. It was also recommended that the instrument be further developed and validated.

TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT.....	iv
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
Chapter	
1. INTRODUCTION.....	1
1.1 Problem Background.....	1
1.2 Purposes.....	3
1.3 Research Objectives.....	4
1.4 Terminology.....	5
1.5 Organization of the Dissertation.....	7
2. REVIEW OF THE LITERATURE.....	9
2.1 Organization of the Review.....	9
2.2 Relevant Research.....	10
2.2.1 Brayfield and Crockett: Employee Attitudes and Employee Performance.....	11
2.2.2 Herzberg, Mausner, Peterson and Capwell: Job Attitudes: Review of Research and Opinion.....	13
2.2.3 Vroom: Work and Motivation.....	15
2.2.4 Locke: The Nature and Causes of Satisfaction.....	16
2.2.5 Schwab and Cummings: Theories of Performance and Satisfaction: A Review...	19
2.2.6 Locke, Fitzpatrick and White: Job Satisfaction and Role Clarity among University and College Faculty.....	20
2.3 Instrumentation.....	21
2.4 Measurement of Job Satisfaction.....	24
2.5 Job Characteristics and the Work Situation..	28
2.6 Job Satisfaction Survey Instruments.....	30
2.6.1 Hackman and Oldham: The Job Diagnostic Survey.....	30
2.6.2 Dawis and Lofquist: The Minnesota Satisfaction Questionnaire.....	34
2.6.3 Dunham and Smith: The Index of Organizational Reactions.....	38

	<u>Page</u>
2.6.4 Smith, Kendall and Hulin: The Job Descriptive Index.....	40
2.7 Discussion.....	43
2.8 Conclusion.....	46
3. METHODOLOGY.....	49
3.1 Introduction.....	49
3.2 Development of the Instrument.....	49
3.3 Validity Issues and Method.....	53
3.4 The Sample.....	55
3.5 The Data: Scales and Scoring.....	58
3.6 Data Analysis.....	59
3.7 Return of Surveys.....	62
3.8 Data Collection.....	64
4. DATA ANALYSIS AND INTERPRETATION OF THE RESULTS....	65
4.1 Introduction.....	65
4.2 Contact with Participants.....	65
4.3 Profile of the Respondents.....	66
4.4 Reliability of the Instrument.....	67
4.5 Factor Analyses and Interpretations.....	70
4.6 Interpretation of the 10 Factor Solution....	74
4.7 Validity.....	79
4.8 Satisfiers and Dissatisfiers.....	83
4.9 Importance of Job Satisfaction Items.....	85
4.10 Discussion of the Hypotheses.....	87
4.11 Summary of the Results.....	95
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	98
5.1 Introduction.....	98
5.2 Discussion of Results.....	98
5.3 Limitations of the Study.....	102
5.4 Significance of the Research Findings.....	103
5.5 Suggestions for Additional Research.....	106
APPENDICES	
A. COVER LETTERS.....	109
B. FOLLOW-UP LETTERS.....	114
C. JOB SATISFACTION HOSPITALITY QUESTIONNAIRE (GROUP 1).....	117
D. JOB SATISFACTION HOSPITALITY QUESTIONNAIRE (GROUP 2).....	123
REFERENCES.....	129

LIST OF TABLES

	<u>Page</u>
4.1 Profile of Respondents.....	68
4.2 Comparison of Group Responses.....	69
4.3 Factor Item Breakdown.....	71
4.4 Intercorrelation Matrix of the Job Descriptive Index and Satisfaction Survey Scales.....	82
4.5 Mean Satisfaction Scores of Job Aspects.....	85
4.6 Mean Importance Scores of Job Aspects.....	86
4.7 Product Scores of Satisfaction and Importance.....	87
4.8 Comparison of Older and Younger Faculty on 10 Factors of Satisfaction.....	89
4.9 Comparison of Senior Faculty and Junior Faculty on 10 Factors of Satisfaction.....	90
4.10 Comparison of Faculty with Masters Degrees and Faculty with Doctorates on 10 Factors of Satisfaction.....	92

LIST OF FIGURES

	<u>Page</u>
2.1 Motivating Potential Score Model.....	32

CHAPTER 1

INTRODUCTION

1.1 Problem Background

Recently there has been much interest in the study of the satisfaction of college and university faculty (Hill, 1986). Yet virtually no research has focused solely on the satisfaction of faculty in the area of Hospitality Management. Hospitality Management programs are those which offer concentrations in restaurant management, hotel administration and the travel and tourism industries, and related majors. With the exception of a study conducted by Pizam and Chandrasekar (1983), which sampled readers of a professional hospitality journal, nothing has been written specifically on hospitality faculty. The respondents of the 1983 survey consisted of both hospitality faculty and hospitality industry executives and differences between the two groups were not reported.

The hospitality field is growing at an ever increasing rate. The industry employs a significant number of both part-time and full-time workers in this country. Hospitality programs are one of the primary sources of potential employees at the supervisory and managerial levels. The industry is relying upon colleges and universities to provide them with graduates more each year. As a result, growth has been occurring at all levels of hospitality education in an effort to meet the demands of

the industry. Growth can be observed in both two and four-year schools, as well as in the few advanced degree programs. Existing programs are under pressure to expand their undergraduate enrollments and to institute new graduate programs.

Similarly, schools without programs are being pressured by administrators to begin them (Riegel & Powers, 1984). As a result of the continued growth, the demand for educators has also increased. It is well documented that there exists an extreme shortage of qualified candidates possessing a terminal degree. Hospitality programs, on the one hand, have an advantage in recruiting, in that they can draw from graduate schools, from industry, and even from other disciplines where appropriate (e.g. Business related areas, Law, and others). If there is no shortage of areas from which to draw candidates, but there continues to be an apparent shortage of interested and qualified candidates, the question becomes twofold: what types of people are currently teaching in the hospitality field and; how satisfied are they with their chosen careers? This study addresses both parts of this question but focuses primarily upon the second part. If the satisfaction levels of the educators is not satisfactory, there is little hope of retaining those currently employed and even less possibility of recruiting new employees.

If satisfaction is a factor in an employee's decision to remain on the job, as has been suggested (Dunham & Smith,

1969), then the study of job satisfaction remains an important one. In attempting to answer this question, this study focuses on educators at four-year hospitality programs in the United States and Canada. Recent research focusing on the satisfaction of college faculty has ignored this particular segment.

1.2 Purposes

There are two major purposes of this study. The first purpose is to both develop and validate an instrument which is appropriate for measuring satisfaction levels of hospitality educators. In accomplishing this purpose, a questionnaire capable of measuring the satisfaction of this unique group has been developed. The construct validation of the instrument is assessed by testing it against the Job Descriptive Index, an instrument that has itself been extensively validated (Smith, Kendall, & Hulin, 1969).

The second purpose of this study is to assess the satisfaction levels of hospitality educators. Satisfaction is measured at both the facet-free and facet-specific levels. The sample under investigation includes hospitality educators at four-year programs in North America. The study seeks to explain and to better understand the various dimensions of the role that satisfaction plays in the retainment and recruitment of faculty.

1.3 Research Objectives

The academic profession has several unique features associated with it and hospitality education is no exception. The satisfaction level of faculty may well be, at least in part, a result of these inherent features. The study of job satisfaction will be important to any program administrator concerned with the human resource agenda.

An instrument was developed, based upon earlier studies, that is appropriate for measuring satisfaction of educators in the hospitality field. Components of several successful instruments that have been used in previous studies have been considered in the design of the current study. The questionnaire is intended to be able to measure satisfaction of various facets of the population. Through a series of pilot tests and the study of the single large sample, the instrument has been tested for validity and reliability.

Specific questions to be answered in this study include:

1. What factors of the job are hospitality faculty satisfied with?
2. What job factors are faculty most dissatisfied with?
3. How are satisfaction levels effected by rank, tenure, salary, and previous work history?
4. How are current levels of satisfaction related to recruitment opportunities?
5. How can facet satisfaction, and therefore general satisfaction, be improved?

6. What are the factor components that emerge through factor analysis?

1.4 Terminology

There are several definitions which are common in any discussion of job satisfaction or any related concept. Some of the more widely used terms are described below.

Job. The complex interrelationship of tasks, roles, responsibilities, interactions, incentives, and rewards (Locke, 1976).

Job Satisfaction. A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). In addition, it is important that one's appraisal determines that the job helps one to attain that which is important and valued by the individual and allows for one's needs to be fulfilled.

Attitude. A learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object (Fishbein & Ajzen, 1975).

Job Characteristics. Consists of the measurable objective dimensions of any job. Characteristics are often described in terms of (1) skill variety; (2) task identity; (3) task significance; (4) autonomy and; (5) feedback.

Job Dimensions. The factors considered to be constituent elements of any job. Typical factors that have been identified by researches include (1) the work itself; (2) pay; (3) promotions; (4) recognition; (5) benefits; (6) working conditions; (7) supervision; (8) co-workers and; (9) company and management.

Needs. The objective requirements of an individual that are necessary for survival and well-being. Needs may be of either the psychological or physical kind.

Values. That which the individual considers necessary for one's welfare. Values differ from needs in that they are learned and are subjective in nature. They also vary in intensity from individual to individual.

Expectancy. A learned condition associated with the belief that a response will be followed by a particular event.

Morale. An attitude, not unrelated to satisfaction, with which the employee becomes organizationally oriented. Locke (1976) has suggested that morale may in part be caused by satisfaction but that morale tends to be future-oriented and satisfaction tends to be past and present-oriented.

Withdrawal. The behavior exhibited by an individual resulting from a reduction in the sociopsychological

attraction to their work and the organization. Such behavior may manifest itself in the form of tardiness, absenteeism, and turnover.

Autonomy. The degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out (Hackman & Oldham, 1975).

Organizational Commitment. The relative strength of an individual's identification with and involvement in a particular organization (Porter, Steers, Mowday, & Boulian, 1974).

1.5 Organization of the Dissertation

A review of the relevant research that has been conducted in the area of job satisfaction is reported in Chapter 2. The studies that have been reported even during the past decade are too numerous to review, therefore only the few comprehensive reviews of the literature that have been done will be discussed. Also, the current research on the satisfaction of university faculty will be reported.

A discussion of the methodology that will be followed in conducting this study is presented in Chapter 3. Included will be detailed discussions of the population to be studied, the sample to be drawn,

instrumentation, research design, data collection techniques, and data analysis.

The characteristics of the sample, the results of the survey, and data analyses are presented in Chapter 4. Also, the hypotheses that were originally stated are addressed.

Data and the results are summarized in Chapter 5. Conclusions are presented and recommendations for future research activities are suggested.

CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Organization of the Review

There is an abundance of literature on the general subject of job satisfaction and on the relationship of satisfaction to various other organizational and behavioral phenomena. Much less deals directly with the issue of satisfaction of university faculty. To date, this has been a relatively under researched population.

One of the earliest comprehensive reviews of the job satisfaction literature was conducted by Herzberg, Mausner, Peterson and Capwell (1957) and contained 1,795 references on the subject (Locke, 1976). Additional works in the area include those by Brayfield and Crockett (1955); Vroom (1964); Locke (1969, 1976); Schwab and Cummings (1970); Smith, Kendall and Hulin (1969); Dunham and Smith (1979); Locke, Fitzpatrick and White (1983) and; Dawis and Lofquist (1984). Section 2 of this chapter contains a review of these works. The earliest study presented is that of Brayfield and Crockett (1955). Though there were some important studies conducted prior to 1955, these are not discussed in detail. Instead, they are discussed within the context of other studies. As previously mentioned, the general job satisfaction literature is quite vast and one way of limiting the number of studies in a summarization, is chronologically. In this way, no major relevant studies

will be overlooked. After several of the major studies are reviewed, four of the major instruments used in the measurement of job satisfaction are discussed. The instruments presented have all been validated, at least to a degree, and are still being used in the study of a variety of occupational groups. They are presented in this context.

Also presented are the results of a recent study conducted on university faculty by Locke, Fitzpatrick, and White (1983). This study was chosen as much for its scope and size as it was for its findings. As is pointed out in the review, the findings are quite persuasive and helped provide direction for the hypotheses proposed in the study of hospitality faculty. Also, the instrument used in this study was developed by the author, Locke, exclusively for the faculty population. This instrument is also discussed.

Several measurement problems are discussed as well as the various instruments that are used, the populations studied, and the results of recent studies. It is felt that such background is necessary, since a primary purpose of this study is concerned with issues of measurement. An assessment of the instruments presently in use concludes the chapter.

2.2 Relevant Research

As previously stated, the research in the area of job satisfaction is voluminous and still growing. The studies presented here are especially relevant to the current study.

2.2.1 Brayfield and Crockett: Employee Attitudes and Employee Performance

The review conducted by Brayfield and Crockett in 1955 is still considered a classic work in the area of job satisfaction, and indeed, in the broader area of organizational psychology. In their review, the authors state that between the end of World War II and the early 1950's when they began their review, interest in worker satisfaction increased dramatically. Credit is given to Houser (1927) for being the original pioneer in the area of employee attitudes and to Kornhauser and Sharp (1932) for conducting the first in-depth research in an industrial setting.

One of the major criticisms that the authors levied against the published research at the time of their review was there was little empirical evidence of job satisfaction correlates while the vast majority of the research centered around the relationship of satisfaction with performance. In fact the primary purpose of the review was to explore and define this relationship. The studies that Brayfield and Crockett (1955) chose to review were similar in that they all took place in industrial or occupational settings. The authors also only considered studies which were statistically significant. These they separated, for purposes of the review, into "performance" studies and "withdrawal" studies.

The authors criticize much of the research for several legitimate reasons. Brayfield and Crockett (1955) seem to

be especially concerned with the information, or lack of information, that is reported on the research. Many of the studies fail to adequately discuss their sampling procedures or their criterion measures. Additionally, the authors feel that performance is not properly measured, nor is it even measured in a consistent manner, throughout most of the studies considered. This last criticism could possibly be the most critical. If this is the case, as the authors argue, how can a relationship between satisfaction and performance even be determined? Further problems seem to exist, according to Brayfield and Crockett, with the data collection techniques used in the studies (most of the data collection was unsupervised), the lack of respondent anonymity (most surveys were not completed anonymously), and reporting of results (most validity and reliability data were not reported at all). In conclusion, the authors are highly critical of most of the job satisfaction research and make several useful suggestions for improving the research.

In their final analysis, Brayfield and Crockett state that there is little evidence that job attitudes (satisfaction) have any relationship at all with job performance, based upon their review of the literature. They further argue that differences among individuals and organizations may be so great that to even suggest that the two variables are related without clear evidence would be assuming a great deal. In fact, certain researchers seemed to overlook individual differences among workers. Further,

Brayfield and Crockett question the general direction that job satisfaction research appears to be taking. They posit that most of the researchers involved in the study of satisfaction have not even clearly defined the term and have not developed a way to consistently measure it and from which comparisons among studies may be made. The authors' recommendation for the future is to turn the attention away from the satisfaction-performance relationship, and instead to focus upon some possible causes, correlates, and consequences of satisfaction and dissatisfaction. They also state that they would like to see greater emphasis placed upon determining the possible effects that various management practices might have on attitudes and performance. The authors conclude that any analysis of the industrial situation is necessarily complex and that the less assumptions made about individual values, the easier the analysis becomes.

2.2.2 Herzberg, Mausner, Peterson, and Capwell: Job Attitudes: Review of Research and Opinion

The original review by Herzberg et al. appeared in 1955, the same year as the Brayfield and Crockett review. Unlike the Brayfield and Crockett review, though, Herzberg et al. focused more on studies of the relationship of satisfaction with withdrawal behaviors (e.g. turnover and absenteeism) in their discussion of the effects of job satisfaction.

In 1957, the authors' series of seven separate reports were compiled. The compilation signified possibly the most comprehensive review of job satisfaction at the time. They reviewed all of the proposed theories from the causes and effects of satisfaction and dissatisfaction to the social aspects and the effect on the mental health of the worker. They too, argue that at the time of their writing, no scientifically rigorous definition of job satisfaction had yet been proposed. They, like others before them, then fail to provide a definition, themselves. But unlike others, the authors believe that satisfaction is not a unidimensional construct, that it is in fact, composed of several dimensions potentially differing with regard to direction of the attitude and strength of the attitude.

Herzberg's research grew out of the basic belief that satisfaction was in some way related to, in a causal manner, productivity. In reviewing previous research, as well as their own, Herzberg et al. came to quite a different conclusion than did Brayfield and Crockett (1955). Herzberg, et al. claimed, in the end, that productivity is caused by satisfaction and that there exists a positive relationship and that there is a negative relationship between satisfaction and employee withdrawal behaviors.

The belief that productivity is a result of satisfaction is now widely refuted (Locke, 1976; Gruneberg, 1979). Some authors have even proposed that productivity causes satisfaction (Lawler & Porter, 1969). The Hawthorne

studies, conducted in the 1920's, depending upon how the results are interpreted, may be seen as supporting either argument, although as has been pointed out in recent literature, there were serious methodological problems with the studies themselves.

Possibly the greatest contribution that the studies by Herzberg et al. provided was in the direction they suggested future research must take. They not only suggested that the research take new directions in their belief that job satisfaction was a more complex construct that had been previously thought, but that more sophisticated instruments would be needed.

2.2.3 Vroom: Work and Motivation

A review prepared by Victor Vroom (1964) reviewed all of the significant works in the ten years following the two published reviews of 1955. Vroom's piece supported Brayfield and Crockett's assertion that there was no strong evidence which supported the theory that satisfaction caused performance. In the review, Vroom considers only reports which studied correlations. Overall, Vroom found that the correlation between satisfaction and performance was .14 (Vroom, 1964). Porter and Lawler (1968) point out, however, that for each of the 23 studies considered, the relationship was a positive one. Porter and Lawler believe this to be an important finding and remain optimistic that there may in fact be a relationship between the two variables. Their

hypothesis is that performance causes satisfaction. Vroom's conclusion, however, is that there is no significant relationship between the variables and most of the evidence since his review supports this.

