THE MEASUREMENT OF TEACHER DISSATISFACTION

JOHN RAYMOND TOBIASON

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THE MEASUREMENT OF TEACHER DISSATISFACTION

by

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Department Education

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We have carefully read the dissertation entitled The Measurement of Teacher Dissatisfaction

submitted by John Raymond Tobiason in partial fulfillment of the requirements of the degree of Doctor of Education and recommend its acceptance. In support of this recommendation we present the following joint statement of evaluation to be filed with the dissertation.

Mr. Tobiason has completed a rather complex dissertation that makes a unique contribution to the measurement of personnel dissatisfaction; the measurement technique will be of most significance and interest to educational administrators, as Mr. Tobiason used the instrument on teachers and discussed the implications of the study for further administrative application and research.

Although many investigations have been made of satisfaction and dissatisfactions of workers, many of the measures have little diagnostic value. Mr. Tobiason's dissertation departed from prior studies by using an adaptation of Osgood's semantic differential technique for measuring dissatisfaction with certain organizational and extra-organizational concepts. The factors that were found are suggested as being useful for diagnostic purposes, although that hypothesis was not tested in this study.

Relationships between dissatisfactions with the organizational and extra-organizational variables were computed to determine whether the instrument differentiated between concepts. The general validity of the instrument was checked by correlations with more standard measuring devices.

The results of the study indicate that it is a discriminating device that is valid when compared on over-all scores; further, it yields factors that appear to be psychologically interpretable and useful.

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Abstract

THE MEASUREMENT OF TEACHER DISSATISFACTION

by

John Raymond Tobiason

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The purpose of this study was to identify and measure dissatisfaction perceived by teachers. Nine hypotheses were tested to determine: (1) areas in which teachers perceive a lack of congruency between individual need and role expectation, and the magnitude of resulting dissatisfaction perceived in areas where incongruency exists, (2) the relationship of the magnitude of dissatisfaction in various organizational areas to the magnitude of dissatisfaction in areas outside of the organization, (3) the relationship of dissatisfaction magnitude to membership in subgroups assigned on the basis of age, sex, perceived possibility of aspiration fulfillment in the present district, teaching level, and satisfaction distribution, and (4) the feasibility of the Dissatisfaction Magnitude Scale (DIMS) as a diagnostic instrument for the measurement of dissatisfaction.

The Dissatisfaction Magnitude Scale (DIMS) was developed as a part of the study and administered to one-hundred classroom teachers selected at random representing all grade levels in an 8,000 student suburban school district. The DIMS incorporated the bi-polar adjective design of the Semantic Differential utilized by Osgood, Suci, and Tannenbaum in the measurement of meaning. Dissatisfaction was measured on ten concepts

present in the organizational setting (e.g., MY PRINCIPAL) and five concepts present outside the organization (e.g., WHERE I LIVE) by having participants mark an S for SATISFIED and an N for NOW on twenty seven-step scales with poles bounded by polar adjectives (e.g., good-bad, strong-weak). The difference between the S for SATISFIED and N for NOW marking was defined as dissatisfaction.

Four factors, POTENCY, ACTIVITY, CONSISTENCY and EVALUATIVE, identified through factor analysis of the twenty bi-polar scales, added to the diagnostic strength of the DIMS. The fifteen concepts which served as stimuli to which the scale marking was a terminal response were (from greatest to least dissatisfaction): (1) PARENTS OF STUDENTS, (2) PUBLIC EDUCATION, (3) OUR PRESENT SALARY SCHEDULE, (4) TEACHING AS A PROFESSION, (5) STUDENTS IN MY SCHOOL, (6) DISTRICT PERSONNEL PRACTICES, (7) OUR PROFESSIONAL EDUCATION ASSOCIATION, (8) MY PRESENT EDUCATIONAL ROLE, (9) MYSELF, (10) CENTRAL OFFICE STAFF, (11) MY PRINCIPAL, (12) MY FELLOW TEACHERS, (13) WHERE I LIVE, (14) MY FRIENDS, and (15) MY FAMILY.

Eight of the nine null hypotheses in the study were rejected. There were significant correlations of dissatisfaction scores between organizational and extra-organizational concepts, between dissatisfaction and age, and between the Dissatisfaction Magnitude Scale and each of three more standard alternate dissatisfaction measuring instruments. There were significant differences in mean dissatisfaction scores among the ten organizational concepts, among the five extra-organizational concepts, and between subgroups assigned by sex, teaching level, and dissatisfaction.

Findings included: (1) individuals tended to maintain a consistent ratio of dissatisfaction between concepts present in and outside

of the organization, but expressed a lesser magnitude of dissatisfaction on the latter, (2) dissatisfaction decreased with increasing age, (3) greater dissatisfaction was expressed by males, (4) greater dissatisfaction was expressed by those perceiving fifty per cent or less of life satisfactions coming from the organizational role than those perceiving over fifty per cent, and (5) the Dissatisfaction Magnitude Scale shared equal validity with less diagnostic instruments commonly used in measuring dissatisfaction.

Further investigation of dissatisfaction using the DIMS was recommended including expansion of the scope of concepts used, longitudinal as well as cross-sectional study, factor analysis of concepts, and selection of alternate scales to increase the number of components of dissatisfaction measured by the instrument.

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ACKNOWLEDGMENTS

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The author is indebted to Dr. Thomas Terjeson for his interest and optimistic encouragement, and to the author's wife, Phyllis, and family, Julie Ann, Janis Lyn, and James Ray, for their patience and understanding throughout the entire project.

CHAPTER I

PROBLEM AND PROCEDURES

Introduction

Through the centuries man's work has been of concern to himself and to others. With the coming of the Industrial Revolution, this concern began to focus on man and his work as it related to the goals of a visible organization. Victor Vroom suggested:

> The relationship between man and his work has long attracted the attention of philosophers, scientists and novelists. The interest of psychologists in this problem dates back to the early part of the twentieth century and is reflected in the emergence and development of such fields of specialization as industrial psychology and vocational guidance.[1]

Those responsible for division of labor have shown interest, in varying degrees, in the reduction of dissatisfaction man experiences in his work role, thereby increasing the possibility of satisfaction. In the twentieth century, systematic research has been conducted to determine factors contributory to dissatisfaction and to satisfaction among employees. These variables have been found to exist in both the individual and in his work environment.

It was the purpose of this present study to identify and measure dissatisfaction among public school teachers. This dissatisfaction was explored in both the organizational roles of individuals and in their roles outside of the organization.

Other studies have been conducted in a variety of settings seeking

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[1]Victor H. Vroom, Work and Motivation (New York: John Wiley and Sons, Inc., 1964), p. 3.

data related to satisfaction and dissatisfaction. Investigators have studied choices made by persons among work roles, the extent of satisfaction and/or dissatisfaction with the chosen work role, determinants of satisfaction and dissatisfaction, and the relationship of satisfaction and dissatisfaction to productivity.

Although the rationale for much of the research on satisfaction and dissatisfaction, often termed "morale" research, has been based on the assumption that there is a relatively high positive correlation between high morale and high productivity, the existence of such a relationship has not been clearly demonstrated in research studies. The logical conclusion from this assumption, however, has been that there exists an environment which, when defined, can be duplicated in any work situation so that satisfaction and high morale among workers can be assured. When this "high morale" state exists, productivity will be high. When dissatisfaction factors contaminate the work environment so that low morale exists, productivity will be low.

A theory of environment-determined morale and a high positive correlation between morale level and productivity may be shown as follows in Figure 1.

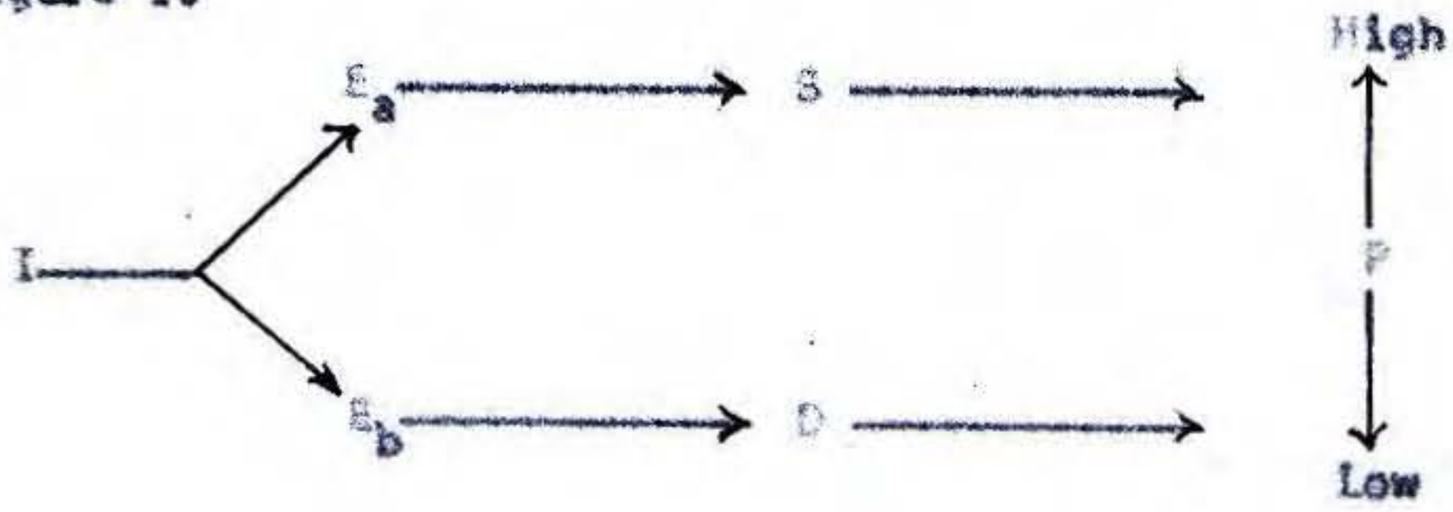

Figure 1

I represents all work role incumbents, E_a represents a work environment that assures satisfaction, S. E_b represents a work environment that

encourages dissatisfaction, E. P represents productivity, ranging from high to low.