2.2.4 Locke: The Nature and Causes of Satisfaction

Although Locke's (1976) seminal piece on worker satisfaction is not a literature review, per se, he was one of the first in the field of organizational psychology to present a thorough review of the history, as well as the current developments in the field, without emphasizing a single aspect of study at the expense of all others.

Locke presents the underlying theories supporting much of the research to date. He follows the trends of research and identifies three separate schools which he calls the Physical-Economic School, the Human Relations School, and the Work Itself School. While tracing the history and prevalence of the schools, he suggests that evidence of each may be seen in research today.

Locke also does a commendable job in presenting the critical theories necessary for understanding the job satisfaction construct. He is also able to present working definitions of job satisfaction and similar constructs, something that other writers have seemed unable to do.

In a departure from what most researchers generally feel is the best approach to measuring satisfaction, Locke criticizes the use of verbal self-reports as an exclusive

tool. He instead recommends the use of personal interviews and case studies in an effort to identify differences among respondents. Locke hypothesizes that these differences, if they exist, will not always come forth using other measures. He also argues that rating scales, if used, should possess what he calls 'logical validity.' Logical validity goes beyond the concept of convergent and discriminant validity in involving the subjects to a greater extent in the understanding of the underlying theory. Locke, in fact, criticizes the concept of construct validity in that if the presumed relationships have not emerged, it must be assumed that either the theory or the instrument are lacking. He believes that generating more in-depth responses from the subjects would help to achieve logical validity.

Locke's (1976, p. 1300) definition of job satisfaction will be accepted in this study as a point of reference. Locke states "Job satisfaction may be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Locke states that while most industrial psychologists seem to accept this definition and all that it implies, they often modify it or discard it when they create their own operational definitions.

Hopkins (1983) offers that researchers often avoid providing explicit definitions of job satisfaction. Instead, they rely upon whatever results their research offers as if the results alone could define the concept.

Locke (1976) suggests that causal models, those models claiming that an individual's needs, values, or expectancies are responsible for determining one's general level of satisfaction, may be lacking because they dismiss the effect each has upon the other. He calls these theories 'process theories.' Vroom's (1964) Value Theory is perhaps the most widely cited of all of the process theories. 'Content theories,' on the other hand, cite specific needs and values felt necessary in determining job satisfaction. Locke includes in this category, Herzberg's Two-Factor Theory (1959) and Maslow's Need Hierarchy Theory (1954). In reviewing these theories, Locke hypothesizes that "...job satisfaction results from the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help to fulfill one's basic needs" (p. 1319).

While Maslow's and Herzberg's theories have been seriously criticized for not standing up to empirical testing, together, they have provided theorists with a greater understanding of the role that individual needs play within the context of the work role. In fact Hopkins (1983) has pointed out most researchers still rely upon need-satisfaction models, at least in modified form. Indeed, Hopkins accepts a similar model herself, in stating that satisfaction results from the interaction between individual needs and perceptions. This is congruent with Locke's

(1976) contention that needs and values are distinguishable but necessarily interact.

2.2.5 Schwab and Cummings: Theories of Performance and Satisfaction: A Review

By the time that Schwab and Cummings reviewed the theory regarding the relationship between satisfaction and job performance, the relationship had already begun to gain an important place in the literature. The authors acknowledge this in their writing and suggest further that "...satisfaction may result from the receipt of rewards which are not based on performance" (1970, p. 416). This position represents a slight departure from the conclusions of the previous literature. Porter and Lawler (1968) seemed to be the only other researchers who were developing theories along similar lines.

Schwab and Cummings maintained that variations in effort, as well as performance, could be cause for associated variations in job satisfaction. In their final analysis, the authors recommend investigating other plausible relationships, using satisfaction as the dependent variable.

The authors suggest that while it is possible that not all of the satisfaction performance linkages have been considered, researchers must consider potential modifying variables in the relationship (see Porter & Lawler, 1968, for a comprehensive model of the performance/satisfaction relationship). Schwab and Cummings stress the importance of

proper instrumentation and data analyses. In addition, the authors continue to call for the use of standardized instruments allowing for reliable comparisons across studies, as well as the need for implementing multivariate techniques in exploring relationships. In the end, they suggest leaving the performance/satisfaction relationship alone until the time that satisfaction is better understood.

2.2.6 Locke, Fitzpatrick, and White: Job Satisfaction and Role Clarity among University and College Faculty

In their review of the research on satisfaction of faculty, the authors found an overall decline in satisfaction levels during the period since the 1950's. Aspects of faculty jobs found to be causes of reduced satisfaction include pay, university administration, resources, and working conditions (Locke et al., 1983, p. 346). In addition, previous research which considered the effect of moderating variables, suggests that satisfaction tends to increase with age and tenure.

Locke, et al. claim there has been a decided lack of research which investigates the differences between disciplines. The authors also failed to find any studies which covered all major aspects of the university faculty job, nor any which assessed the perceived importance of these aspects. The authors' study of 1,609 faculty was designed to, at least in part, compensate for these gaps in the research. A 150 item questionnaire was designed for their study. The satisfaction items were factor analyzed,

and the following factors emerged: work achievement, work role clarity, chair, administration, pay, promotions, facilities, and co-workers. When overall job satisfaction was factor analyzed, three factors emerged: general affect, intended tenure, and non-involvement.

Differences were also discovered on these job factors, between academic divisions. In fact, all were significant except those for the work achievement factor and the administration factor. It was found that faculty in the 'hard' sciences, math, physical science, and engineering, were the most satisfied. Results of respondents from the professional schools are not reported.

The results indicate that importance of job aspects seems to play a significant role in overall satisfaction and faculty may not differ in what they want from their jobs from other occupational groups. It was also determined that the role of the research component of the faculty job may lead to role ambiguity and conflict, which in turn may result in reduced satisfaction. It seems that role clarity is lacking in much of what university faculty are involved in. Locke, et al. also found that most of their respondents were dissatisfied with their pay component and university administration.

2.3 Instrumentation

Over one hundred instruments have been developed to measure the job satisfaction construct (Dunham & Smith,

1979). Only a few of these instruments have been found to be valid or reliable through extended field use. Some researchers argue that there is still no single desirable measure (Seashore & Taber, 1975). This section focuses upon four such instruments and, specifically, will discuss the levels of reliability and validity of each. In doing so, the development of each instrument and the premises on which they are based will be briefly discussed.

Instruments have been developed to measure job characteristics and job satisfaction, while some have attempted to develop instruments to differentiate between the two constructs. The way in which researchers have approached the topic of job satisfaction has also changed considerably. Worker attitudes have been discussed in the literature since Taylor's (1911, 1970) development of scientific management. Since then, researchers' motives for studying workers' attitudes towards their jobs have moved from an interest focusing exclusively on improving productivity to one of actual concern for the workers and the creation of a healthier working environment. Earlier research attempted to link worker satisfaction with productivity levels but more recent research has proven that, while correlated, job satisfaction has little, if any, direct effect on productivity (Locke, 1976).

Recent research also suggests that satisfaction with one's job may be an important indicator in the quality of one's working life (Kahn, 1972) and on a broader spectrum,

may be an important social indicator (Seashore & Taber, 1975). Models which attempt to link satisfaction causally with employee withdrawal behaviors (e.g. turnover, and absenteeism) have not been entirely successful and are rarely able to account for more than 20 percent of the variance (Porter & Steers, 1973), while most studies account for much less.

Through all of this research, a simple definition of job satisfaction has been elusive. A single concept, however, remains clear through most of the research. Central is the notion that job satisfaction is an emotional response to certain work related stimuli. Researchers continue to debate which stimuli, or which combination of stimuli, should be considered or how they best be measured. Some have suggested that these differences of opinion have led to the acceptance of several operational definitions of job satisfaction, some of which may not even be measuring a singularly common construct (Evans, 1969; Wanous & Lawler, 1972). In a study by Wanous and Lawler (1972), the authors present nine different operational definitions of job satisfaction and test them on convergent and discriminant validity. The findings suggest there may be several different feelings which individuals can experience and subsequently label satisfaction (or dissatisfaction).

2.4 Measurement of Job Satisfaction

This section focuses on instruments currently being employed in the measurement of worker satisfaction; the ways in which they are being used, the attitudes that they are attempting to measure, and some of the assumptions that were made in their development. Finally, various studies which have tested these instruments for validity and reliability are reviewed. The measurement instruments are compared on these grounds in attempting to select the one which best measures the job satisfaction construct. Several instruments are considered but special attention is paid to four instruments that have met with some degree of success in practice: the Job Descriptive Index (JDI) (Smith, Kendall, & Hulin, 1969); the Job Diagnostic Survey (JDS) (Hackman & Oldham, 1974b); the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, & Lofquist, 1967) and; the Index of Organizational Reactions (IOR) (Smith, 1976). Each of these instruments is discussed in turn.

Several different operational definitions of job satisfaction can be found in the literature leading the reader to wonder how many ways satisfaction may be defined and subsequently measured. Wanous and Lawler (1972) argue that when these operational definitions are tested for convergent validity using Campbell and Fiske's (1959) multitrait-multimethod technique, the results do not indicate empirically comparable constructs.

Most researchers, however, accept there are two basic ways to measure job satisfaction: either through facet-free or facet-specific measurement techniques (Hopkins, 1983). Here, arguments are considered for both approaches. In the facet-free approach, the subjects are asked directly about their global satisfaction with their job. Benefits of this approach include ease of administration and ease of analysis. Also, facet-free measures have been found to have high correlations with more sophisticated measures (Hopkins, 1983). Seashore and Taber (1975) suggest that normative, cognitive, and certain unconscious factors are included in the development of an overall evaluation by the subject, which results in the subjects' ability to provide a single response after individually weighting whatever factors the subject may feel are important (p. 335). In arguing against the use of facet-free instruments, Hopkins (1983) states there is the tendency for the subject to overestimate the level of satisfaction.

The basic premise of the facet-free approach is that satisfaction is a unidimensional construct (Hopkins, 1983). Researchers arguing that it is multidimensional in nature, suggest this is the greatest weakness in the facet-free approach. Locke (1976, p.1301) states that a job is a "...complex interrelationship of tasks, roles, responsibilities, interactions, incentives, and rewards. Thus, a thorough understanding of job attitudes requires that the job be analyzed in terms of its constituent elements." It

is Locke's contention that the facet-specific approach must necessarily be employed. Seashore and Taber (1975) also recommend the use of facet-specific measures. They argue that while the difference between the two approaches is only one of degree, since no list of facets will be exhaustive, the researcher gains greater control over the data collected by including specific facets of the job. This, in turn, provides a stronger basis for comparison between subjects on a greater number of variables. Their contention that the difference between the approaches is only a matter of degree is complicated by the argument which asks which facets (and how many) should be measured. Locke, too, has cited this as one of the singularly important questions in the study of job satisfaction.

In his discussion of which factors to investigate, Locke (1976) argues that the grouping of factors, using factor analysis, has led to the formation of so many different factor structures as to almost equal the number of individual factors. Nonetheless, it would appear that a facet-specific approach to job satisfaction is necessary and that some form of factor analysis would be useful in the grouping of measurable attitudes. Typical factors that have been studied include (1) the work itself; (2) pay; (3) recognition; (4) benefits; (5) work conditions; (6) supervision; (7) co-workers and; (8) the company and management. Locke (1976) suggests these eight dimensions can be further separated into two distinct categories with

the first five factors representing 'Events,' and the last three representing 'Agents.' Locke's contention is that the Events and Agents actually necessitate employing two different levels of analysis. An Event is something which occurs and is caused by an Agent. Locke suggests that instead of considering the two as separate analyses, one should measure the level of interaction between them. In distinguishing between Events and Agents, the potential to study causal attributions presents itself. The concept of job dimensions will be discussed further in the separate sections pertaining to each of the instruments.

As mentioned above, many models are based on the premise that job satisfaction is primarily a function of individual needs (see Porter, 1961; Hackman & Oldham, 1975). Others have focused upon specific facets of the job itself while ignoring needs (see Locke, 1976). Still others combine the two approaches (see Hopkins' discussion of the Survey of Working Conditions, 1983). What most theories, no matter their premise, now acknowledge is that individual differences do exist (Turner & Lawrence, 1965; Porter & Steers, 1973).

Researchers have not always been cognizant of this apparent truth. Needs, values, and expectancies not only vary across individuals, but across time as well (Hopkins, 1983), suggesting that attempts to improve satisfaction through job redesign may not be as effective as some researchers have claimed (Hackman & Oldham, 1980).

Proponents of job redesign argue that by enhancing the job characteristics, worker satisfaction is increased. In doing so, the job redesign model can largely ignore the impact of the job environment and fails to take into consideration individual differences across time. The relationship between job characteristics and the job environment is discussed in detail below.

2.5 Job Characteristics and the Work Situation

A construct different from, but often confused with, job satisfaction is that of job characteristics. Instruments have in fact been developed to measure both job satisfaction and job characteristics and to differentiate between them. Hopkins (1983) and others argue that although the constructs are decidedly different, knowledge of the work situation is crucial in order to fully understand job satisfaction. Hopkins identifies the job environment and job characteristics as the principle components of the work situation. The job environment includes all factors not directly related to the work itself. These include pay, supervision, working conditions, and unionization. This last factor, unionization, is the one upon which Hopkins focuses much of her research.

Job characteristics have been defined as the measurable objective dimensions of any job (Hackman & Oldham, 1975). The authors developed their Job Diagnostic Survey (JDS) in an attempt to measure these job dimensions and to evaluate

ways in which certain jobs may be redesigned given the diagnosis provided by the instrument. Much of the job satisfaction research to date has posited that an individual's level of satisfaction is directly effected by these objective dimensions. What exactly constitutes these dimensions and how they should be measured are subject to debate, similar to the arguments surrounding job satisfaction. Seashore and Taber (1975) state that even where the list of possible job characteristics has been reduced to include only those considered universal in nature, the list remains lengthy. Turner and Lawrence (1965) were among the first researchers who attempted to objectively measure job characteristics, while the JDS is the one instrument which is most widely used today (Hopkins, 1983).

Hackman and Oldham (1975) suggest that job characteristics can be separated into five distinct dimensions. These include (1) skill variety; (2) task identity; (3) task significance; (4) autonomy and; (5) feedback (p. 160). Hopkins (1983, p. 41) offers a slightly different set of indicators: (1) job quality; (2) job effort and; (3) job resources.

The job construct may be broken down in a variety of ways. Pierce, McTavish, and Knudsen (1986, p. 301) state "...that the job can be seen as a stimulus complex (e.g. expressed as goals to be achieved, method/procedures to be employed, actions to be engaged in, conditions to be

responded to) that is presented to the employee in the exercise of his/her role in the organization." This definition alone suggests that job is an entirely different construct than job satisfaction which is the emotional response to job and all it implies to the individual.

2.6 Job Satisfaction Survey Instruments

While there have been many instruments developed to measure the job satisfaction construct, only a few possess desirable psychometric qualities (Dunham & Smith, 1979). Others have been developed exclusively for in-house purposes by corporations and are not available for general use. The four instruments discussed below are some of the more commonly used instruments and have been tested across organizational types and settings. These instruments have also been shown to be both valid and reliable. Smith, Kendall, and Hulin (1969) state that instruments should adequately discriminate between various aspects of satisfaction, agree in content with other valid measures, and be suitable across different types of individuals, jobs, and situations. All of the instruments considered here have been shown to meet these stated requirements.

2.6.1 Hackman and Oldham: The Job Diagnostic Survey

In developing the Job Diagnostic Survey (JDS), Hackman and Oldham (1975) demonstrate their support for job redesign in the workplace as a way to increase worker satisfaction.

The authors specifically recommend job enrichment, a particular application of job redesign where workers are given additional responsibility in an effort to somehow enrich their jobs. The entire nature of job enrichment is based on the belief that workers want responsibility and opportunity for growth. The JDS was developed to diagnose jobs, identify their characteristics and to evaluate the level of satisfaction of the job incumbents, with the end intention of being able to provide recommendations for the redesign of the jobs. In measuring both areas, job characteristics and satisfaction, the instrument attempts to accomplish more than the other instruments discussed below, which just measure the satisfaction portion. Specifically, the instrument measures: (1) objective job dimensions; (2) worker psychological states; (3) worker attitudes towards the job and work environment and; (4) assesses individual's state of preparedness and need for enrichment in their jobs.

The basis for the design of Hackman and Oldham's (1975) instrument is their model which proposes that certain psychological states are the direct result of five dimensions, inherent in every job. The authors posit that to increase any of the dimensions on the right side of the equation would lead to an increase of the Motivating Potential Score (MPS) on the left side. Their model is presented in Figure 2.1 (see Hackman & Oldham, 1974a for a complete discussion of the MPS model).

$$MPS = \frac{S.V. + T.I. + T.S.}{3} \times (A) \times (F)$$

A = Autonomy coefficient; F = Feedback coefficient
 S.V. = Skill Variety; T.I. = Task Identity;
 T.S. = Task Significance

Figure 2.1 Motivating Potential Score Model.
 Source: Hackman and Oldham (1974a).

Respondents are measured on each of the job dimensions as specified in the model. This provides the researcher with a score representing the worker's level of internal work motivation. In addition, the instrument measures respondents on facet-specific satisfaction. Specifically, the JDS measures satisfaction on job security, pay and other compensation, peers and co-workers, supervision, and opportunity for personal growth and development. Finally, the instrument measures a construct that the authors label Individual Growth-Need Strength. This score is obtained by comparing how the respondent answers questions concerning desired characteristics of their current job with characteristics of their ideal (hypothetical) job. Respondents record how they feel about a series of statements describing aspects of their job, by indicating on a scale ranging from '1' for extremely dissatisfied, to '7' for extremely satisfied. Sample items from the JDS appear below (Hackman & Oldham, 1974b):

How satisfied are you with this aspect of your job?