The environmentally determined model of man and his relationship to his work was subjected to many questions as investigators began to recognize the significance of other variables. Psychologists reported that the need patterns of individuals differed, that the same need was fulfilled differently for different people, and that the same environment fulfilled different needs for different people. The individual became an important variable. Behavior became a function of the personality of the individual and his environment.

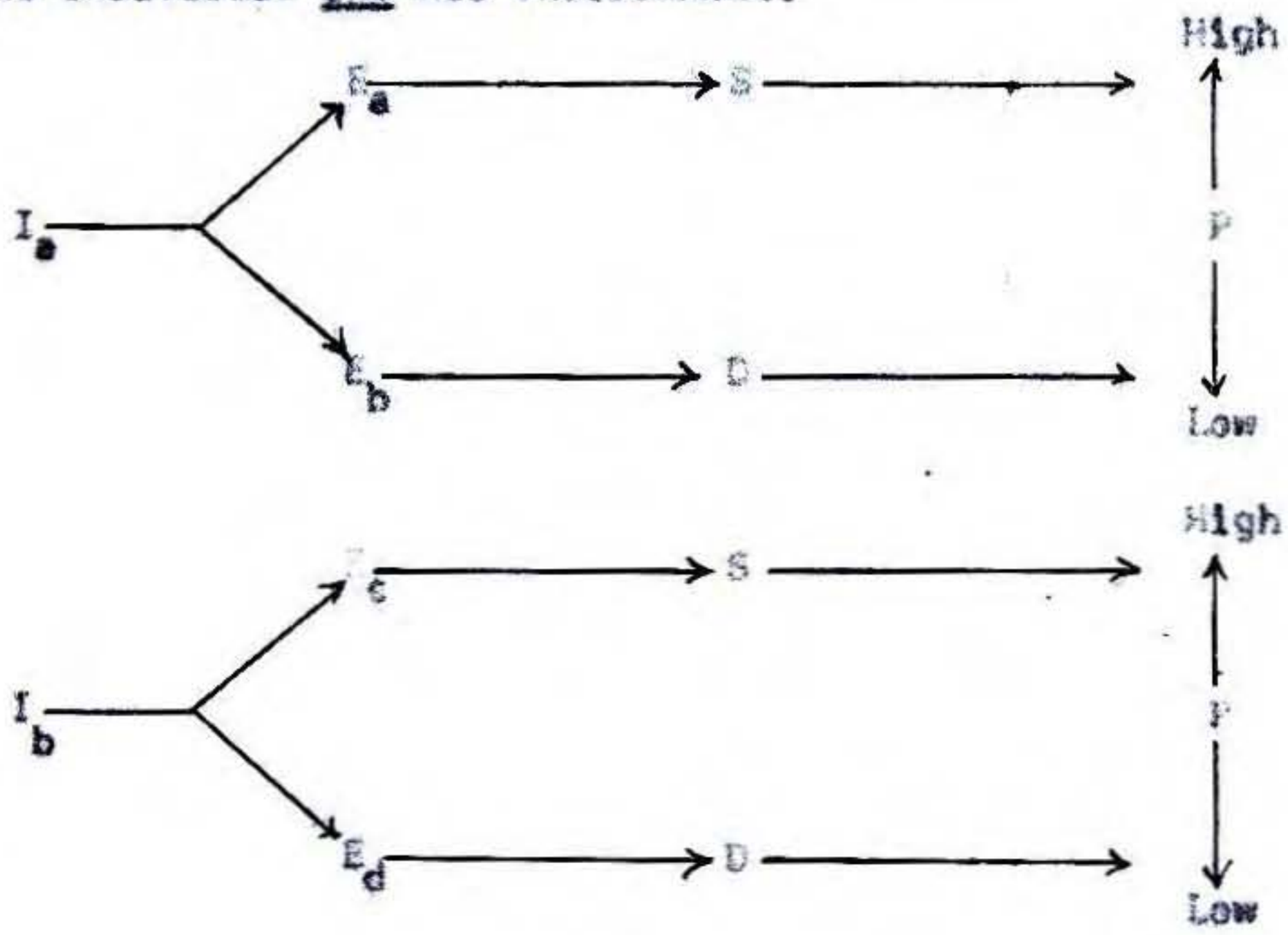

Figure 2

It is noted that in the model depicted in Figure 2, environment E_a produced satisfaction and high productivity for individual I_a, whereas environment E_c was required for the same satisfaction and high productivity for individual I_b. Other individuals would also require differing environments for the same satisfaction and productivity.