- _____ The amount of job security that I have.
- _____ The amount of pay and fringe benefits I receive.
- _____ The amount of personal growth and development I get in doing my job.
- _____ The people I talk to and work with on my job.
- _____ The degree of respect and fair treatment I receive from my boss.

In their discussion of the development of the instrument, Hackman and Oldham state that as of 1975, the JDS had been taken by over 1,500 workers in more than 100 different jobs and employed by 15 different organizations (pp. 161). The instrument has seen numerous revisions in order to increase both validity and reliability. The authors claim that one of its strengths is its capacity to be used across jobs and individuals.

The JDS exhibits desirable psychometric properties in measuring both for diagnostic properties of jobs and satisfaction levels, both general and specific, of job incumbents. (For a complete discussion of the ability of the JDS in identifying job characteristics, see Pierce, McTavish, & Knudsen, 1986). Several precautions are advised, however, for improving the reliability of the instrument, including: (1) respondents should be literate able to read English, and possess the equivalent of an eighth grade education; (2) the instrument is fakable and every effort should be made to assure employees that their best interests are to be served and; (3) the instrument should be filed anonymously. The JDS continues to be used

in numerous studies (see also Dunham, Aldag, & Brief, 1977; Green, Armenakis, Marber, & Bedeian, 1979).

2.6.2 Dawis and Lofquist: The Minnesota Satisfaction Questionnaire

The MSQ, like the JDS, is a facet-specific measure of satisfaction. It is made up of one hundred evaluative items which measure satisfaction on twenty dimensions (Dawis & Lofquist, 1984). The dimensions are shown below:

- | | |
|------------------------|---------------------------------|
| 1) Ability utilization | 11) Moral values |
| 2) Achievement | 12) Recognition |
| 3) Activity | 13) Responsibility |
| 4) Advancement | 14) Security |
| 5) Authority | 15) Social service |
| 6) Company policies | 16) Social status |
| 7) Compensation | 17) Supervision-human relations |
| 8) Co-workers | 18) Supervision-technical |
| 9) Creativity | 19) Variety |
| 10) Independence | 20) Working conditions |

Dunham and Smith (1979) state that all of the dimensions have been found to be reliable and most have been validated, although a number of them have not yet been tested. Each of the twenty dimensions is measured by summing five items associated with them. An example of one dimension measured by five questions appears below:

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

- 1) The way my supervisor and I understand each other.
- 2) The way my boss handles his/her employees.
- 3) The way my boss backs up his/her employees.
- 4) The way my boss takes care of the complaints of his/her employees.
- 5) The personal relationship between my boss and his/her employees.

In an earlier version of the instrument, the scales range from "very dissatisfied" (coded 1) to "very satisfied" (coded 5). The extreme response categories have since been changed to "not satisfied" and "extremely satisfied."

The MSQ is based on a model of need fulfillment. The questionnaire is part of a larger study titled the Work Adjustment Project at the University of Minnesota's Industrial Relations Center. The Theory of Work Adjustment, upon which these studies are based, defines satisfaction as a "correspondence between the reinforcer system of the work environment and the individual's needs" (Lofquist & Dawis, 1969, p. 53). Building upon this stated relationship, Dawis and Lofquist (1984, p. 55) state "...tenure is a function of correspondence between the individual and the work environment." The authors identify satisfaction as the internal indicator of correspondence, representing the individual's appraisal of how well the work environment has met his or her needs.

Needs are defined in the Minnesota model as an individual's requirement for a reinforcer, where a reinforcer may be any stimulus condition. Satisfaction is the result of the ultimate appraisal made by the individual. Recently, researchers have examined the MSQ for convergent and discriminant validity with the JDI, the IOR, and the Faces Scale. Gillet and Schwab (1975) chose to study the MSQ in particular because of its extensive use in the field.

In their study, the researchers chose a sample of 273 production workers of a large manufacturing company located in the Midwest. They administered both the MSQ and the JDI to the subjects. After inspection of the two instruments, Gillet and Schwab determined that the instruments contained four common work facets: pay, promotion, supervision, and co-workers as measured by the JDI were considered equivalent to the MSQ's measures of compensation, advancement, supervision-human relations, and co-workers. The researchers employed two different analyses. They used Campbell and Fiske's (1959) multitrait-multimethod approach as well as ANOVA in estimating the level of convergent and discriminant validity of the instruments. In addition, Gillet and Schwab reanalyzed data as reported by Evans' study of nurses and public utility workers (1969) in an attempt to compare results between studies.

All four convergent validities were found to be significant at the $p < .01$ level, as they were by Evans when he compared common scales of the JDI and a measure of goal attainment. The current study, however, obtained a higher median correlation ($r = .56$). In their test for discriminant validity, the current study was also able to exceed the results reported in the earlier study by Evans. Using Campbell and Fiske's method, the results must meet three criteria, the most stringent of which requires that the convergent validity of each trait exceed the correlations between that trait and other traits measured by

the same method. This is met by all of the traits tested at the $p < .01$ level.

When the data were analyzed using ANOVA, where individual respondents were treated as random effects and scales were treated as fixed effects, Gillet and Schwab (1975) report that the scales common to the JDI and the MSQ show higher convergent and discriminant validities than was reported in the earlier study (p. 316).

In conclusion, Gillet and Schwab found that the scales tested yielded positive results when analyzed by both the Campbell and Fiske (1959) procedure and ANOVA. Overall, they determined that the results compare favorably to those reported by Evans (1969). They do, however, point out that a very small portion of the variance (25%) was shared common to the two co-worker measures in the convergent validity diagonal of the Campbell and Fiske triangle. They offer no viable solution, or explanation, other than to recommend the use of multiple measures of satisfaction when possible.

Another study testing the MSQ for convergent and discriminant validity was conducted by Dunham, Smith, and Blackburn (1977). Their study centered on five samples, all differing with respect to position and situation. In total, there were 12,971 respondents from various branches of Sears Roebuck. In testing the MSQ with the JDI, the IOR, and the Faces Scale on common dimensions, by the Campbell and Fiske procedure, the researchers found the MSQ to have the highest validity coefficients on four of the dimensions including:

physical work, compensation, career future, and supervision. Overall, the MSQ was found to have the highest average convergent validities (at $p < .0001$).

With respect to reliability, Albright (1972) reports data on the long form of the MSQ are satisfactory. Hoyt reliability coefficients were calculated for 27 occupational groups, on all 20 dimensions plus general satisfaction. Less than 3 percent fell below the .70 level while over 80 percent were higher than .80. Stability of the MSQ, judged by a test-retest of respondents at one-week and one-year intervals were found to be .97 and .89 respectively, significant at the $p < .001$ level.

The MSQ manual provides norms for 25 occupational groups; most other manuals do not provide such information. This is considered to be one of the strengths of the instrument (Albright, 1972). It has been proven to possess desirable levels of validity and reliability and its authors claim it is an appropriate instrument for use in both research and practice.

2.6.3 Dunham and Smith: The Index of Organizational Reactions

The IOR, developed by the Sears, Roebuck, and Company (Dunham & Smith, 1979), consists of eight satisfaction dimensions, measured by 42 items. A sample question appears below:

The people who supervise me have:

- 1) many more good traits than bad ones
- 2) more good traits than bad ones
- 3) about the same number of good traits as bad ones
- 4) more bad traits than good ones
- 5) many more bad traits than good ones

The IOR was developed for internal use by the company and has seen extensive use in this capacity, having been administered to over one million employees. The dimensions that the instrument measure include: pay, promotion, co-workers, supervision, quality of worklife, amount of work, physical conditions, and company policies and practices. Dunham and Smith (1979) report that there exists good validity and reliability evidence based upon the Sears studies.

In the same validation study discussed above (Dunham, Smith, & Blackburn, 1977) the IOR was found to have adequate discriminant and convergent validity when tested using the Campbell and Fiske multitrait-multimethod procedure. Though it does not rate as well as either the MSQ or the JDI overall, the results indicate the IOR adequately meets the requirements desired of any measure of job satisfaction, as declared by Smith et al. (1969).

Factor analyses indicate that the eight facets as specified by the IOR can be discriminated from one another. In addition, it was found that these same eight measures agree with the three other instruments included in the study. Factorial structure was consistent across the five samples. The IOR was determined to have the highest

convergent validity of any of the four instruments on half of the satisfaction facets (kind of work, amount of work, company identification, and co-worker).

Testing for reliability revealed that the IOR possesses high levels of internal consistency. This includes a range from a low of .62 (amount of work) to a high of .76 (career future). These figures are based on a test-retest conducted over a six week period.

In conclusion, the IOR seems to be an instrument capable of being used in the field and in practice, but little research exists which tests it outside of the Sears Company. When tested against other instruments of its kind, its scales exhibit convergent and discriminant validity. In a study by Ferratt, Dunham, and Pierce (1981), the instrument was tested on samples other than those consisting of Sears employees and it was shown, again to exhibit characteristics desirable of a satisfaction measure and to be evaluative, rather than descriptive in nature. Further research should be conducted before this instrument can be recommended for use in the field. Indeed, whether Sears would even allow its use outside of the company is in question.

2.6.4 Smith, Kendall, and Hulin: The Job Descriptive Index

The JDI was developed by Smith, Kendall, and Hulin (1969) and grew out of earlier research associated with the Cornell Studies of Satisfaction. Smith, et al. state that

the study of satisfaction is similar to the study of any type of attitude and that the single greatest problem in their measure is that of validation of the instrument. Their definition of job satisfaction, is simply "...feelings or affective responses to facets of the situation" (p. 6). This definition is quite similar to Locke's (1976), stated earlier in this Chapter. The authors' initial intention was to develop an instrument which would serve as a descriptive inventory of these affective responses, as is evident by the name of the instrument. At least one researcher has criticized the JDI for the reason that it appears to be more evaluative in nature than descriptive (Crites, 1985). Whether any instrument that has been designed to measure satisfaction can pretend to be more descriptive than evaluative, and still be effective, is a matter of debate.

The JDI consists of five dimensions measuring the following: the work itself, supervision, pay, promotions, and co-workers. Each dimension is followed by a list of descriptors. The respondent is instructed to place a 'Y,' a 'N,' or a '?' next to each indicating that the word does describe that particular aspect of the work (Y) or it does not (N) or he cannot decide (?). A sample scale appears below:

PAY

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

This is repeated three times for each scale: the first time the respondent is instructed to answer with his or her current job in mind; next, for his or her concept of the ideal job and; finally, on the basis of the job he or she would least like to have. In setting the instrument up as such and by employing triadic scoring, the authors claim a true measure of the worker's satisfaction on the present job may be gained.

Smith et al. (1969) state that "Numerous studies have clearly indicated that there are several discriminantly different areas of job satisfaction. Measures of these sub-areas should be relatively independent, and the workers should be able to discriminate among them" (p.25). As a result, they do not recommend summing the totals from the individual scales. Instead they recommend accepting five separate scores as an indication of overall satisfaction.

Smith et al. (1969) have tested the JDI for validity in a series of studies involving college students, employees at a Farmers' Cooperative and an electronics firm, and bank employees. As Smith, et al. (1969) and others have suggested (Jung, Dalessio, & Johnson, 1986), the five

dimensions of the instrument are very stable across these different samples. Convergent and discriminant validities of the instrument have been found to be very high (see Gillet and Schwab, 1975, study for a comparison of the validities of the MSQ and the JDI).

Kerr (1985) reports that the JDI has obtained satisfactory reliability estimates. Deriving split-half estimates of internal consistency, Smith, et al. report average corrected reliability coefficients of .79. Internal consistency ranged from a low of .80 for the pay scale to a high of .88 for the co-workers scale (Kerr, 1985, p.755). Test-retest reliabilities have also been quite high, although the periods over which they have been measured have typically been brief (two and six weeks).

In conclusion, the JDI is a valid and reliable instrument. The major problems seem to be associated with scoring. At this point, there is no manual per se, and all of the scoring must be done manually. This is a criticism that has been made often. Smith, et al. do, however, provide norms that the authors claim should prove representative of American industry. The instrument does seem to be suitable across a variety of samples and situations.

2.7 Discussion

The instruments that have been reported on in this chapter have much in common including the fact that they are

all forms of direct, verbal self-reports. In addition, they may all be used across a variety of samples and situations, and all consist of relatively simple language making them appropriate for respondents possessing very basic reading skills. They are all relatively easy to administer and generally require no more than 30 minutes to complete. Problems, however, include the lucidity of the instruments, which alone may lead to respondents answering in a socially desirable way. Each of these instruments shares the problem of possibly being too simple for certain samples (adults in high-level positions) (Crites, 1985). The JDS may be the least guilty of this, though, with its emphasis upon personal development, growth, challenge, and creativity.

Locke (1976) suggests that ultimately, research techniques including questionnaires, personal interviews, and critical incidents, should be combined in achieving what he terms 'logical validity,' where the measurements, not the measures, are validated (p.1137). Though this an intriguing proposal, Locke does little in the way of offering solutions to this end.

All of the instruments presented are based on the premise that satisfaction is a function of factors both intrinsic and extrinsic to the work itself. This is consistent with Locke's (1976) contention that neither process nor content theories, individually, fully explain satisfaction. Locke recommends that future research focus upon individual differences which characterize cases of

satisfaction (or dissatisfaction). This would seem to be a promising direction for the research to take.

It appears clear, that in the measurement of satisfaction, direct self-report instruments will not always give a complete picture and that other techniques could be used in conjunction. Also, it would seem necessary that some combination of evaluative and descriptive items are necessary in measuring satisfaction. Finally, as Wanous and Lawler (1972) have pointed out, the research suggests there may be several types of feelings individuals may have and may label as satisfaction. If this is the case, then a multi-faceted approach may be the most effective measure. Perhaps, as Wanous and Lawler have suggested, further research should focus on identifying specific dependent variables as they relate to satisfaction.

The JDI, JDS, MSQ, and the IOR all have strengths and each could be recommended for use under a variety of circumstances. As Wanous and Lawler (1972) point out, satisfaction, or what we choose to identify as satisfaction, may be measured in a variety of ways. The four instruments represent four separate and distinct ways of interpreting satisfaction. This is best illustrated by seeing how each instrument operationalizes the authors' definition of what satisfaction represents. The JDI gives the researcher five separate scores, each representing a different facet of satisfaction. These scores are to be studied separately as the authors recommend against summing them. With the MSQ,

the respondent is asked to indicate how his or her job differs from how they would like it to be. This is an example of discrepancy scoring, a somewhat elegant yet problematic scoring procedure.

The premise underlying the JDS is similar to that of the JDI, the belief that satisfaction is a multidimensional construct and that any attempt to measure it should seek to capture the affective components. The IOR, in contrast, is much more evaluative in nature in the way the subjects are asked to respond to descriptions of their supervisors, for instance. It does, however, succeed in discriminating among eight separate factors of satisfaction and in showing high convergent validity when tested with other instruments.

2.8 Conclusion

Job satisfaction is the result of an individual's response to several different job related stimuli. Individual needs, values, experiences, and expectations can all influence satisfaction. Compensation issues, supervision, working conditions, co-workers, and promotional opportunities are just a few of the factors which research has shown to influence satisfaction. Much of the research has attempted to measure and compare satisfaction of individuals across occupational groups, however, satisfaction and its causes do seem to vary significantly between workers in different economic levels.

Several researchers are still attempting to link satisfaction with performance. Although this may be the case under certain circumstances, this theory has largely been discredited (Locke, 1976). There is also continued debate regarding the effect of satisfaction on other dependent variables such as employee turnover and other forms of withdrawal behavior, but again, the research indicates that the relationship is not significant.

To date, there have been few studies focusing on the satisfaction of university faculty. The literature indicates that satisfaction may be declining, overall, among this particular group. The literature also suggests that this group may be satisfied (and dissatisfied) by possible other, or additional, job related factors. Potential satisfiers include prestige, independence, and a greater emphasis on achievement.

There have been problems in the past with comparisons across studies and some researchers have suggested that this is primarily a problem of measurement (Wanous & Lawler, 1972). Also, while certain instruments may be suitable for measuring the satisfaction of workers in lower level jobs, the same instruments will not necessarily be as effective when measuring professional workers whose individual values and needs may be different. The instruments that have been reviewed in this chapter are all suitable across a variety of occupational groups, however, it appears clear that none of them is entirely appropriate for purposes of measuring

satisfaction levels of groups who are highly educated, such as college and university faculty members. There is a need for an instrument which will serve this purpose. The proposed methodologies are presented in Chapter 3, including the methods to be employed in the development and validation of the proposed instrument. A second purpose of this study, also discussed in Chapter 3, and deemed equally as important as the first, is to collect data on satisfaction levels of a sample of hospitality educators. These methods and the analyses to be used in assessing these data will also be discussed in the following chapter.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter outlines the research methods and statistical analyses employed in this study. Included in this chapter is a discussion of the two components of the study; first, the development of the instrument and compilation of the survey items. Included in this first section is a discussion of the instrument scoring and interpretation.

The second component that is discussed is the sampling method, pilot testing, and the survey method. Also included is a discussion of the sample that was drawn and the sampling procedure, research design, instrumentation, data collection, and data analyses. The mailing schedule and mailing technique of the survey and the actual and desired response rates are also described.

3.2 Development of the Instrument

After researching some of the more widely used job satisfaction instruments, it was determined that none of them was appropriate for the sample that was studied. This conclusion was reached for several reasons. First, all of the instruments, including the JDI, were designed for purposes of being able to study subjects with little formal educational background. As a result, they tended to be

overly simplistic. While this may be a major reason for those instruments possessing desirable validity and reliability histories, it has been suggested that overly simplistic instruments may not be suitable for persons in high-level positions (Crites, 1985). This may be due mainly to differences in job structures and the various components which determine satisfaction levels for persons in such positions.

Secondly, each of the standardized instruments that was reviewed for possible use in this study was developed for use across a variety of jobs and occupations. As a result, it could be argued, they were designed with no particular job or occupation in mind and were meant to measure the lowest common denominator. None of these instruments measured satisfaction with those job aspects considered unique to positions in academia.