The models shown in Figure 1 and Figure 2 became suspect on the basis of the relationship of satisfaction to productivity indicated.

Researchers found that productivity could be high when satisfaction was low and low when satisfaction was high as well as high when satisfaction was high and low when satisfaction was low. The important consideration in the determination of the relationships among individuals, their work role satisfactions and productivity became the "mix" and interrelationship of many variables. A proper mix could produce satisfaction and high productivity for an individual.

Selltiz, Jahoda, Deutsch, and Cook, in discussing cause and effect relationships, referred to "necessary," "sufficient," "contingent," and "contributory" conditions where B follows A. A necessary condition exists when A must occur in order that B may occur. A sufficient condition is one that is always followed by the phenomenon of which it is the cause. A contingent condition is one under which a given variable is a contributory cause of a given phenomenon. A contributory condition is one that increases the likelihood that a given phenomenon will occur, but does not make it certain; this is because it is only one of a number of factors that together determine the occurence of the phenomenon.[2] The contributory condition seems to best describe the relationship between morale and productivity. High morale may contribute to high productivity, but other variables may be substituted for high morale and produce the same result. High morale, however, may well be the condition under which high productivity occurs which is most acceptable to workers and society in general.

Some have not used the assumption of high productivity in

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[2]Claire Selltiz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations (New York: Holt, Rinehart and Winston, 1951), pp. 80-81.

establishing a rationale for the study of satisfaction and dissatisfaction. Bidwell suggested three other reasons for studying this phenomenon with regard to teachers, recognizing the lack of clear experimental evidence to verify a relationship between teacher satisfaction and teaching effectiveness: (1) satisfaction of needs of teachers seems to be intimately bound up with satisfaction of needs of students, (2) the creative, personal nature of the teaching process would seem to require a feeling of satisfaction and positive identification with the school on the part of the teacher, and (3) the administrator has a moral obligation to members of his staff demanding that he treat them with dignity and a respect for their own goals and concerns.[3]

Roethlisberger said that ". . . . What physical health is to a physical organism, morale is to a cooperative system."[4] In striving for healthy, cooperative organizations, managers have sought to determine what the factors might be that contribute to the proper "mix" in their organization resulting in the possibility for all participants to experience satisfaction and resulting high organization morale. Likewise, managers have been concerned with factors which might detract from satisfaction, encourage dissatisfaction, and bring about an organizational state of low morale.

There have been numerous attempts to verify and increase a growing body of knowledge concerning satisfaction and dissatisfaction. Vroom,[5]

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[3]Charles E. Bidwell, "Administration and Teacher Satisfaction," Phi Delta Kappan, 37:286, April, 1956.

[4]F. J. Roethlisberger, Management and Morale (Cambridge, Massachusetts, Harvard University Press, 1941), p. 192.

[5]Vroom, op. cit., pp. 163-64.

in reviewing a number of approaches to the study of morale, found that attempts had been made to establish a causal relation between some characteristic of a work role and job satisfaction, focusing them on only two sets of variables. The results have permitted only simplified, gross generalizations based on the assumption that job satisfaction is environmentally determined. Other investigators have considered personality variables, assuming that persons satisfied with their jobs differ systematically in their personalities from those who are dissatisfied. More recently, Vroom found studies considering numerous personality and work environment variables. The broader approach has appeared more fruitful.

There are two methods of conceptualizing the relationship of the independent variables concerned with work role and personality and the dependent variable satisfaction: (1) satisfaction is a function of the difference between the strength of an individual's need for some work role attribute and the amount of that attribute he perceived receiving in the work role, or (2) job satisfaction is a function of the product of a work role attribute and the strength of an individual's need for that attribute. Vroom called the first a "subtractive" model and the second a "multiplicative" model.[6] These approaches both permit consideration of the work role and the individual.

The approach of the present study follows the subtractive model, measuring the degree to which an individual does not perceive fulfillment of needs in the organizational role which he expects to receive there. The measured difference, dissatisfaction, is that which is perceived by the individual and is stated in terms of the degree to which

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[6] Ibid.

fulfillment of organizational roles inadequately fulfills personal needs of both a primary and secondary nature. The assumption is made that when an individual's personal needs are not fulfilled as he carries out the demands of the organizational role, dissatisfaction increases and problems arise which may affect both the individual and the organization negatively.

Investigators have encountered difficulty in identifying the individual's needs which are not being fulfilled within the organization and in measuring the degree to which they are not being met. The ability to identify and to measure is essential in the application of all theoretical approaches to understanding the relationship of an individual and his work.

Purposes of the Study

A unique measuring instrument, the Dissatisfaction Magnitude Scale (DIMS), was developed in this study through its application to a sample of 100 classroom teachers. The instrument measured dissatisfaction in the present work role and considered both the individual and the work environment. The data from administration of the instrument were analyzed for the following purposes:

1. To determine satisfactions which teachers expect to receive in the organizational work role.
2. To determine the magnitude of dissatisfaction which is perceived by teachers.
3. To determine the relationship of magnitude of dissatisfaction of teachers in various areas to global states of satisfaction-dissatisfaction, to age, to sex, to involvement, and to teaching level.