Thirdly, there still exist problems with scoring of even the most widely used job satisfaction questionnaire, the Job Descriptive Index (JDI) (Smith, Kendall, & Hulin, 1969). The JDI has been in use for almost two decades now and still no manual exists which addresses how to score the results. Suggestions have been made by the authors, but there is disagreement, particularly whether the researcher should sum each scale separately or sum all of the scales to determine an overall satisfaction score.

For the reasons listed above, a questionnaire specifically designed to measure the satisfaction of faculty

members was developed. It was designed to measure overall satisfaction as well as specific facets. Emphasis is placed upon the measurement of specific facets, however. Some of the facets that were measured are those which have been recognized in the literature as being valued by individuals- regardless of their occupation or position in the organization.

The development of the instrument went through several phases of testing for purposes of developing a strong final draft. An initial draft was designed. This draft was based largely upon the job satisfaction instrument that was previously used in a study of faculty at the University of Maryland by Locke. The instrument and the findings of the study are discussed by Locke et al. (1983). Locke's unpublished instrument was the most promising one for the study of university faculty. It was an excellent model for developing an instrument in this study. Other instruments that proved to be useful as models included the Job Descriptive Index (Smith, Kendall, & Hulin, 1969) and the Minnesota Satisfaction Questionnaire (Dawis & Lofquist, 1984).

The instrument designed for use in this study, while differing in both content and style, is similar to both the JDI and the Locke's university faculty questionnaire in some ways. Both of these instruments were used in the development of the hospitality satisfaction questionnaire. The JDI consists of five job dimensions (refer to section

2.6.4 for a discussion and an example of a JDI scale). In developing the hospitality instrument, care was taken to include components of each of these same five dimensions. Since the JDI asks respondents to answer with a 'Y' (yes), 'N' (no), or a '?' (don't know) to a list of descriptors, it differs significantly from the hospitality questionnaire. The JDI items also tend to be more evaluative in nature, with terms such as stimulating, boring, and lazy to describe co-workers on the job.

The Locke questionnaire more closely resembles the hospitality questionnaire in content and in format and more overlap of the two instruments is apparent. Specific items were borrowed with minor changes in the wording. Differences occurred, however, in the length of the questionnaires, with the hospitality questionnaire being shorter, overall. Locke's instrument contains 150 separate questions. The instruments are similar, though, with respect to the types of satisfaction items included, as well as the response format. Locke's instrument also asks respondents to answer the questions using three different scales reflecting strength of agreement, level of importance, or level of satisfaction. The hospitality questionnaire was designed only to measure levels of importance and satisfaction.

This first draft of the instrument was given to several experts in the field including the staff of the Student Affairs Research and Evaluation Office (SAREO) of the

University of Massachusetts. The instrument was also critiqued by several members of the faculty in the Department of Hotel, Restaurant, and Travel Administration as well as faculty from the School of Education. All those who were given the instrument were asked to make suggestions with regard to both structure and design as well as item content. The suggestions that were made were used in developing the second draft of the instrument.

This next stage of development consisted of a pilot test involving several faculty members in the Department of Hotel, Restaurant and Travel Administration. Again, participants were asked to comment on all aspects of the instrument and its design. They were also instructed to indicate the length of time that it required to complete the questionnaire. The time element was of some concern because of the length of the instrument. Based upon the results of the pilot study and suggestions by the committee, the instrument was shortened by eliminating several items that were considered less important than others.

3.3 Validity Issues and Method

The importance of validity warrants discussion since it remains an important consideration in the construction and use of any measurement tool. Validity is concerned with whether an instrument is capable of measuring that which it is attempting to measure. Throughout the history of the use of job satisfaction instruments, the process of validation

has most often been accomplished by comparing the results of one instrument against the results of another on similar populations. In this way, researchers attempt to provide evidence that the newer instrument is in fact capable of measuring the same concept, in this case, job satisfaction. Through the process of validation, the researcher attempts to validate the data from the test, rather than the test itself.

Several different types of validity exist. These include construct validity, convergent validity, and discriminant validity. Construct validity involves the establishment of theoretical relationships between variables, and then investigating the viability of these hypothesized relationships with empirical data. Through these steps, an attempt is made to show that the instrument in question measures the concept. Factor analysis is one procedure that is often used in establishing construct validity.

Convergent validity refers to how well a particular result approximates a similar result as measured by another instrument which claims to measure the same concept.

Discriminant validity refers to the same process in looking at the size of the differences produced by different measures of different concepts. Most often, testing job satisfaction instruments, such evidence has been provided through the use of correlational studies, specifically using the Campbell and Fiske (1959) multitrait-multimethod matrix

which is able to determine the level of agreement between and among different measures.

In their discussion of the validation of the JDI, Smith et al. (1969) argue for the need to establish both types of validity evidence. In the process of validating results of the JDI, the researchers used concurrent measures of job satisfaction. The authors accomplish this through their use of the Campbell and Fiske (1959) matrix, as well as through the use of factor analysis. Continuing validation studies have supported both the convergent and discriminant validities of JDI produced data.

Correlational evidence, as provided by procedures such as the Campbell and Fiske (1959) method, can help to establish the validity of the results. Validity evidence may also be shown by the results of hypotheses based on data. In this study, the instrument is assessed for validity in both of these ways. Testing for validity should be an ongoing process whereby evidence is compiled is an effort to support arguments of validity.

3.4 The Sample

As was mentioned earlier, the population under investigation was comprised of faculty members currently teaching in hospitality programs at four-year institutions in the United States and Canada. The population included those employed on either a full-time or part-time basis on either a research or teaching track. Educators at all

levels of rank were considered including instructors and lecturers and even unclassified faculty. Faculty who were not in possession of a terminal degree were also included in the study. Currently there are an estimated 160 four-year programs in the U.S. ("Hospitality is," 1988). This represents a 400% increase in a period of just ten years. The number of programs offered by community and junior colleges is even greater, also having increased dramatically in recent years. The number of two-year schools greatly outnumbers the four-year programs in both the U.S. and Canada, and particularly in the latter. For this reason, the sample was limited to educators at four-year institutions.

The sample was comprised of members of the Council on Hotel, Restaurant, and Institutional Education (CHRIE). CHRIE is the most prominent organization in hospitality education and has a membership in excess of 1,400 professional members. The organization has made mailing lists of its members available and a list was obtained for this study. A list containing the names of all members associated with four-year institutions was requested: this represented approximately one-third of the total CHRIE membership. The remainder of the members were either employed at two-year institutions or high schools and many were not affiliated with an educational institution, at all.

Several techniques were used in an effort to increase the response rate of the respondents at the 1989 annual

conference of the Council on Hotel, Restaurant, and Institutional Education. An announcement was posted in a central location which was reserved for personal messages, job openings, and general announcements. The announcement stated the purpose of the study and informed the conference attendees to expect to receive copies through the mail. A copy of the questionnaire for persons to review accompanied the announcement. Also at the conference, personal contact was made with many of the respondents at which time they were reminded to expect to receive the survey and asked to participate in the study. The combination of personal contact and opportunity for the respondents to ask additional questions they may have had about the study was seen as being another way to possibly enhance the number of returns. The questionnaires were mailed just prior to the start of the conference and several respondents actually received them prior to arriving.

Two follow-up reminders were sent to the non-respondents in an effort, again, to increase the response rate. In addition, several follow-up phone calls were made to programs at which there were especially high numbers of non-respondents.

For purposes of validating the instrument, the JDI was sent to 50 percent of the total sample (200 respondents). This sub-sample was asked to respond to both the JDI and the hospitality questionnaire.

Differences between the two tests were assessed in determining the extent to which the new instrument taps the various dimensions of satisfaction measured by the JDI.

3.5 The Data: Scales and Scoring

The questionnaire consisted of 74 satisfaction items, 74 importance items, and an additional 16 demographic questions. Respondents were asked to answer on a satisfaction scale ranging from '1', representing 'Very Satisfied' to '4', representing 'Not Satisfied'. Respondents were also measured on the degree to which they perceived the same aspects of their jobs to be important. Respondents were asked to respond to an importance scale, for the same items, all representing various aspects of their job. The importance scale ranged from '1', representing 'Very Important' to '4' representing 'Not Important'. Factor analyses were conducted on the satisfaction items in order to identify scales. The importance scores were then observed and compared to similar items on the satisfaction scales.

Finally, individual items were scored using the multiplicative method as used by Locke (1983) and others (see Wanous & Lawler, 1972, for a complete discussion of scoring methods). The process of weighting job facet satisfaction by importance was recommended by Blood (1971) and Ewen (1967). The main strength of this type of scoring is its ability to account for the relationship between

facets. Its critics claim it is inherently redundant based on the premise that the facets are internally weighted by the respondents themselves. This argument still reigns, however, and is typically used when the attempt to combine facets is made. No such attempt was made in this study. This is for the reason that satisfaction is believed to be comprised of a variety of feelings and factors and any attempt to combine them into a single representative figure was oversimplifying the concept of satisfaction.

The JDI, also, is based on this belief where it was found that five factors emerged and the authors recommended that they not be combined into a single composite score. This author hypothesizes that similar factors will emerge when a factor analysis is performed on the questionnaire designed for this study. In addition to the factors which emerged in the JDI studies, this author hypothesizes that three other factors could emerge; a support element and a prestige element, and an independence/autonomy element. This belief is based in part on a study of environmental satisfiers of university professors by Pearson and Seiler (1983) and Locke et al. (1983).

3.6 Data Analysis

In assessing the satisfaction of hospitality educators, several hypotheses were tested and respondents were measured on a number of variables. Also, comparisons were made between groups. Specific hypotheses tested included:

1) Satisfaction of educators increases with age and rank. This hypothesis was based upon previous studies of university faculty (Locke, et al., 1983) which have begun to establish evidence that this is true of some samples of the population.

2) Dissatisfaction increases with level of formal education. This hypothesis was based upon the findings of numerous previous studies, but specifically upon the findings of Pearson and Seiler (1983) and Seashore and Taber (1975). Seashore and Taber have indicated that educational achievement is correlated with levels of satisfaction. Most of these studies, however, compared subjects with high school educations with subjects who did not complete high school. It appears little research has compared satisfaction among subjects holding college and graduate degrees with other groups.

3) Involvement is a function of satisfaction. Research which has attempted to correlate involvement and satisfaction has been based upon the premise that involvement is job centered and as one becomes more involved in a job, one becomes increasingly satisfied or dissatisfied (see Mobley, Griffeth, Hand & Meglino, 1979). Previous research has concentrated upon lower level occupational groups. This author hypothesizes that it is no different with higher level professional positions.

4) Satisfaction increases with the level of involvement. There is no research that was found to support this

hypothesis. But referring to the previous hypothesis, if one accepts the notion of involvement, then at the university level, where mobility is a distinct possibility, those persons who are involved with their jobs are more likely to also feel positively about their jobs and job aspects.

5) Educators are most satisfied with classroom and teaching activities and individual and institutional recognition. This hypothesis is based upon the findings of Hill (1986) who found that educators were most satisfied with teaching and other direct aspects of their work. Hill further suggests, however, that faculty do not derive much satisfaction from recognition factors. This author disagrees with this belief, based upon personal observation in the field of hospitality education.

6) Educators are most dissatisfied with compensation, research support, and administration. Most of the previous research on satisfaction has found this to be true, including studies by Locke et al. (1983) and Hill (1986).

These hypotheses have been developed based on the results of previous research on faculty in professional schools. An additional question that was considered for which there had been conflicting results is the relationship between length of service with satisfaction. Two further questions that were researched for which no published research has been found were:

- 1) What is the relationship between length of time spent in industry with level of satisfaction?
- 2) What is the relationship between content expertise and level of satisfaction?

Reliability of the instrument was tested and based on internal consistency evidence. Concurrent validity evidence, based upon test results of the two different tests, was also reported.

Differences between groups were also tested, as stated in the hypotheses. There were no expectations regarding the results or the degree to which differences might occur. Correlations were calculated between these objective variables and responses to descriptive items on the questionnaire. Item importance was measured and compared on each of these variables, as well. Locke et al. (1983) suggested that importance has a critical effect on overall impact on satisfaction. This is an assumption underlying this study and for this reason, importance measures were made on every item.

3.7 Return of Surveys

A 164 item questionnaire was developed and sent to all four-year institutional members of CHRIE. Questionnaires were sent to each of the 400 members. Each member of the sample was randomly assigned to one of two groups, with each group consisting of 200 subjects. Each member assigned to

Group 1 received a copy of the original questionnaire (see Appendix A). Additionally, Group 1 subjects were asked to complete the Job Descriptive Index (JDI). Subjects that were assigned to the second group received a modified version of the original questionnaire. The questionnaires were identical except that items numbered 1 through 37 and items numbered 38 through 74 were reversed. This procedure was followed in an attempt to test for any biases that may have occurred as a result of the length of the survey, as initial tests indicated that one possible weakness of the survey was that it was too long. Group 2 subjects received only the single questionnaire. Interestingly, higher response rates were achieved from Group 1 members; those who were asked to complete two questionnaires instead of one.

Questionnaires were numbered sequentially for purposes of tracking non-respondents. For this reason, respondents were not offered anonymity, although they were assured of confidentiality. Questionnaire numbers also indicated whether the respondent had been assigned to Group 1 or Group 2, although this information was also confirmed by the ordering of the questions of each form of the questionnaire. One problem which occurred, however, was that not all Group 1 respondents returned both questionnaires. Eighty-seven of the 113 Group 1 respondents returned both the JDI and the original questionnaire while the remaining 26 Group 1 respondents returned only the one questionnaire.

3.8 Data Collection

The first wave of questionnaires was mailed out just prior to the 1989 annual CHRIE conference. Some respondents received the mailing prior to arriving at the conference, while some received questionnaires while they were at the CHRIE conference. Those in attendance who had already received their questionnaires were able to turn them in, rather than mail them at a later time. The first questionnaires were received on the 29th of July, 1989.

The second wave of questionnaires were mailed in the return envelopes that were provided by the offices of the School of Hotel, Restaurant and Tourism Administration of the University of New Orleans. Returns continued to arrive in the offices regularly until the 15th of October. Only two questionnaires were returned between this time and the 20th of October, which was the determined cut off date. A total of 233 questionnaires were received for a return rate of 58.25 percent. None of the questionnaires were returned as undeliverable.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF THE RESULTS

4.1 Introduction

This chapter presents the research results.

Discussions of the analyses, factor results, instrument validation, item reliability, and hypotheses testing are presented. The sample will first be discussed along with a profile of the respondents. Next, the validation of the instrument and the results of the factor analysis are discussed. Finally, the results of the major research questions are addressed.

4.2 Contact with Participants

Four-hundred questionnaires were mailed to subjects on July 25, 1989. Three weeks later, on August 15, the first reminder was mailed to all non-respondents. This was an unaccompanied postcard which simply asked respondents to comply with the request if they had not already done so (see Appendix B). A final follow-up letter was sent to all remaining non-respondents after another two week interval, on August 29, 1989 (see Appendix B). This letter again stressed the importance of the study, the desire to achieve a high rate of participation, and it again asked for compliance. This final mailing also included additional copies of the questionnaires as replacements.

Finally, in an attempt to increase the response rate, personal contacts at several schools which exhibited especially high numbers of non-respondents were contacted by telephone and asked to remind their colleagues at their respective universities to complete the questionnaire.

A total of 233 responses were received, representing an overall return rate of 58.25 percent. Of these, 120 responses were received from Group 1 subjects and 113 were received from Group 2 subjects. In addition, a total of 88 JDI questionnaires were received from Group 1 respondents.

The overall return rate of 58.25 percent exceeds the rates obtained in other studies of university faculty as reported by Locke, et al. (1983). In Locke's own survey of university faculty, he achieved a response rate of only 31 percent!

4.3 Profile of the Respondents

Respondents answered a total of 16 questions regarding their institutions and their personal characteristics. Overall, faculty from 118 institutions were represented in the sample. The respondents included: 40 Department Heads, Deans, and Chairpersons; 21 Full, 43 Associate, and 69 Assistant Professors; 33 Lecturers and Instructors; and 4 unranked faculty. Of these, 207 (97.2%) respondents indicated that they were employed full-time, while only 3 (2.8%) were employed part-time. About one-half (50.2%) of the respondents indicated that they had over 6 years of

industry experience prior to working in education while the majority of respondents (58.2%) reported being employed in education 10 years or less. The number of years that respondents reported having spent at their current institutions, employed in higher education, and working in industry are reported in Table 4.1. The highest degree earned by respondents is also reported.

4.4 Reliability of the Instrument

As was mentioned in Chapter 3, the participants were randomly assigned to one of two groups. Group 1 participants received the first version of the hospitality questionnaire (see Appendix C). Group 2 participants received a second version of the questionnaire (see Appendix D). Cronbach's coefficient alpha was calculated for both groups' responses. Coefficient alpha for Group 1 was 0.9450 and for group 2 it was 0.9598.

Factor analysis results were conducted separately on the groups to provide some additional evidence of the consistency scores. The results of both groups are presented, independently, in Table 4.2. Because the groups were randomly assigned and significant differences were evident with only a single factor when factor scores were compared, the consistency of scores across the two groups appears to be high.