The measurement instrument was devised to:

1. Include many areas of possible dissatisfaction.
2. Discriminate among the areas of dissatisfaction.
3. Permit easy administration.
4. Meet criteria of validity, reliability and objectivity.

An instrument meeting these criteria would be diagnostic, permitting an administrator to apply it in a local situation to determine areas which that staff perceived as deficient in producing expected satisfactions, and to determine the magnitude of these deficiencies.

Relevance of the Study

Managers and administrators at all levels have sought to identify and measure variables concerned with the needs of the individual and with the perception the individual has of his chances of meeting those needs while working toward the goals of the organization. The optimum situation enables role incumbents to carry out the organization's role expectation for him and meet his own personal needs by the same behavior. The purpose of such administrative efforts has been to bring about this congruence of need satisfaction and role expectations so that the individuals may experience increased personal satisfaction within the organization.

Where congruence does not exist between needs and expectations, administrators have sought to modify the role expectation of participants through adjustments in the organization or through adjustments in the role incumbent's perception of the organizational demands for the role. Similarly, administrators have sought to fulfill the unmet needs of participants through restructuring of the need perception or through substitution of available satisfiers. Congruency of role expectations

and need satisfaction, then, may be increased through either modification of role, need of both, or through modification of an individual's perception of role or need.

The alert administrator who desires to bring about greater congruence of need satisfaction and role expectation will find the instrument developed as a part of this study useful in detecting areas of incongruity and in diagnosing rather specifically the degree and characteristics of that incongruity. The results which were obtained through application of the instrument to a sample of teachers for purposes of this study and the technique which was used may provide clues which will assist him in his attempt to bring forth a "healthy" organization where both individual needs and organizational goals are being met.

The "healthy" organization where congruence of personal and organizational goals exists corresponds to McGregor's organization managed by "objectives" rather than "controls."

> The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives. This is a process primarily of creating opportunities, releasing potential, removing obstacles, encouraging growth, providing guidance.[7]

Hypotheses

To accomplish the purposes outlined for the study, the following hypotheses will be tested:

H_1 For teachers, no significant difference in magnitude of dissatisfaction[8] exists among ten concepts representing

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[7]Douglas M. McGregor, Leadership and Motivation (Cambridge, Massachusetts: The Massachusetts Institute of Technology Press, 1966), p. 15.

[8]Magnitude of dissatisfaction is the difference between the present meaning of a concept to an individual and the meaning of the concept as he would perceive it were he satisfied.

the organizational setting.[9]

H_2 For teachers, no significant difference in magnitude of dissatisfaction exists among five concepts representing the setting outside of the organization.[10]

H_3 For teachers, no significant correlation exists between the dissatisfaction magnitude of concepts representing the organizational setting and the dissatisfaction magnitude of concepts representing the extra-organizational setting.

H_{4A} For teachers, no significant correlation exists between dissatisfaction magnitude and age on concepts representing both the organizational and extra-organizational setting.

H_{4B} For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and the extra-organizational setting between males and females.

H_{4C} For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting between those who perceive the fulfillment of aspirations as possible in the organization and those who do not perceive this fulfillment as possible in the organization.

H_{4D} For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting among groups composed of primary grade teachers, of intermediate grade teachers, of junior high school teachers, and of high school teachers.

H_{4E} For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting between a group composed of those perceiving fifty per cent or less of their total life satisfaction coming from the teaching position and a group composed of those perceiving over

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[9]The ten concepts representing the organizational setting were selected from fifty concepts prevalent in the literature concerning teacher satisfaction. The ten concepts are representative of broad areas of satisfaction as outlined in literature reviewed in Chapter II of this study.

[10]The five concepts representing the extra-organizational setting were selected from fifty concepts used in previous studies concerned with general dissatisfaction scores.

fifty per cent of their total life satisfactions coming from the teaching position.

H_5 For teachers, no significant correlation exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting and the magnitude of dissatisfaction as measured by three other instruments: (1) "very satisfied" - "very dissatisfied" scale, (2) "it's tops" - "it's completely unacceptable" scale, and (3) incomplete sentence instrument.

Procedures

To accomplish the purposes of the study and to test the hypotheses, it was necessary to construct an instrument capable of measuring satisfaction-dissatisfaction states of teachers in both the organizational role and in the role of a participant in life. The instrument developed was termed the Dissatisfaction Magnitude Scale (DIMS).