Table 4.1

Profile of Respondents

<u>Question</u>	<u>Percentage</u>	<u>N</u>
Years employed in education		
less than 1 year	1.9	4
1 - 5 years	25.0	52
6 - 10 years	31.3	65
11 - 20 years	30.3	63
over 20 years	<u>11.5</u>	<u>24</u>
Totals	100.0	208
Years at current institution		
less than 1 year	3.3	7
1 - 5 years	50.0	106
6 - 10 years	25.5	54
11 - 20 years	17.9	38
over 20 years	<u>3.3</u>	<u>7</u>
Totals	100.0	212
Years of industry experience		
less than 1 year	16.3	34
1 - 5 years	33.5	70
6 - 10 years	22.0	46
11 - 20 years	22.5	47
over 20 years	<u>5.7</u>	<u>12</u>
Totals	100.0	209
Highest degree held		
Ph.D.	38.7	68
D.B.A.	0.9	2
Ed.D.	6.1	13
J.D.	2.4	5
Masters	44.5	94
Other	<u>7.4</u>	<u>16</u>
Totals	100.0	212

Table 4.2

Comparison of Group Responses

Factor	<u>Group 1</u>			<u>Group 2</u>		
	<u>Mean</u>	<u>SD</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>N</u>
Factor 1	2.778	.659	97	2.694	.786	90
Factor 2	2.574	.750	101	2.618	.877	92
Factor 3	2.264	.876	104	2.169	.824	90
Factor 4	3.035	.600	106	3.034	.545	98
Factor 5	2.832	.575	108	2.784	.655	100
Factor 6	2.741	.737	109	2.714	.738	97
Factor 7*	3.037	.725	107	2.800	.755	96
Factor 8	3.184	.778	109	3.041	.789	98
Factor 9	2.750	.829	110	2.687	.922	99
Factor 10	2.724	.677	107	2.671	.623	98

* denotes significant differences at the $p < .05$ level.

4.5 Factor Analyses and Interpretations

The job satisfaction items were factor analyzed using a principal components analysis with a varimax rotation. The factors that emerged along with their common variables, factor loadings, and scale alphas are presented in Table 4.3. The factors which are presented in Table 4.3 all had eigenvalues of at least 1.5 and factor loadings of at least 0.3. In all, 10 factors emerged and were very similar to those which had been hypothesized. With respect to the factors identified by the JDI; work itself, pay, supervision, co-workers, and promotion, similar factors emerged from the hospitality educators satisfaction questionnaire, with the exception of the supervision factor. Considering the sample, however, the Support/Assistance factor, which did emerge, contains similar items to the supervision factor. For this reason, overall, the results of the factor analysis were consistent with the expected results.

In addition to the four factors common to both instruments, six other factors emerged. Two of these were expected: Prestige and Support/Assistance. The four remaining factors were labeled Working Conditions, Teaching, Student Related, and Work Achievement. Each of these factors is discussed below.

Table 4.3

Factor Item Breakdown

Factor
Loadings

Factor 1 - Evaluation (alpha = .9079)

The way in which overall performance is evaluated	.8267
The way in which your service is evaluated	.8154
The way in which your research is evaluated	.7818
The way in which your teaching is evaluated	.7218
Departmental policies regarding tenure	.6391
Departmental policies regarding promotions	.6108
The clarity of your job responsibilities	.6024
Personal support you receive from Chair/Dean	.5820
The support you receive in performing your job	.5755
Your level of responsibility with the program	.4268
The service commitment required of you	.4082
The independence you are allowed in your work	.3860
Your ability to say no to new projects	.3672

Factor 2 - Compensation (alpha = .8929)

Your overall compensation	.8684
Your annual salary	.8284
Total compensation package compared with that of other hospitality faculty at other universities	.8267
Total compensation package compared with that of colleagues in other academic disciplines	.8048
Total compensation package compared with that of hospitality executives	.7295
Total compensation package compared with that of other departmental faculty	.7135
Your fringe benefits	.4565
The university administration	.4410
Opportunities for additional earnings	.4177

Factor 3 - Support/Assistance (alpha = .8523)

Amount of monies/time allowed for increasing your professional development	.8037
Amount of monies/time allowed for attending professional conferences	.7765
Program support for your research	.6291
Research assistance provided	.5866
Resources of the university	.4993
Resources of your program	.4822
Teaching assistance provided	.4234

continued next page

Table 4.3 (continued)

Factor Loadings

Factor 4 - Work Achievement (alpha = .8133)

The professional growth you experience in your job	.7826
The personal growth you experience in your job	.7614
Professional accomplishments while in current position	.5875
Decision to pursue a career in academe rather than industry	.5289
Your research projects	.5034
The intellectual challenge of current position	.5009
Interest in your work	.4861
The amount of variety in your job responsibilities	.3871

Factor 5 - Co-workers (alpha = .8091)

The cooperation of other program faculty	.7914
The interests you share with other program faculty	.7643
Your co-workers	.6674
The interest other program faculty show in your work	.6322
Your professional interaction with other faculty on campus	.5158

Factor 6 - Working Conditions (alpha = .7808)

The physical aspects of the classrooms in which you teach	.6860
The building in which your program is housed	.6804
The facilities which are available to you	.6539
Your working conditions	.5789

Factor 7 - Teaching (alpha = .7927)

Your normal teaching load	.7560
Your teaching load this most recent semester	.7556
Your schedule	.6988
Time commitment for overall teaching activity	.5031
Freedom to choose interesting research projects	.4436
The autonomy that you are allowed in your teaching	.3044

continued next page

Table 4.3 (continued)

Factor
Loadings

Factor 8 - Office Conditions (alpha = .6068)

Your office	.6625
Proximity of classrooms to your office	.6378
The prestige of your current position	.4637
Secretarial and support services provided	.3504

Factor 9 - Prestige (alpha = .7403)

The national prestige of your program	.7362
The reputation your program has on campus	.6844
Prestige of the college or university	.4736

Factor 10 - Student Related (alpha = .7459)

Student motivation level	.6465
Quality of student work	.6237
Your class sizes this most recent semester	.6225
Your normal class sizes	.6145

4.6 Interpretation of the 10 Factor Solution

Factor 1 - Evaluation was the first factor identified in the study. A total of 13 items loaded on this factor, the highest number of items loading on any individual factor in the study. Evaluation of work performance has always been central to studies of job satisfaction. Work evaluation is no less important in the study of hospitality educators. Indeed, the way in which superiors evaluate their subordinates can influence the way in which one performs his or her job duties. The Evaluation factor, Factor 1, which emerged in the current study contained three items which represented areas on which educators tend to be evaluated; research, teaching, and service. Three additional items which loaded highly on Factor 1 are not so apparently related, however. Two items describing personal and professional support received in performing one's job, and one item describing the clarity of job responsibilities also loaded highly on this factor. The latter item certainly is highly related to evaluation. The importance of having clear and concise job responsibilities, on which one is to be evaluated, cannot be underestimated. Indeed, this may be more relevant and central to the notion of evaluation than one would normally believe. But what is the relationship of items stating 'The amount of personal support you receive from your Chair or Dean' and 'The support you receive in performing your job?' One explanation could be that a positive evaluation could lead

to job support. This support might be manifested in terms of personal support from the administration or it could come in the form of monetary support.

It could be argued that the greater the support one receives in performing his or her job, be it personal or otherwise, the greater the likelihood it will be that one will also eventually reap the monetary rewards. On the other hand, a clear lack of support could indicate a lack of interest on the part of the administration in the individual's ability to perform the job in question.

Factor 2 - Compensation represented the respondents' total compensation package and its comparison to that of other groups. Previous research has indicated that compensation, in one form or another, is central to any study of job satisfaction. Some studies have seen separate factors emerge for pay and benefits while others have grouped all aspects of compensation together. Factor 2 - Compensation, which emerged, contains one item which clearly represented the respondents' satisfaction with the overall compensation package. It also included items regarding annual salary, fringe benefits, and opportunities for additional earnings, such as summer teaching appointments.

Several satisfaction items which represented the way respondents might compare their own compensation package with various other comparison groups loaded on Factor 2. For individuals working in hospitality programs, these comparison groups could include other faculty in the

department, other hospitality faculty employed at the university, other academicians (particularly in the business field), and former colleagues still in the industry. This latter comparison group, as indicated by its high factor loading, is particularly plausible as many of the participants in this study spent several years working in the industry prior to entering academe. Compensation remains an important determinant of job satisfaction whether it is the absolute value of the compensation package, or its comparison value which is being evaluated.

Factor 3 - Support/Assistance, represented the time and money which respondents received for research and professional development. Again, the importance of this factor, for the academician, is readily apparent. Whether the individual is committed to the area of teaching, research, or administration, the need for the additional time and support for development is critical. Additional items such as university and program resources and teaching assistance provided to faculty were also important.

Factor 4 - Work Achievement. It had been anticipated that an Independence/Autonomy factor would emerge from the study. This next factor, Work Achievement, upon which six separate variables loaded, in part represents the Independence/Autonomy hypothesis. Three variables which reflect level of independence loaded the highest on the factor, while three additional variables representing Work also loaded on the factor, all above the 0.5 level. The

resulting factor cannot, therefore, be labeled solely as a measure of independence. Instead, it more closely resembles a Work Achievement construct which has also emerged in previous studies (see Locke et al., 1983). The common variables include professional accomplishments, personal growth, professional growth, intellectual challenge, research projects, and career in academia. Items which inquired about freedom of choice and independence in work did not load highly upon the Work Achievement factor. Finally, two related items also loaded on Factor 4, the Work Achievement factor: interest in work and variety of work. Neither item achieved a loading of 0.5 however.

If Locke's (1983) theory of what individuals value in their work is accepted as tenable, then the achievement factor makes theoretical sense. If individuals do indeed value work that is interesting, that requires use of their personal skills, and imposes intellectual challenges, then the factor is in fact an important overall indicator of satisfaction. This author does believe that overall, given that there will be individual differences, achievement is important to employees. This may be particularly true for professionals such as university faculty.

The remaining factors were all relatively easy to interpret since the variables which loaded on each of the factors were intuitively similar. These factors included: Co-workers, Working Conditions, Prestige, Teaching, Office Conditions, and Student Related. The first three of

these six factors were expected while the latter three were not. These latter three are discussed below.

It had been anticipated that the variables which loaded on Factor 7 - Teaching, would instead form a Work related factor. All variables, however, were teaching related. This is reasonable when one considers that the field of hospitality administration is still a fairly young discipline. Many programs require that faculty members teach upwards to five courses each semester. In schools where this is the case, one could imagine that the teaching function is a major component of the job, and as a result, job satisfaction.

The next factor which emerged from the study represented Office Conditions, Factor 8. The items related to faculty offices might be expected to load highly on the factor Working Conditions. Instead, the two items which asked about the office and location of the office were the only two items to load above the 0.5 level on Factor 8 - Office Conditions. Evidently, to this particular sample, the office represented a distinctly different construct than did working conditions. In previous studies of faculty job satisfaction in which items addressing the office were included, they did not emerge as a separate factor.

The final factor to emerge, Factor 10 - Student Related, included student related variables which asked about the motivational levels of students and the quality of student work. Again, for faculty whose primary

responsibility and criteria for evaluation, is teaching, then the students should represent a meaningful source of measurement. The role of students in the determination of satisfaction likely increases as the importance of the teaching function increases.

Overall, the factors that emerged were not difficult to interpret. The variable groupings were generally close to expectation. The one factor which had emerged in previous studies and failed to in the current study is one of Administration, Supervision, or in the case of faculty, Chair/Dean/Department Head.

Two tests for the appropriateness of factor analysis were conducted on these data. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of 0.79991 indicates that the correlations between the pairs of variables can be explained by other variables in the analysis. The Bartlett test for sphericity yielded a test statistic of 6220.6908 with a significance level of $p < .0001$ which indicates that the sampling correlation matrix does not derive from the identity matrix. The total amount of variance accounted for by the 10 factors was 60 percent.

4.7 Validity

A matrix of correlation coefficients between scores on the JDI scales and the ten Hospitality Satisfaction scales are presented in Table 4.4. The convergent and discriminant validities of 4 of the 10 factors are also indicated.

Caution is advised in the interpretation of these validity results, however, since such a small portion of the sample completed both questionnaires. The scores are based upon the results of the participants in Group 1 who completed both the JDI and the Hospitality questionnaire (n=82).

The coefficients were examined using the heterotrait-heteromethod analysis as proposed by Campbell and Fiske (1959). Criteria as recommended by the authors include: (1) that agreement between similar traits that are measured differently be greater than the agreement between dissimilar traits measured differently; (2) that the convergent validity of the traits be greater than the correlations between each trait measured by the same measure and; (3) finally that intercorrelations be replicated within heterotrait-monomethod and heterotrait-heteromethod triangles.

The data presented in Table 4.4 indicate that the four scales which are common to both the satisfaction survey and the JDI show generally high correlations. The Work Achievement scale was matched with the Work scale on the JDI as the items common to the two scales were deemed similar. Similarly, Compensation was paired with Pay on the JDI and Co-workers was paired with People. In each pairing, the convergent validities exceed the other correlations in the respective rows and columns. The Evaluation/Promotion relationship did not meet this criterion however.

The Supervision scale of the JDI showed a stronger correlation with the Evaluation scale of the Satisfaction Survey, than with the Evaluation scale. This relationship could be the result of the inclusion of three items common to the Evaluation scale which directly inquire of the departmental Chair and policies regarding tenure and promotion; decisions in which the Chair (supervisor) is involved.

These data also indicate that the scales show good discriminant validity. The agreement between three of the four scales, Evaluation/Work, Compensation/Pay, and Work Achievement/Work exceeds the agreement between all dissimilar traits as measured by the two instruments. The correlation between Co-workers and People, however, is exceeded in three instances. This is a result of the correlation being the lowest of the four at 0.32. Additionally, it is exceeded twice by correlations of other traits as measured by the JDI. Overall, the discriminant validity of the Co-workers/People relationship is the weakest, while the validities of the remaining factors appears quite stable.

Table 4.4

Intercorrelation Matrix of the Job Descriptive Index and Satisfaction Survey Scales

	<u>Scale</u>														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Evaluation	--														
2. Compensation	45	--													
3. Assistance	44	26	--												
4. Work Ach.	37	21	35	--											
5. Co-workers	31	(02)	19	32	--										
6. Working Conditions	49	29	49	32	26	--									
7. Teaching	48	33	32	33	41	48	--								
8. Office	30	26	23	28	19	45	39	--							
9. Prestige	25	14	23	46	28	43	39	09	--						
10. Student	24	19	07	14	26	19	48	27	06	--					
11. WORK (4)	27	26	05	59	22	13	12	01	21	07	--				
12. PAY (2)	38	78	33	23	09	26	25	29	12	14	25	--			
13. PROMO.(1)	48	42	30	37	05	26	26	16	28	06	30	37	--		
14. SUPERV.	64	21	23	03	15	23	18	08	07	05	24	25	35	--	
15. PEOPLE (5)	13	31	14	09	32	21	17	00	04	19	42	33	18	32	--
16. JOB	59	55	27	48	27	31	26	09	20	11	58	56	46	46	41

Note: decimals are omitted; Convergent validities are highlighted.

Because the JDI and the hospitality satisfaction instrument do not completely measure the same factors, a complete validity check using the Campbell and Fiske method would not be possible. Based upon the comparison of the four areas of job satisfaction measured by both instruments, and deemed similar, however, the correlations indicate promise. Factor 1 - Evaluation correlates strongest with the Promotion and the Supervision scales of the JDI. Factor 4 - Work Achievement correlates strongly with the JDI Work scale and Factor 2 - Compensation shows the strongest correlation with the JDI Pay scale. The weakest correlation between similar scales exists between Factor 5 - Co-workers and People.

4.8 Satisfiers and Dissatisfiers

Each of the ten factors was scaled and a mean degree of satisfaction was determined for each scale. Items with factor loadings of 0.5 or greater were summed and averages were determined for the respondents. The computed averages were then compared with other scale averages. The results are presented in Table 4.5. Job aspects are listed in rank order from greatest degree of satisfaction to lowest degree of satisfaction. The scaled responses indicate that the sample was most satisfied with Factor 4 - Work Achievement, Factor 10 - Office Conditions, Factor 8 - Teaching, and Factor 5 - Co-workers. The responses also indicate that the group was least satisfied with Factor 3 - Support/Assistance

and Factor 2 - Compensation. The results of the JDI scores indicate the group to be least satisfied with the Pay component and most satisfied with Co-workers. The results of the JDI reflect very similar levels of satisfaction on the same job aspects.

Earlier studies of university faculty have consistently found Pay and Administration to be two factors associated with the greatest level of dissatisfaction, while recent studies have found Work Achievement to be associated with the greatest levels of satisfaction. Locke's (1983) study also found the Administration factor to rank low on the list of satisfiers. Locke includes items which inquired about university support in his Administration aspect. For this reason, there appears to be a direct relationship between the Support/Assistance factor of the current study and Administration related factors in earlier studies. In general, both seem to be associated with low levels of satisfaction.

Overall, when compared to the original four-point scale, the respondents' answers indicate that both Factor 4, Work Achievement and Factor 8, Office Conditions, lie between the 'Satisfied' and the 'Very Satisfied' points on the scale. Both of these factors fared very positively, judging from the responses. Both Factor 7, Teaching, and Factor 5, Co-Workers, fell just below the 'Satisfied' point. In fact, none of the 10 factors actually scored below the point representing 'Somewhat Satisfied.'

Table 4.5

Mean Satisfaction Scores of Job Aspects

<u>Job Aspect</u>	<u>Scale Mean</u>	<u>N</u>	<u>SD</u>
Work Achievement	3.304	204	.573
Office Conditions	3.116	207	.784
Teaching	2.925	203	.747
Co-workers	2.809	208	.614
Evaluation	2.737	187	.722
Working Conditions	2.728	206	.736
Prestige	2.720	209	.873
Student Related	2.699	205	.651
Compensation	2.595	193	.811
Support/Assistance	2.220	194	.851

4.9 Importance of Job Satisfaction Items

Perceived importance of job satisfaction items is rarely measured in studies of satisfaction. Locke (1976) posited that job aspects which individuals feel are of greater importance will have more overall influence and a stronger impact on satisfaction than will items deemed to have lesser importance. Respondents were asked to indicate the level of importance they attached to these same job aspects for which they reported their feelings of satisfaction. Mean importance scores for single item responses are presented in Table 4.6.

The means of the importance scores, in each case, exceed the mean satisfaction scores for corresponding items with the exception of Office Conditions. Also, the mean importance score for importance of overall job satisfaction exceeds each of the individual mean scores. With the exception of Office Conditions, respondents indicated that

each of the job aspects was at least 'Important' while most were closer to '4' on the four point scale, representing 'Very Important.'