An adaptation was made of the Semantic Differential developed by Osgood, Suci, and Tannenbaum. The Semantic Differential was designed to measure meaning and to locate that meaning in a "semantic space" of multi-dimensionality. The location of the meaning of a concept within the semantic space was determined by a number of semantic scales, each defined by a pair of polar adjectives. Each semantic scale is assumed to represent a straight line function that passes through the origin of this space. The greater the number of scales and the more representative the selection of the scales, the more accurately located the operational meaning of the concept in the semantic scale.[11]

A typical application of the Semantic Differential has been to locate a concept in the semantic space for an individual or group, apply

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[11]Charles E. Osgood, George J. Suci, and Percy Tannenbaum, The Measurement of Meaning (Urbana, Illinois: University of Illinois Press, 1957), pp. 25-26.

s treatment, and again locate the concept. Differences in meaning between Time 1 and Time 2 are expressed as a change in the meaning of the concept due to such phenomena as treatment or contemporaneous events. Criteria such as (1) objectivity, (2) reliability, (3) validity, (4) sensitivity, (5) comparability and (6) utility have been applied to the Semantic Differential in the measurement of meaning and the results have indicated great promise for its use. The criterion of validity presented the greatest challenge in applying the Semantic Differential design to the measurement of satisfaction.

In adapting the Semantic Differential to the measurement of satisfaction, twenty scales were used which were identified by pairs of bi-polar adjectives. These scales were applied to ten organizational concepts or items and five extra-organizational concepts or items. The bi-polar adjective scales were selected from the pairs listed by Osgood as representing the evaluative, potency, activity and stability dimensions. These were supplemented with pairs selected from other sources. A total list of eighty-three was gathered and reduced to twenty in consultation with five judges. (Each of the judges had extensive graduate work and the group represented a total of eighty-three years experience in public school education.) The final list contained eight pairs from Osgood's evaluative dimension, four pairs from the potency dimension, five pairs from the stability dimension, and three pairs from the activity dimension.

The twenty pairs used were:

Evaluative - good - bad; cooperative - uncooperative; successful - unsuccessful; wise - foolish; fair - unfair; efficient - inefficient; pleasing - annoying; valuable - worthless.

Potency - strong - weak; direct - circuitous; leading - following; formal - informal.

Stability - stable - unstable; organized - disorganized; rational - emotional; predictable - unpredictable; consistent - inconsistent.

Activity - active - passive; dynamic - static; progressive - regressive.

The ten organizational concepts were selected from a list of fifty-four representative of those found in the literature concerning satisfaction of teachers. The five extra-organizational concepts were selected from a list of forty-eight used by Weitz in his Test of General Satisfaction.[12] The organizational concepts used were: (1) Parents of Students, (2) Students in My School, (3) My Fellow Teachers, (4) My Principal, (5) The Central Office Staff, (6) Our Professional Education Association, (7) District Personnel Practices, (8) Our Present Salary Schedule, (9) Teaching as a Profession, and (10) My Present Educational Role. The five extra-organizational concepts were (1) Myself, (2) My Family, (3) My Friends, (4) Where I Live, and (5) Public Education.

Osgood considered the most effective scale for use in separating the adjective poles to be the seven-step scale. He found that with seven alternatives, all of them tended to be used with roughly equal frequencies.[13] The seven-step scale was used in this study.

All twenty scales were presented with a single concept on a single page, but were randomly distributed with regard to order through the use of three different patterns to insure the absence of a response set due to placement. A further precaution against a response set was taken by roteting the serial order of the concepts so that each had the same

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[12]Joseph Weitz, "A Neglected Concept in Satisfaction Studies," Personnel Psychology, 5:201-205, Autumn, 1952.

[13]Osgood, op. cit., p. 85.

opportunity to appear at each position in the fifteen page series. The final response set caution was the reversal of polarity on six of the twenty scales.

The one-hundred subjects included in the study were selected at random from a population of 300 full-time classroom teachers in a school district of 8,000 students. The entire population was assigned numbers and the participants for the study selected through the use of random tables.[14] The instrument was administered to twenty-six primary grade teachers, twenty-six intermediate grade teachers, twenty-seven junior high school teachers, and twenty-one senior high school teachers.

Subjects were given a choice of three administration session dates to avoid unnecessary conflicts in schedules. The three sessions were held within a period of one week to maintain as much similarity as possible among the sessions. The third session was held simultaneously in three locations. The two additional instrument administrators for the sessions observed other administrations, received training, and used identical materials. To insure accurate and consistent instructions among the administrations sessions, an overhead projector and transparencies were used. All questions were answered so that instructions would be interpreted similarly by all subjects.

The total instrument package consisted of the following:

1. Cover sheet.
2. Instruction sheet.
3. Fifteen pages, each with a different concept and twenty bi-polar adjective scales.

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[14]Rand Corporation, A Million Random Digits with 100,000 Normal Deviates (Glencoe, Illinois: The Free Press, 1955).

4. Two pages of an alternate validating scale.

*5. One page concept importance scale.

6. One page biographical data sheet.

Subjects were asked to mark an N for HOW at the appropriate place on each of the twenty scales for a concept to indicate how they feel HOW concerning that particular concept in their present teaching role for organizational concepts and how they feel HOW concerning that particular concept in their present life situation for the extra-organizational concepts.

After completing the N marking on twenty scales for a concept, the subjects were asked to repeat the process for the concept but this time marking an S for SATISFIED at the step on the scale which most nearly corresponded to their perception of how they would have to feel about the concept in order to be satisfied. The term "threshhold of satisfaction" described the individual at this point of satisfaction rather than the term "fully satisfied." Dissatisfaction was interpreted as the difference between the N for HOW and S for SATISFIED markings on the seven step scale.

After completing N and S markings for all concepts, the subjects completed another section using one of three alternate forms. Each of the forms used the same fifteen concepts as the Dissatisfaction Magnitude Scale. Form 1 was a seven choice scale as follows:

PARENTS OF STUDENTS (Sample Concept)

1. are tops
2. are good
3. are acceptable
4. should be better
5. should be much better
6. are almost unacceptable
7. are completely unacceptable

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*The data gathered through use of the concept importance scale were not included as a part of the present study.

Form 2 was a seven choice scale as follows:

PARENTS OF STUDENTS

1. very satisfied
2. satisfied
3. somewhat satisfied
4. neither satisfied nor dissatisfied
5. somewhat dissatisfied
6. dissatisfied
7. very dissatisfied

Form 3 utilized an incomplete sentence for each of the fifteen concepts. The sentence completion was rated by competent judges.

The biographical data sheet was completed at the beginning of each session and collected before subjects responded to any portions of the instrument. The data sheets were later matched with the instruments by means of identification numbers for the keypunching of data.

All of the one hundred subjects selected for the study completed the instruments. The data from one subject was not useable and a portion of the data from another difficult to interpret; therefore, the total N for the study was ninety-eight.

Administration of the instruments required from fifty minutes to one and one-half hours. The instruments were completed by one person in forty minutes following ten minutes of instruction and by another person in one hour and twenty minutes following ten minutes of instruction. The median completion time with instructions was one hour.

Following is a sample of the instrument* with three of the scales marked for the concept "Parents of Students."

PARENTS OF STUDENTS

1. rational ____:_$_:____ ____ _X_:____:____ emotional
2. stable ____:____:_$_ ____ ____:_X_:____ unstable
3. good _$_:____:_X_ ____ ____:____:____ bad

*See Appendix A for the Dissatisfaction Magnitude Scale in a more complete form.

The scales marked as above would indicate that the individual perceived Parents of Students as slightly emotional, quite unstable, and slightly good. To be satisfied, this individual would need to perceive Parents of Students as quite rational, slightly stable, and very good. Dissatisfaction (S-N) would be as follows: rational - emotional scale, 3; stable - unstable scale, 3; good - bad scale, 2.

The data gathered from administration of the instrument devised for the study were transferred to IBM punch cards and submitted to analysis through use of appropriate programs with the IBM 1620 computer. Some of the programs were written in Fortran by the Biometrics Laboratory of the University of California. The raw data consisted of 20 scale scores for each concept for each subject, and responses to the alternate measurement instrument and the item importance scale. Biographical information identified sub-groups.

A scale score was assigned to the space marked by the subject. The space nearest a positive adjective was assigned a weight of seven and the space nearest a negative adjective a weight of one. Markings between these two extremes were weighted from six through two according to placement.

Initial treatment of the data consisted of factor analysis of the twenty scales. This was done to determine if the scales did, in fact, group into the evaluative, potency, activity and stability factors when applied to the measurement of satisfaction as other investigators found with regard to measurement of meaning.

After the establishment of factors represented by the scales, all computations and analyses of data were based on mean dissatisfaction scores by factors and by the mean of all scales. Appropriate means,

standard deviations, analysis of variance, and correlations were computed according to the applicable hypothesis.

Hypothesis one. This hypothesis was concerned with the determination of significant differences in dissatisfaction among ten concepts present in the organizational setting. It was tested by computing the mean dissatisfaction magnitude for each concept by factors and by all scales as marked by the subjects. Analysis of variance procedures were used to determine the presence of significant differences, and the significant differences between pairs of scores were determined through application of the Scheffe test.

Hypothesis two. This hypothesis was tested in a manner similar to that applied to the data for Hypothesis one. The application was to the five concepts present in the extra-organizational setting.

Hypothesis three. The purpose of Hypothesis three was to determine the absence or existence of a relationship between the dissatisfaction individuals perceive in the organizational setting and in the extra-organizational setting.

The hypothesis was tested by computing a Pearson product-moment correlation from the mean dissatisfaction for each factor and for the mean of all scales magnitude for each pairing of the total of fifteen concepts.

Hypotheses 4_A, 4_B, 4_C, 4_D, and 4_E were concerned with the relationships of certain individual characteristics to dissatisfaction magnitude scores. The characteristics were age, sex, perception of aspiration fulfillment, teaching level, and role importance in the satisfaction of needs.