Table 4.6

Mean Importance Scores of Job Aspects

<u>Job Aspect</u>	<u>Item Mean</u>	<u>N</u>	<u>SD</u>
Support/Assistance	3.524	208	.573
Evaluation	3.474	209	.555
Compensation	3.387	212	.585
Working Conditions	3.357	213	.594
Co-workers	3.349	212	.646
Prestige	3.019	214	.811
Office Conditions	2.905	211	.781
Satisfaction with job	3.751	213	.475

Some authors (Blood, 1971; Ewen, 1967) have suggested that multiplying satisfaction scores by importance scores results in overall scores which tend to be more meaningful. When this is done, the scale increases from 1.0 to 16.0, where '1' represents 'Not Important' and 'Not Satisfied' and where '16' represents 'Very Important' and 'Very satisfied'. Single item responses for both satisfaction and importance were multiplied in this manner to yield a product score. Results are presented in Table 4.7. The results of multiplying the items produces a very similar result with that of the initial ranking of mean satisfaction scores, as is illustrated in Table 4.6. For this reason, while the product of the Satisfaction X Importance score represents a

different construct than a simple satisfaction score, it is questionable whether the additional step is necessary.

Table 4.7

Product Scores of Satisfaction and Importance

<u>Job Aspect</u>	<u>Item Mean</u>	<u>N</u>	<u>SD</u>
Support/Assistance	10.404	208	4.016
Co-workers	10.208	212	3.842
Working Conditions	9.920	213	3.703
Evaluation	9.317	208	4.016
Prestige	9.178	214	4.015
Office Conditions	8.957	211	3.942
Compensation	8.863	212	3.385
Satisfaction with job	11.873	213	3.438

4.10 Discussion of the Hypotheses

The results bearing on the hypotheses posed earlier in the study are addressed in this section. The hypotheses were all originally formulated based upon what previous research on the job satisfaction of professional populations had suggested and the way in which hospitality educators might compare. What follows is a brief discussion of each hypothesis.

Hypothesis #1: Satisfaction of educators increases with age and rank. To test this hypothesis, respondents were collapsed into two groups each, by age and rank. Since age and rank were not highly correlated ($r=.379$), separate analyses were conducted on the two groups.

In order to determine the relationship between age and satisfaction on the 10 factors, two groups were formed.

Respondents aged 44 and younger were identified as 'Younger' and respondents over age 44 were identified as 'Older.' A t-test for the significance of the mean score differences was conducted on each of the 10 factors. The results of these tests are presented in Table 4.8. The results parallel the overall results when both groups are combined. When compared on each of the 10 factors, there were no significant differences detected on eight of the scales.

Significant differences did occur, however, on two of the factors. The 'Older' faculty reported being more satisfied than 'Younger' faculty on the Evaluation and the Co-worker factors. Differences for each were significant at the $p < .05$ level of significance.

In order to determine the relationship between professional rank and satisfaction on the factors, respondents were again collapsed into two groups. Respondents holding the position of Associate Professor or above were identified as 'Senior Faculty' while Assistant Professors and non-tenure track positions were identified as 'Junior Faculty.' A t-test for the significance of the mean score differences was conducted on each of the 10 factors. The results of these tests are presented in Table 4.9. Unlike the results based on age, significant differences occurred on all but one of the factors. Senior faculty reported greater levels of satisfaction on all 10 satisfaction scales; nine at significant levels.

Table 4.8

Comparison of Older and Younger Faculty
on 10 Factors of Satisfaction

<u>Factor</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
Factor 1-Evaluation			
Younger	101	2.635*	.709
Older	84	2.849	.722
Factor 2-Compensation			
Younger	108	2.505	.810
Older	83	2.707	.797
Factor 3-Support/Assistance			
Younger	109	2.204	.843
Older	83	2.214	.853
Factor 4-Work Achievement			
Younger	114	3.000	.579
Older	88	3.066	.564
Factor 5-Co-workers			
Younger	115	2.720*	.629
Older	90	2.922	.550
Factor 6-Working Conditions			
Younger	114	2.662	.731
Older	90	2.797	.738
Factor 7-Teaching			
Younger	112	2.859	.771
Older	89	3.000	.716
Factor 8-Office Conditions			
Younger	114	3.026	.833
Older	91	3.220	.712
Factor 9-Prestige			
Younger	113	2.624	.828
Older	94	2.835	.923
Factor 10-Student Related			
Younger	113	2.646	.700
Older	90	2.764	.579

* denotes significant differences at the $p < .05$ level.

Table 4.9

Comparison of Senior Faculty and Junior Faculty on 10 Factors of Satisfaction

<u>Factor</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
Factor 1-Evaluation			
Senior	96	2.874*	.743
Junior	88	2.604	.677
Factor 2-Compensation			
Senior	99	2.796**	.731
Junior	89	2.410	.843
Factor 3-Support/Assistance			
Senior	99	2.293	.873
Junior	91	2.121	.834
Factor 4-Work Achievement			
Senior	101	3.129*	.548
Junior	99	2.941	.572
Factor 5-Co-workers			
Senior	100	2.896*	.628
Junior	101	2.715	.567
Factor 6-Working Conditions			
Senior	100	2.845*	.766
Junior	102	2.605	.698
Factor 7-Teaching			
Senior	100	3.108**	.736
Junior	100	2.743	.724
Factor 8-Office Conditions			
Senior	101	3.297**	.679
Junior	102	2.941	.857
Factor 9-Prestige			
Senior	103	2.913**	.824
Junior	100	2.510	.876
Factor 10-Student Related			
Senior	101	2.817*	.669
Junior	101	2.587	.612

* denotes significant differences at the $p < .05$ level.

** denotes significant differences at the $p < .001$ level.

Hypothesis #2: Dissatisfaction increases with level of formal education. This hypothesis was based upon the research focusing on non-professional workers. Where the professional worker, or educator, is concerned however, this tends to be contradictory to the first hypothesis since most academics who have achieved a certain rank, have done so partly as a result of whether they earned the terminal degree in their field. The degree which is considered terminal in the hospitality field, varies from program to program. Many programs require a doctoral degree while others only require a Masters degree.

This hypothesis was tested by grouping the respondents by the highest degree that they reported having earned. Respondents were collapsed into one of two groups: holders of Masters degrees and Doctoral degrees were compared on each of the 10 factors. Significant differences were found between the groups on 3 of the 10 factors. These results are presented in Table 4.10.

For each of the three factors, respondents holding doctoral degrees reported greater levels of satisfaction. Doctorally qualified faculty reported being more satisfied with Compensation ($p < .001$), Work Achievement ($p < .05$), and Office Conditions ($p < .05$). When comparing these results with the results of the previous hypothesis, it must be remembered that many 'Older' faculty in the field do not hold doctorates.

Table 4.10

Comparison of Faculty with Masters Degrees and Faculty with Doctorates on 10 Factors of Satisfaction

<u>Factor</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
Factor 1-Evaluation			
Doctorate	88	2.861	.668
Masters	81	2.654	.785
Factor 2-Compensation			
Doctorate	89	2.846**	.698
Masters	86	2.417	.847
Factor 3-Support/Assistance			
Doctorate	90	2.297	.875
Masters	83	2.172	.822
Factor 4-Work Achievement			
Doctorate	92	3.130*	.538
Masters	90	2.959	.555
Factor 5-Co-workers			
Doctorate	93	2.832	.619
Masters	91	2.776	.602
Factor 6-Working Conditions			
Doctorate	93	2.715	.795
Masters	90	2.761	.678
Factor 7-Teaching			
Doctorate	92	3.008	.787
Masters	88	2.807	.738
Factor 8-Office Conditions			
Doctorate	93	3.242*	.743
Masters	90	3.000	.804
Factor 9-Prestige			
Doctorate	94	2.707	.801
Masters	92	2.734	.951
Factor 10-Student Related			
Doctorate	92	2.688	.699
Masters	89	2.708	.595

* denotes significant differences at the $p < .05$ level.

** denotes significant differences at the $p < .001$ level.

Hypothesis #3: Involvement is a function of satisfaction and Hypothesis #4: Satisfaction increases with the level of involvement. Job commitment has been described as the level of congruence an individual has with the goals and objectives of the organization. Job involvement, or job attachment, is an attitudinal response reflecting more how the individual feels about the job itself rather than the organization. The literature suggests that as the level of involvement increases, so does satisfaction. Instruments designed to measure involvement have been used in studies attempting to relate involvement to other variables including commitment and employee turnover. The question which remains throughout the research is one of how strongly related to satisfaction is involvement. Mobley, Griffeth, Hand, and Meglino (1979) indicated that one aspect of job attachment is the identification which one has with one's job or occupation. Given this definition, involvement would seem to be very similar to satisfaction and in fact may represent one aspect of satisfaction. Both are future oriented concepts, both represent attitudes towards aspects of the job and both are consistently and negatively related to turnover. Further research is needed which measures individuals on each construct.

Hypothesis #5: Educators are most satisfied with classroom and teaching activities and individual and institutional recognition. An earlier study had reported that a nationwide sample of university faculty had indeed

been found to be most satisfied with classroom related activities (Pearson & Seiler, 1983). In the earlier study, the classroom element had been one of six factors to emerge through a factor analysis of the data. The current study also suggests that the Teaching construct is one with which hospitality faculty are most satisfied. After the factor was constructed, Teaching ranked third in mean satisfaction, only behind Work Achievement and Office Conditions. While teaching makes up an important part of most university faculty's job responsibilities, it appears that it also contributes to the meaningfulness of the job.

A Prestige factor also emerged and produced a relatively high mean factor score, although it did not rank at the top but fell closer to the middle of the rankings of factors. It appears that both institutional prestige and individual prestige are capable of satisfying, although perhaps not as strongly as was anticipated.

Hypothesis #6: Educators are most dissatisfied with compensation, research support, and administration. This hypothesis was again stated as a result of findings attributed to previous research. What is indicated from the results of this study support this in part. The respondents were least satisfied with their support and with compensation than with any of the other job factors. The fact that they are less satisfied with compensation was reinforced by the results of the JDI portion of the study. The administration factor never emerged as had been

anticipated. Earlier research indicated that satisfaction with compensation and support had actually been decreasing in the last decade and that the was true for administration. Because administration is not represented in the final analysis, this part of the hypothesis is hard to support with this particular sample.

4.11 Summary of the Results

Important findings of the study include: (1) 10 distinct factors representing job aspects, emerged from the study; (2) hospitality faculty are most satisfied with the Work Achievement factor; (3) faculty are least satisfied with Support and Compensation; (4) a factor representing Students emerged which had not been anticipated; (5) a factor representing Independence or Autonomy did not emerge in the study and; (6) senior level faculty reported being more satisfied than junior faculty on all factors.

Each of these findings could have implications for the development of the growing discipline of hospitality management. In a field which is trying to attract doctorally qualified individuals, knowing what it is which causes satisfaction and dissatisfaction among this group of educators could help in retaining these individuals and attracting new individuals to the field.

Work achievement represents intrinsic aspects of the job such as growth, development, accomplishments, and intellectual challenge. The work achievement construct, in

one form or another, continues to appear in studies of satisfaction of professionals. For this reason alone, instruments such as the JDI may not be appropriate for measuring the satisfaction of these types of populations which was the original purpose of developing the questionnaire used in the current study.

Faculty continue to be least satisfied with support and compensation. The results which reflect the satisfaction of hospitality faculty seem to be similar with results of studies done on faculty across disciplines.

While teaching is secondary to research in most large institutions, faculty evaluation is often times based upon their contributions in terms of research. Teaching activities and students remain important aspects of hospitality education though and contribute to the overall satisfaction levels of faculty. As the results of the factor analysis indicate, the Student Related factor scale had a higher mean satisfaction score than Compensation or Support/Assistance.

No factor representing Independence or Autonomy emerged in the study. While these job aspects are represented partially by other factors, no single factor was dominated by these aspects. Light (1974) has argued that the academic profession is different than other professional occupations because of the autonomy factor, among others. If this is indeed true, then one would expect that autonomy would emerge as a satisfier. The fact that this did not

occur suggests that either hospitality faculty are somehow different than faculty in other disciplines or autonomy related items were not properly represented in the original questionnaire. In this study, it may be that the latter is true.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter will include a restatement of the purposes of the study and a discussion of the results. The limitations of the study are then identified. Also included is a discussion of the significance and importance of the research findings. Finally, suggestions are made for the direction that future research in the area of job satisfaction of hospitality educators might take.

5.2 Discussion of the Results

The purpose of this study has been twofold: (1) to develop and validate an instrument which was appropriate for measuring the professional population of hospitality educators and; (2) to measure the current satisfaction levels of hospitality educators. A questionnaire was designed and mailed to a sample of 400 educators, all of whom were employed at four-year hospitality programs and members of the Council on Hotel, Restaurant, and Institutional Education. For purposes of validating the instrument, 200 of the educators were also asked to complete the Job Descriptive Index (JDI), a widely used job satisfaction instrument.

A factor analysis of the satisfaction items was conducted in order to reduce the overall number of items to

a smaller number of common factors. As a result of this analysis, 10 factors emerged from the study. These factors were identified as representing Evaluation, Compensation, Support, Work Achievement, Co-workers, Working Conditions, Teaching, Office Conditions, Prestige, and Students. Four of these factors were judged to be similar in content to four of the factors on the JDI. These factors included Work Achievement, Compensation, Evaluation, and Co-workers. Of these, all but Factor 5, Co-workers, were judged to have high discriminant and convergent validities. Factor 5, Co-workers, was not as stable and did not show strong validity scores.

Factor 4, Work Achievement, which represented professional and personal growth, accomplishments, and intellectual challenges, was deemed to be the factor on which the highest levels of satisfaction among the respondents were obtained. Additional factors showing relatively high satisfaction levels included Office Conditions, Teaching, and Evaluation. Lower levels of satisfaction were indicated for factors representing Support/Assistance and Compensation.

Respondents were also requested to indicate the level of importance that they attached to each of the job aspects. Responses were coded on a similar scale as the satisfaction measures ranging from 'Not Important' to 'Very Important.' Respondents reported highest levels of importance associated with Support/Assistance and Evaluation items.

When the respondents were tested for differences in satisfaction levels with respect to age, no significant differences were found for eight of the ten factors. Significant differences were found on the factors representing Evaluation and Co-workers. In both instances, older workers reported being more satisfied. When faculty were compared on the basis of professional rank, however, senior faculty reported higher levels of satisfaction on each of the 10 factors.

Respondents with doctorates and Masters degrees, as terminal degrees, were also compared. Those respondents who have earned doctorates reported being significantly more satisfied on the Compensation, Work Achievement, and Office Conditions factors.

Finally, the respondents were asked how long they had spent working in industry at the supervisory level or above. The greatest number of respondents indicated that they had spent five years or less in this capacity before entering the academic profession. The data were then compared in order to determine whether those persons who spent a longer period of time working in industry were any more or less satisfied on the 10 factors. Respondents were grouped into two categories; those with 10 years or less, and those with over 10 years of industry experience. The greatest difference occurred on the Student Related factor with which the second group reported being more satisfied. The difference was not significant, however. Thus, length of

time spent in industry was not related to levels of job satisfaction.

Overall, educators reported being most satisfied with the Work Achievement factor and least satisfied with Support/Assistance and Compensation factors. These findings are consistent with studies which measure faculty in other disciplines too. Some authors have suggested that the academic field attracts the type of person who values the intrinsic rewards associated with good job performance. Work Achievement reflects exactly the intrinsic rewards received. What is indicated here, and in the few other studies that have been conducted, is that this may be true, regardless of discipline. If this is true, and if these aspects of the job are valued by educators, then perhaps more similarities exist than differences, between academicians in different academic areas.

What may be surprising is that even in a professional field such as hospitality management, employees remain dissatisfied, overall, with compensation issues. Many of the hospitality programs are housed in schools of business and other areas of professional studies where the salaries, as well as the additional resources, tend to be higher than in other academic areas. One reason for this is that Business schools must not only compete with each other but also, to a certain extent, industry, which offers alternative employment opportunities for most university faculty.

5.3 Limitations of the Study

Three limitations of the study seem worthy of mention. It is a problem that has existed in previous studies as well. First, the length of the questionnaire was a potential problem. This had been pointed out in the pilot study and was shortened, therefore, because of the criticisms. Even after the modifications, it still contained 74 satisfaction items and 74 importance items plus the demographic questions. Several respondents criticized the instrument for this reason and one responded with a letter stating exactly this and did not return the questionnaire.

The length might also have influenced the responses of the participants. Sometimes a questionnaire that is perceived to be longer than the norm causes participants to rush through the items in an effort to finish.

Second, several potential statistical problems existed. These were a direct result of the relatively small sample size in the study. Both the factor analysis results and the validity assessments were affected by the size of the sample. Due to the modest sample size, stability of the results may be a problem.

One final limitation concerns the period of time covered by the study. Ideally, satisfaction should be measured over time and not just at one point in time. The possibility of missing portions of the population who have actually left the field as a result of their dissatisfaction

increases when the instrument is only administered once. Also, the potential for bias could be problematic as those who may be extremely dissatisfied may also not be willing to participate in studies of this kind. A longitudinal study could reveal how satisfaction, and perceived importance, of job aspects changes as one remains on the job. Clearly then longitudinal studies of job satisfaction are called for in the future.

5.4 Significance of the Research Findings

This investigation has shown that for the sample of hospitality educators studied, there are several distinct job aspects which may contribute to one's overall level of satisfaction. Since satisfaction has been found to be consistently and negatively related to turnover and other forms of withdrawal behavior, to know which aspects of one's job are satisfying and which aspects are not as satisfying is important in understanding individuals and their values.

This information would be important to any department head interested in attracting and maintaining a strong faculty. The shortage of faculty with doctorates is a serious problem and was documented earlier in Chapter 1. The competition which exists for terminally qualified candidates is fierce and is growing with each new startup program. All things being equal, given two institutions, one which may offer more than the other in the way of potential satisfiers, a candidate would probably choose the

one which could adequately satisfy him or her in the areas that he or she deems important.

This sample of educators indicated that there are 10 distinct aspects of work which effect satisfaction and of these they are most satisfied with factors representing Work Achievement, Office Conditions, Teaching, and Co-workers. They reported being least satisfied with Compensation issues and Support/Assistance from the institution. Senior level faculty reported being more satisfied in all areas than did junior faculty. An administrator who is aware of these attitudes of faculty could help himself or herself in his or her recruiting efforts.

Beyond the need of departments to attract and retain candidates, there exists the concern for individuals in employed and the quality of worklife. If the satisfaction that an individual receives from the job effects one's overall life satisfaction, then the satisfaction of employees should be a genuine concern of any manager in the field. To also understand which job aspects individuals feel are important should prove to be valuable. This will differ, to some degree, among individuals, but is important to know.

Additionally, as others have observed, there may be several ways to measure how satisfied an individual is in his or her job. It seems, however, that when studying individual responses, it is inherently more sensible to discuss satisfaction with job aspects rather than with the

total job. If one instead begins by asking an individual about his or her overall satisfaction with the job, one still must determine those job aspects which contribute most to the satisfaction or dissatisfaction. This is assuming that the a study of worker satisfaction is undertaken for diagnostic purposes as this one was.

The question remains, however, as to which is the best approach for measurement purposes and how the various aspects of satisfaction may be related. The findings from this study indicate that the 10 job factors may be separate and distinct. For this reason, no attempt should be made to add or combine the different factor scores to create one overall score to represent overall satisfaction. At best, this would create an individual score which could be used for comparison between responses. At worst, it would detract from the individual factor scores which are much more meaningful to both researchers and practitioners. Again, to know that a person may be dissatisfied with his or her job is not nearly as useful as knowing which job aspects are causing dissatisfaction.

Employees are the lifeblood of any organization. Employees of institutions of higher learning are no exception. Individuals respond to job related stimuli: one result of this are feelings of satisfaction or dissatisfaction. Individual needs, values, expectations, and personal experiences all impact satisfaction. Studies are still able to link satisfaction with job performance,

withdrawal behavior, and life satisfaction. If this important individual response can be measured, and it is suggested here that they can, then and only then can administrators begin to understand individual differences and ways to address these differences. In this way, university administrators can begin to question the quality of worklife and the extent to which individual needs are being met.

5.5 Suggestions for Additional Research

The area of job satisfaction has been studied extensively, particularly over the last two decades. As has been pointed out from this research, though, certain theoretical questions remain. This is particularly true for certain populations which need to be further researched. The field of higher education may be significantly different from other professional occupations and the field of hospitality education may be significantly different than other academic disciplines. For this reason, the population of hospitality educators demands further research.

Many hospitality programs are academic units within larger colleges of business. Others began in business schools, outgrew them, and are now free standing schools of their own. Future studies should attempt to identify whether any differences exist between the potential satisfiers of hospitality educators and educators in business disciplines such as Marketing and Management.

Also, one might wish to study differences in satisfaction levels among hospitality educators working under the auspices of business administration and those working in other academic units such as home economics or agriculture.

Other comparisons should be made between the satisfaction levels of high level professionals in hospitality related industries and hospitality educators. Since most educators initially come from industry, this would be a natural comparison. Also, the reasons for choosing education for these individuals should be explored. Another segment of the population has no doubt chosen to return to industry after a tenure in the university setting. This is a portion of the population that would have been missed in this study. It could prove useful if their reasons for leaving could be determined and if their reasons for leaving were satisfaction related.

Future studies could also concentrate on the relationship of job involvement or job attachment with job satisfaction. Simultaneous administration of instruments measuring each of these constructs would enable researchers to compare these two attitudinal responses.

Much remains to be accomplished in the development and refinement of an appropriate instrument. Future studies should attempt to further develop such an instrument for ongoing use in longitudinal studies, as was suggested earlier. For this reason, instruments should continue to be validated. An instrument that is continuously tested in

this way will ultimately contribute to the interpretation of studies of this kind. Further comparisons with the Job Descriptive Index are clearly called for since evidence of its own validity has increased over the last two decades. The validation of the instrument could continue in attempting to find a single suitable instrument for measuring satisfaction.

Finally, some future studies in the area of satisfaction of hospitality educators should be longitudinal. As was mentioned earlier, if a similar study was conducted over time, individuals could be tracked and entries and exits from the field could be followed. Also, trends in the satisfaction of hospitality educators could be identified if a single standard instrument was used.

The significance of this study and the potential of some future studies could greatly contribute to the human resource agenda of the hospitality education field. Neither the hospitality industry nor the field of higher education can know too much about its employees, in this regard.

APPENDIX A

COVER LETTERS

July 25, 1989

Dear Colleague:

Quality of worklife and job satisfaction have become important issues for many people. Hospitality educators are no different in this regard. I am currently involved in a study researching the satisfaction of hospitality educators at four-year schools. The proposal for this study has been favorably reviewed by the editors of both journals published by CHRIE. The editors believe, as I do, that satisfaction is critical in the ability of the field to attract and retain educators. One of the reasons that we are conducting this study is because of the interest that many members of CHRIE have expressed in this important issue. Results of this study should be useful in providing university administrators with information on issues that educators feel are important. The results should also provide us with a better understanding of what faculty value as well as what their job expectations are.

Your views in these areas are important to our profession. As a faculty member at a four-year institution and as a member of CHRIE, your responses are important to the success of this study. All members of CHRIE who fall under this category are being asked to participate. The information that you provide will help this study succeed.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. To assure confidentiality, envelopes and questionnaires will be separated immediately upon receipt. The identification numbers serve only to help us follow-up non-respondents. As you can appreciate, a higher return rate is essential to the success of this study. Also, we are trying to reduce the costs associated with conducting follow-ups.

The survey should not take you very long to complete. However, it is important that you respond to all of the questions contained in it. Please return the survey in the envelope provided no later than August 20. It is the intention of the researchers that the results of the study will be submitted for publication in one of the CHRIE hospitality journals, as initial reviews of the study have been favorable.

Your participation is greatly appreciated. If you have any questions feel free to write to me at the University of New Orleans or call me at (504) 286-6385. Thank you in advance for your support.

Sincerely,

Clayton W. Barrows
Assistant Professor

July 25, 1989

Dear Colleague:

Quality of worklife and job satisfaction have become important issues for many people. Hospitality educators are no different in this regard. I am currently involved in a study researching the satisfaction of hospitality educators at four-year schools. The proposal for this study has been favorably reviewed by the editors of both journals published by CHRIE. The editors believe, as I do, that satisfaction is critical in the ability of the field to attract and retain educators. One of the reasons that we are conducting this study is because of the interest that many members of CHRIE have expressed in this important issue. Results of this study should be useful in providing university administrators with information on issues that educators feel are important. The results should also provide us with a better understanding of what faculty value as well as what their job expectations are.

Your views in these areas are important to our profession. As a faculty member at a four-year institution and as a member of CHRIE, your responses are important to the success of this study. All members of CHRIE who fall under this category are being asked to participate. The information that you provide will help this study succeed.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. To assure confidentiality, envelopes and questionnaires will be separated immediately upon receipt. The identification numbers serve only to help us follow-up non-respondents. As you can appreciate, a higher return rate is essential to the success of this study. Also, we are trying to reduce the costs associated with conducting follow-ups.

The survey should not take you very long to complete. However, it is important that you respond to all of the questions contained in it. For purposes of validating the questionnaire, you will also find a short additional survey, the Job Descriptive Index, enclosed. This instrument is used extensively and will allow us to make comparisons on several factors. Please take the extra few minutes to fill it out. Please return the surveys in the envelope provided no later than August 20. It is the intention of the researchers that the results of the study will be submitted for publication in one of the CHRIE hospitality journals, as initial reviews of the study have been favorable.

Your participation is greatly appreciated. If you have any questions feel free to write to me at the University of New Orleans or call me at (504) 286-6385. Thank you in advance for your support.

Sincerely,

Clayton W. Barrows
Assistant Professor

APPENDIX B

FOLLOW-UP LETTERS

August 20, 1989

Dear Colleague:

Three weeks ago a survey about job satisfaction was mailed to you. In order to assure an accurate representation of the opinions of all 4-year hospitality educators, I need your completed questionnaire as soon as possible.

If you have already completed and returned the questionnaire, thank you for your participation. If you have not already returned it, please do so today.

If for some reason you did not receive the survey, or if you have any questions at all, please call me at the University of New Orleans at (504) 286-6385.

Thank you,

Clayton W. Barrows

August 30, 1989

Dear Colleague:

Four weeks ago I mailed you a copy of a survey concerning job satisfaction. I am writing to you again to stress how important it is that you complete and return this questionnaire. It is essential that each person in the sample participate in order to be certain that the survey results accurately represent all educators in four-year hospitality programs. Please accept this opportunity to contribute your views about satisfaction with your job and academic field.

If you have already completed the original questionnaire, I would like to thank you for your participation. If you have not yet had the chance to complete and return it, please take a few minutes to complete the enclosed survey.

Survey results will be made available to members of CHRIE when they have been compiled. If you have any questions concerning the questionnaire or the study with which I am involved, please feel free to contact me at (504) 286-6385. Your participation in this project is greatly appreciated. Thank you.

Sincerely,

Clayton W. Barrows
Assistant Professor

APPENDIX C

JOB SATISFACTION

HOSPITALITY QUESTIONNAIRE (GROUP 1)

JOB SATISFACTION OF HOSPITALITY EDUCATORS

- A) Are you employed in an academic or administrative position at a 4-year institution? (check one)
- ☐ yes
- ☐ no

For purposes of this study, we are concerned exclusively with those persons who answer yes to the above. If you answered no, please stop at this point but return the questionnaire to assure that you will not receive any additional mailings.

The following items on the survey ask about the extent to which you are personally satisfied with various dimensions of your current job as well as the extent to which you feel each dimension is personally important. For both the satisfaction scale and the importance scale, please indicate in the space to the right of the statement, the number which best reflects your feelings. The two rating scales are defined as follows:

<u>Satisfaction</u>	<u>Importance</u>
(1) Very satisfied	(1) Very important
(2) Satisfied	(2) Important
(3) Somewhat satisfied	(3) Somewhat important
(4) Not satisfied	(4) Not important

	<u>Satisfaction</u>	<u>Importance</u>
1) Your annual salary (excluding benefits)	___	___
2) Your fringe benefits (consider all benefits you receive)	___	___
3) Opportunities your department affords you for additional earnings (include consulting, summer teaching, special programs, etc.)	___	___
4) How your total compensation package compares with that of other departmental faculty	___	___
5) How your total compensation package compares with that of hospitality faculty at other universities	___	___
6) How your total compensation package compares with that of your colleagues in other academic disciplines	___	___
7) How your total compensation package compares with that of hospitality executives with comparable qualifications	___	___
8) Your overall compensation	___	___
9) Your teaching load during the most recent semester	___	___
10) Your normal teaching load (consider your average semester)	___	___
11) Your class sizes during the most recent semester	___	___
12) Your normal class sizes (consider your average semester)	___	___
13) Student motivation level	___	___
14) Quality of student work	___	___
15) The physical aspects of the classrooms in which you teach	___	___
16) The amount of autonomy you are allowed in teaching your courses	___	___
17) Time commitment for overall teaching activity (including office hours and additional student appointments)	___	___
18) Teaching assistance provided	___	___

Turn over the page.

Remember: Satisfaction

Importance

- (1) Very satisfied
- (2) Satisfied
- (3) Somewhat satisfied
- (4) Not satisfied

- (1) Very important
- (2) Important
- (3) Somewhat important
- (4) Not important

		<u>Satisfaction</u>	<u>Importance</u>
19)	Your office (consider condition, size, space, and location)	_____	_____
20)	The proximity of your classrooms to your office	_____	_____
21)	The building(s) in which your program is housed (consider size, condition, space and location)	_____	_____
22)	The facilities which are available to you	_____	_____
23)	The secretarial and support services provided	_____	_____
24)	Departmental policies regarding promotion	_____	_____
25)	Departmental policies regarding tenure	_____	_____
26)	Amount of monies/time allowed for increasing your professional development	_____	_____
27)	Amount of monies/time allowed for attending professional conferences	_____	_____
28)	The amount of personal support you receive from you Chair/Dean	_____	_____
29)	The support you receive in performing your job	_____	_____
30)	The way in which your teaching is evaluated	_____	_____
31)	The way in which your research is evaluated	_____	_____
32)	The way in which your service is evaluated	_____	_____
33)	The way in which your overall performance is evaluated	_____	_____
34)	The level of interaction between your program and industry	_____	_____
35)	The reputation your program has on campus	_____	_____
36)	The national prestige of your program	_____	_____
37)	The quality of feedback you receive from your Chair/Dean	_____	_____
38)	Your professional interaction with other faculty on campus	_____	_____
39)	The interests you share with other program faculty	_____	_____
40)	The cooperation of other program faculty	_____	_____
41)	The interest other program faculty show in your work	_____	_____
42)	Your co-workers	_____	_____
43)	Your level of involvement in program personnel decisions	_____	_____
44)	Your level of involvement in program policy making	_____	_____
45)	Your level of involvement in curriculum development	_____	_____
46)	The service commitment that your program requires of you	_____	_____
47)	The level of responsibility you have with the program	_____	_____

Go to the next page.

Remember: Satisfaction

Importance

- (1) Very satisfied
- (2) Satisfied
- (3) Somewhat satisfied
- (4) Not satisfied

- (1) Very important
- (2) Important
- (3) Somewhat important
- (4) Not important

		<u>Satisfaction</u>	<u>Importance</u>
48)	The prestige of your current position	—	—
49)	Prestige of the college or university	—	—
50)	The intellectual challenge of your current position	—	—
51)	The professional accomplishments you have had while in your current position	—	—
52)	The potential to learn new things	—	—
53)	The opportunity to stay current with developments in the industry	—	—
54)	The amount of variety in your job responsibilities	—	—
55)	The clarity of your job responsibilities	—	—
56)	The personal growth you experience in your job	—	—
57)	The professional growth you experience in your job	—	—
58)	Your research projects	—	—
59)	Program support for your research	—	—
60)	Your schedule	—	—
61)	Time available to pursue other professional interests	—	—
62)	Time available to pursue personal interests	—	—
63)	Research assistance provided	—	—
64)	The university administration	—	—
65)	The resources of the university	—	—
66)	Resources of your program	—	—
67)	Your working conditions	—	—
68)	Interest in your work	—	—
69)	The independence you are allowed in your work	—	—
70)	The communication channels in your program	—	—
71)	Your freedom to choose personally interesting research projects	—	—
72)	Your ability to say 'no' when asked to become involved in program activities without feeling guilty	—	—
73)	Your decision to pursue a career in academe rather than industry	—	—
74)	How satisfied you are with your job	—	—

Turn over the page.

The following questions ask for some background information about you, your institution, and your program. Your answers will provide a basis for (1) analyzing the data collected in questions 1 to 74 and; (2) describing participants in the study.

- 75) How would you best describe your institution? (check one)
- ☐ Public, 4-year
 - ☐ Private, 4-year
 - ☐ Other (please specify: _____)
- 76) Within which academic area is your program housed? (check one)
- ☐ Business/Management
 - ☐ Home economics
 - ☐ Professional school
 - ☐ Agriculture/Natural resources
 - ☐ Other (please specify: _____)
- 77) How many undergraduate majors are currently enrolled in your program? (check one)
- ☐ under 100
 - ☐ 101 to 250
 - ☐ 251 to 500
 - ☐ 501 to 750
 - ☐ 751 to 1,000
 - ☐ over 1,000
- 78) What is the highest degree offered by your program? (check one)
- ☐ Bachelors degree
 - ☐ Masters degree
 - ☐ Doctoral degree
 - ☐ Other (please specify: _____)
- 79) Are faculty at your institution unionized? (check one)
- ☐ yes
 - ☐ no
- 80) Which best describes your area of expertise? (check as many as apply)
- ☐ Personnel/Human Resource Management
 - ☐ Marketing
 - ☐ Food and Beverage
 - ☐ Rooms Division/Front Office
 - ☐ Travel/Tourism
 - ☐ Finance/Accounting
 - ☐ Generalist (Hospitality management)
 - ☐ Other (please specify: _____)
- 81) How many years have you been employed at your current institution? (check one)
- ☐ Less than 1 year
 - ☐ 1 - 5 years
 - ☐ 6 - 10 years
 - ☐ 11 -20 years
 - ☐ over 20 years
- 82) What is your current rank? (check one)
- ☐ Department Head/Dean/or other administrative position
 - ☐ Full Professor
 - ☐ Associate Professor
 - ☐ Assistant Professor
 - ☐ Lecturer or Instructor
 - ☐ Other (please specify: _____)

Go to the next page.

- 83) What is your status? (check one)
- ☐ Part-time
☐ Full-time
- If full-time, how many years have you been employed as a full-time educator? (check one)
- ☐ Less than 1 year
☐ 1 - 5 years
☐ 6 - 10 years
☐ 11 - 20 years
☐ over 20 years
- 84) Are you currently tenured? (check one)
- ☐ yes
☐ no
- 85) Please estimate the number of years that you were employed in the hospitality industry prior to entering academia, at the supervisory or professional level. (Please do not include part-time consulting or other business interests with which you are currently involved.)
- ☐ Less than 1 year
☐ 1 - 5 years
☐ 6 - 10 years
☐ 11 - 20 years
☐ over 20 years
- 86) What is your age? (check one)
- ☐ under 25
☐ 25 - 34
☐ 35 - 44
☐ 45 - 54
☐ 55 - 64
☐ 65 or older
- 87) What is your gender? (check one)
- ☐ Female
☐ Male
- 88) What is the highest degree that you hold? (check as many as applicable)
- ☐ Ph.D. (please indicate concentration: _____)
☐ D.B.A.
☐ Ed.D.
☐ J.D.
☐ R.D.
☐ M.S./M.B.A./M.A.
☐ Other (please specify: _____)
- 89) Are you currently pursuing a degree? (check one)
- ☐ yes (please specify degree: _____)
☐ no
- 90) What is your annual salary? (check one)
- ☐ under \$25,000
☐ \$25,000 to 34,999
☐ \$35,000 to 44,999
☐ \$45,000 to 54,999
☐ \$55,000 to 59,999
☐ \$60,000 or over

Thank you for taking the time to complete the study.

APPENDIX D

JOB SATISFACTION

HOSPITALITY QUESTIONNAIRE (GROUP 2)

JOB SATISFACTION OF HOSPITALITY EDUCATORS

- A) Are you employed in an academic or administrative position at a 4-year institution? (check one)
- ☐ yes
- ☐ no

For purposes of this study, we are concerned exclusively with those persons who answer yes to the above. If you answered no, please stop at this point but return the questionnaire to assure that you will not receive any additional mailings.

The following items on the survey ask about the extent to which you are personally satisfied with various dimensions of your current job as well as the extent to which you feel each dimension is personally important. For both the satisfaction scale and the importance scale, please indicate in the space to the right of the statement, the number which best reflects your feelings. The two rating scales are defined as follows:

- | <u>Satisfaction</u> | <u>Importance</u> |
|------------------------|------------------------|
| (1) Very satisfied | (1) Very important |
| (2) Satisfied | (2) Important |
| (3) Somewhat satisfied | (3) Somewhat important |
| (4) Not satisfied | (4) Not important |

		<u>Satisfaction</u>	<u>Importance</u>
1)	Your professional interaction with other faculty on campus	___	___
2)	The interests you share with other program faculty	___	___
3)	The cooperation of other program faculty	___	___
4)	The interest other program faculty show in your work	___	___
5)	Your co-workers	___	___
6)	Your level of involvement in program personnel decisions	___	___
7)	Your level of involvement in program policy making	___	___
8)	Your level of involvement in curriculum development	___	___
9)	The service commitment that your program requires of you	___	___
10)	The level of responsibility you have with the program	___	___
11)	The prestige of your current position	___	___
12)	Prestige of the college or university	___	___
13)	The intellectual challenge of your current position	___	___
14)	The professional accomplishments you have had while in your current position	___	___
15)	The potential to learn new things	___	___
16)	The opportunity to stay current with developments in the industry	___	___
17)	The amount of variety in your job responsibilities	___	___
18)	The clarity of your job responsibilities	___	___
19)	The personal growth you experience in your job	___	___
20)	The professional growth you experience in your job	___	___
21)	Your research projects	___	___

~~Remember:~~ Satisfaction

- (1) Very satisfied
- (2) Satisfied
- (3) Somewhat satisfied
- (4) Not satisfied

Importance

- (1) Very important
- (2) Important
- (3) Somewhat important
- (4) Not important

		<u>Satisfaction</u>	<u>Importance</u>
22)	Program support for your research	—	—
23)	Your schedule	—	—
24)	Time available to pursue other professional interests	—	—
25)	Time available to pursue personal interests	—	—
26)	Research assistance provided	—	—
27)	The university administration	—	—
28)	The resources of the university	—	—
29)	Resources of your program	—	—
30)	Your working conditions	—	—
31)	Interest in your work	—	—
32)	The independence you are allowed in your work	—	—
33)	The communication channels in your program	—	—
34)	Your freedom to choose personally interesting research projects	—	—
35)	Your ability to say 'no' when asked to become involved in program activities without feeling guilty	—	—
36)	Your decision to pursue a career in academe rather than industry	—	—
37)	How satisfied you are with your job	—	—
38)	Your annual salary (excluding benefits)	—	—
39)	Your fringe benefits (consider all benefits you receive)	—	—
40)	Opportunities your department affords you for additional earnings (include consulting, summer teaching, special programs, etc.)	—	—
41)	How your total compensation package compares with that of other departmental faculty	—	—
42)	How your total compensation package compares with that of hospitality faculty at other universities	—	—
43)	How your total compensation package compares with that of your colleagues in other academic disciplines	—	—
44)	How your total compensation package compares with that of hospitality executives with comparable qualifications	—	—
45)	Your overall compensation	—	—
46)	Your teaching load during the most recent semester	—	—
47)	Your normal teaching load (consider your average semester)	—	—

Go to the next page.

Remember: Satisfaction

Importance

- (1) Very satisfied
- (2) Satisfied
- (3) Somewhat satisfied
- (4) Not satisfied

- (1) Very important
- (2) Important
- (3) Somewhat important
- (4) Not important

Satisfaction

Importance

48)	Your class sizes during the most recent semester	_____	_____
49)	Your normal class sizes (consider your average semester)	_____	_____
50)	Student motivation level	_____	_____
51)	Quality of student work	_____	_____
52)	The physical aspects of the classrooms in which you teach	_____	_____
53)	The amount of autonomy you are allowed in teaching your courses	_____	_____
54)	Time commitment for overall teaching activity (including office hours and additional student appointments)	_____	_____
55)	Teaching assistance provided	_____	_____
56)	Your office (consider condition, size, space, and location)	_____	_____
57)	The proximity of your classrooms to your office	_____	_____
58)	The building(s) in which your program is housed (consider size, condition, space and location)	_____	_____
59)	The facilities which are available to you	_____	_____
60)	The secretarial and support services provided	_____	_____
61)	Departmental policies regarding promotion	_____	_____
62)	Departmental policies regarding tenure	_____	_____
63)	Amount of monies/time allowed for increasing your professional development	_____	_____
64)	Amount of monies/time allowed for attending professional conferences	_____	_____
65)	The amount of personal support you receive from you Chair/Dean	_____	_____
66)	The support you receive in performing your job	_____	_____
67)	The way in which your teaching is evaluated	_____	_____
68)	The way in which your research is evaluated	_____	_____
69)	The way in which your service is evaluated	_____	_____
70)	The way in which your overall performance is evaluated	_____	_____
71)	The level of interaction between your program and industry	_____	_____
72)	The reputation your program has on campus	_____	_____
73)	The national prestige of your program	_____	_____
74)	The quality of feedback you receive from your Chair/Dean	_____	_____

Turn over the page.

The following questions ask for some background information about you, your institution, and your program. Your answers will provide a basis for (1) analyzing the data collected in questions 1 to 74 and; (2) describing participants in the study.

- 75) How would you best describe your institution? (check one)
- ☐ Public, 4-year
 - ☐ Private, 4-year
 - ☐ Other (please specify: _____)
- 76) Within which academic area is your program housed? (check one)
- ☐ Business/Management
 - ☐ Home economics
 - ☐ Professional school
 - ☐ Agriculture/Natural resources
 - ☐ Other (please specify: _____)
- 77) How many undergraduate majors are currently enrolled in your program? (check one)
- ☐ under 100
 - ☐ 101 to 250
 - ☐ 251 to 500
 - ☐ 501 to 750
 - ☐ 751 to 1,000
 - ☐ over 1,000
- 78) What is the highest degree offered by your program? (check one)
- ☐ Bachelors degree
 - ☐ Masters degree
 - ☐ Doctoral degree
 - ☐ Other (please specify: _____)
- 79) Are faculty at your institution unionized? (check one)
- ☐ yes
 - ☐ no
- 80) Which best describes your area of expertise? (check as many as apply)
- ☐ Personnel/Human Resource Management
 - ☐ Marketing
 - ☐ Food and Beverage
 - ☐ Rooms Division/Front Office
 - ☐ Travel/Tourism
 - ☐ Finance/Accounting
 - ☐ Generalist (Hospitality management)
 - ☐ Other (please specify: _____)
- 81) How many years have you been employed at your current institution? (check one)
- ☐ Less than 1 year
 - ☐ 1 - 5 years
 - ☐ 6 - 10 years
 - ☐ 11 -20 years
 - ☐ over 20 years
- 82) What is your current rank? (check one)
- ☐ Department Head/Dean/or other administrative position
 - ☐ Full Professor
 - ☐ Associate Professor
 - ☐ Assistant Professor
 - ☐ Lecturer or Instructor
 - ☐ Other (please specify: _____)

Go to the next page.

- 83) What is your status? (check one)
- ☐ Part-time
☐ Full-time
- If full-time, how many years have you been employed as a full-time educator? (check one)
- ☐ Less than 1 year
☐ 1 - 5 years
☐ 6 - 10 years
☐ 11 - 20 years
☐ over 20 years
- 84) Are you currently tenured? (check one)
- ☐ yes
☐ no
- 85) Please estimate the number of years that you were employed in the hospitality industry prior to entering academia, at the supervisory or professional level. (Please do not include part-time consulting or other business interests with which you are currently involved.)
- ☐ Less than 1 year
☐ 1 - 5 years
☐ 6 - 10 years
☐ 11 - 20 years
☐ over 20 years
- 86) What is your age? (check one)
- ☐ under 25
☐ 25 - 34
☐ 35 - 44
☐ 45 - 54
☐ 55 - 64
☐ 65 or older
- 87) What is your gender? (check one)
- ☐ Female
☐ Male
- 88) What is the highest degree that you hold? (check as many as applicable)
- ☐ Ph.D. (please indicate concentration: _____)
☐ D.B.A.
☐ Ed.D.
☐ J.D.
☐ R.D.
☐ M.S./M.B.A./M.A.
☐ Other (please specify: _____)
- 89) Are you currently pursuing a degree? (check one)
- ☐ yes (please specify degree: _____)
☐ no
- 90) What is your annual salary? (check one)
- ☐ under \$25,000
☐ \$25,000 to 34,999
☐ \$35,000 to 44,999
☐ \$45,000 to 54,999
☐ \$55,000 to 59,999
☐ \$60,000 or over

Thank you for taking the time to complete the study.

REFERENCES

- Albright, L.E. (1972). Minnesota Satisfaction Questionnaire. In O. K. Buros (Ed.), Seventh mental measurement yearbook (pp.1492-1494). Highland Park, N.J.: The Gryphon Press.
- Blood, M.R. (1971). The validity of importance. Journal of Applied Psychology, 55, 487-488.
- Brayfield, A.H., & Crockett, W.H. (1955). Employee attitudes and employee performance. Psychological Bulletin, 52, 396-424.
- Campbell, D.T., & Fiske, D.W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. Psychological Bulletin, 56, 81-105.
- Crites, J.O. (1985). The Job Descriptive Index. In J. V. Mitchell (Ed.), Ninth mental measurement yearbook (pp. 752-754). Lincoln: University of Nebraska Press.
- Dawis, R.V., & Lofquist, L.H. (1984). A psychological theory of work adjustment. Minneapolis: Minnesota Free Press.
- Dunham, R.B., Aldag, R.J., & Brief, A.P. (1977). Dimensionality of task design as measured by the Job Diagnostic Survey. Academy of Management Journal, 20, 209-223.
- Dunham, R.B., & Smith, F.J. (1979). Organizational surveys: An internal assessment of organizational health. Glenview, IL: Scott, Foresman and Company.
- Dunham, R.B., Smith, F.J., & Blackburn, R.S. (1977). Validation of the Index of Organizational Reactions with the JDI, the MSQ, and the Faces Scale. Academy of Management Journal, 20, 420-432.
- Evans, M.G. (1969). Conceptual and operational problems in the measurement of various aspects of job satisfaction. Journal of Applied Psychology, 53, 93-101.
- Ewen, R.B. (1967). Weighting components of job satisfaction. Journal of Applied Psychology, 51, 68-73.

- Ferrat, T.W., Dunham, R.B., & Pierce, J.L. (1981). Self-report measures of job characteristics and affective responses: An examination of discriminant validity. Academy of Management Journal, 24, 780-794.
- Fishbein, M., & Ajzen, I. (1975). Belief, attitude, intention and behavior: An introduction to theory and research. Reading, MA: Addison-Wesley Publishing.
- Gillet, B., & Schwab, D.P. (1975). Convergent and discriminant validities of corresponding Job Descriptive Index and Minnesota Satisfaction Questionnaire scales. Journal of Applied Psychology, 60, 313-317.
- Green, S.B., Armenakis, A.A., Marber, L.D., & Bedeian, A.G. (1979). An evaluation of the response format and scale structure of the Job Diagnostic Survey. Human Relations, 32, 181-188.
- Gruneberg, M.M. (1979). Understanding job satisfaction. New York: John Wiley.
- Hackman, J.R., & Oldham, G.R. (1974a). Motivation through the design of work: Test of a theory (Technical Report No. 6). New Haven, Conn.: Yale University, Department of Administrative Sciences.
- Hackman, J.R., & Oldham, G.R. (1974b). The Job Diagnostic Survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects (Technical Report No. 4). New Haven, Conn.: Yale University, Department of Administrative Sciences.
- Hackman, J.R., & Oldham, G.R. (1975). Development of the Job Diagnostic Survey. Journal of Applied Psychology, 60, 159-170.
- Hackman, J.R., & Oldham, G.R. (1980). Work redesign. Reading, MA: Addison-Wesley.
- Herzberg, F., Mausner, B., Peterson, R.O., & Capwell, D.F. (1957). Job attitudes: Review of research and opinion. Pittsburgh: Psychological Service of Pittsburgh.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). The motivation to work. New York: Wiley.
- Hill, M. (1986). A theoretical analysis of faculty job satisfaction/dissatisfaction. Educational Research Quarterly, 10, 36-44.

- Hopkins, A.H. (1983). Work and job satisfaction in the public sector. Totowa, NJ: Rowman and Allanheld.
- 'Hospitality' is an inviting field at many colleges. (1988, March 23). Chronicle of Higher Education, pp. 33-34.
- Houser, J.D. (1927). What the employer thinks. Cambridge, MA: Harvard University Press.
- Jung, L.G., Dalessio, A., & Johnson, S.M. (1986). Stability of the factor structure of the Job Descriptive Index. Academy of Management Journal, 29, 609-616.
- Kahn, R.L. (1972). The meaning of work: Interpretations and proposals for measurement. In A. Campbell and P. E. Converse (Eds.), The human meaning of social change (pp.159-203). New York: Russell Sage Foundation.
- Kerr, B.A. (1985). The Job Descriptive Index. In J. V. Mitchell (Ed.), Ninth mental measurement yearbook (pp.754-756). Lincoln: University of Nebraska Press.
- Kornhauser, A.W., & Sharp, A.A. (1932). Employee attitudes: Suggestions from a study in a factory. Personnel Journal, 10, 393-404.
- Lawler, E.E., & Porter, L.W. (1969). The effect of performance on job satisfaction. Industrial Relations, 8, 20-28.
- Light, D. (1974). Introduction: The structure of the academic professions. Sociology of Education, 47, 2-28.
- Locke, E.A. (1969). What is job satisfaction? Organizational Behavior and Human Performance, 4, 309-336.
- Locke, E.A. (1976). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), Handbook of industrial and organizational psychology (pp.1297-1349). Chicago: Rand McNally.
- Locke, E.A., Fitzpatrick, W., & White, F.M. (1983). Job satisfaction and role clarity among university and college faculty. Review of Higher Education, 6, 343-365.
- Lofquist, L.H., & Dawis, R.V. (1969). Adjustment to work. New York: Appleton-Century-Crofts.

- Maslow, A.H. (1954). Motivation and personality. New York: Harper and Row.
- Mobley, W.H, Griffeth, R.W., Hand, H.H., & Meglino, B.M. (1979). Review and conceptual analysis of the employee turnover process. Psychological Bulletin, 86, 493-522.
- Pearson, D.A., & Seiler, R.E. (1983). Environmental satisfiers in academe. Higher Education, 12, 35-47.
- Pierce, J.L., McTavish, D.G., & Knudsen, K.R. (1986). The measurement of job characteristics: A context and contextual analytic look at scale validity. Journal of Occupational Behavior, 7, 299-313.
- Pizam, A., & Chandrasekar, V. (1983). You do like your work. Cornell Hotel and Restaurant Administration Quarterly, 24, 5-10.
- Porter, L.W. (1961). A study of perceived need satisfaction in bottom and middle management jobs. Journal of Applied Psychology, 45, 1-10.
- Porter, L.W., & Lawler, E.E. (1968). Managerial attitudes and performance. Homewood, IL: Dorsey Press.
- Porter, L.W., & Steers, R.M. (1973). Organizational work and personal factors in employee turnover and absenteeism. Psychological Bulletin, 80, 152-176.
- Porter, L.W., Steers, R.M., Mowday, R.T., & Boulian, P.V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. Journal of Applied Psychology, 59, 603-609.
- Riegel, C.D., & Powers, T.F. (1984). Accreditation: A non-solution whose time has come? Hospitality Education and Research Journal, 8, 83-93.
- Schwab, D.P., & Cummings, L.L. (1970). Theories of performance and satisfaction: A review. Industrial Relations, 9, 408-430.
- Seashore, S.E., & Taber, T.D. (1975). Job satisfaction indicators and their correlates. American Behavioral Scientist, 18, 333-368.
- Smith, F.J. (1976). The Index of Organizational Reactions. JSAS catalog of selected documents in psychology, 6, No. 1265.

- Smith, F.J., Kendall, L.M., & Hulin, C.L. (1969). The measurement of satisfaction in work and retirement. Chicago: Rand McNally.
- Taylor, F.W. (1911). The principles of scientific management. New York: Harper.
- Taylor, F.W. (1970). What is scientific management? In E. F. Merrill (Ed.), Classics in management (pp. 67-71). New York: American Management Association.
- Turner, A.N., & Lawrence, P.R. (1965). Industrial jobs and the worker. Cambridge: Harvard Graduate School of Business.
- Vroom, V. (1964). Work and motivation. New York: Wiley.
- Wanous, J.P., & Lawler, E.E. (1972). Measurement and meaning of job satisfaction. Journal of Applied Psychology, 56, 95-105.
- Weiss, D.J., Dawis, R.V., England, G.W., & Lofquist, L.H. (1967). Manual for the Minnesota Satisfaction Questionnaire (Bulletin No. 45). Minneapolis: University of Minnesota, Industrial Relations Center.