Hypothesis 4_A, age, was tested by correlating age with

dissatisfaction for each factor and for the mean of all scales on each of the fifteen concepts. A Pearson product-moment correlation was computed and checked for significance for each concept.

Hypothesis 4_b, sex, was tested between the sub-groups male and female. The dissatisfaction magnitude means for each group were computed for each factor and for the mean of all scales for each of the fifteen concepts. The standard error of the difference was determined, a t ratio obtained, and a two-tailed test of significance applied.

Hypothesis 4_c, sub-group placement was determined by a response to a question about perceived potential for aspiration fulfillment within the district. The procedure for testing the hypothesis was the same as that used for H_{4B}.

Hypothesis 4_d, tests among four sub-groups: (1) primary grade teachers, (2) intermediate grade teachers, (3) junior high school teachers, and (4) high school teachers. An analysis of variance was conducted, an F test applied to determine significance, and a multiple comparison made among the groups on concepts with significant variance.

Hypothesis 4_e, sub-groups were determined by response to a request that the subject shade in the portion of a bar which equaled the per cent of satisfactions which the individual perceived as coming from his organizational role. The difference in dissatisfaction magnitude for each factor and for the mean of all scales between high and low organizational satisfaction groups was tested for significance as for Hypothesis 4_b. The differences were tested for significance on each concept.

Hypothesis five. The purpose of this hypothesis was to test the validity of the instrument. The total group had an additional section to complete concerning the same fifteen concepts used in the basic

dissatisfaction measurement instrument. Three alternate instruments were used and each was completed by one-third of the total group. The alternate instruments were assigned to the subjects at random.

Correlations were computed between the Dissatisfaction Magnitude Scale and each of the three instruments on each of the fifteen concepts, using the Pearson product-moment correlation. Each correlation was checked for significance.

The data are presented and discussed in detail in subsequent chapters.

Limitations of the Study

The study is subject to limitations including the following:

1. An ex post facto design such as used in the present study did not permit cause and effect determination, but rather the establishment of relationships among variables.
2. The population from which the sample was drawn was limited; therefore, generalizations beyond the population itself must be qualified even when characteristics of two populations appear similar.
3. A cross-sectional approach such as used in this study may not be as effective as a longitudinal study in establishing relationships among variables considered in the study of satisfaction and dissatisfaction.
4. Many of the variables which may bear upon the satisfaction - dissatisfaction state of an individual have yet to be identified. The limited number of variables and interrelationships among these variables which may be considered limits the scope of this study.

5. Data for the study were based on the perceptions subjects have of themselves and of reality. Perception may be influenced by many variables unrecognized in this study.

Definition of Terms

A number of terms require definition to enable the researcher and reader to communicate most effectively. These terms include: morale; job satisfaction; satisfaction; dissatisfaction; needs; organizational role; extra-organizational role; global state of satisfaction - dissatisfaction; items and concepts.

Much confusion has resulted in attempts to differentiate between the two terms morale and job satisfaction. Blocker and Richardson commented:

> The difference between the two, if any, would appear to be the more encompassing nature of job satisfaction, whereas morale tends to concern itself more specifically with personnel practices. Any division of studies into these two categories is bound to be arbitrary and to contain a considerable amount of overlapping.[15]

Gordon[16] agrees that morale and job satisfaction are used as synonyms in the literature and Robinson[17] adds attitude as another term used interchangeably in the literature. There was a general lack of specificity between these terms and they are used interchangeably in this study.

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[15]Clyde E. Blocker and Richard C. Richardson, "Twenty-five Years of Morale Research: a Critical Review," Journal of Educational Sociology, 36:200-210, January, 1963.

[16]Sanford G. Gordon, "Conditions of Employment and Service in Elementary and Secondary Schools," Review of Educational Research, 33:381-390, October, 1963.

[17]H. Alan Robinson, "Job Satisfaction Researches of 1958," Personnel and Guidance Journal, 37:672, May, 1959.

Satisfaction may best be considered as a psychological state of being where the point of congruence of personal need and degree of fulfillment of that need fails to elicit in the individual a desire to bring about greater congruence. Such a state is indicated in this study when an individual marked an N for NOW and an S for SATISFIED on the same step of a seven step scale bounded by polar adjectives concerning a single concept or item. Dissatisfaction is interpreted as a psychological state of being where the point of congruence of personal need and degree of fulfillment of that need elicits in the individual a desire to bring about greater congruence. Dissatisfaction was operationally defined as the difference between the mark N for NOW and the mark S for SATISFIED on a seven step scale bounded by polar adjectives.

Organizational role referred to the behavior expectations perceived by the participant as demanded by the formal organizational structure. Organizational role was represented in this study by the individual's response to ten concepts or items present primarily in his job. The extra-organizational role referred to the individual's role in life outside of the organization and was represented in this study by the individual's response to five concepts or items present primarily outside of his job. Global state of satisfaction - dissatisfaction was used to indicate a total index of both organizational role and extra-organizational role satisfaction or dissatisfaction and was represented in this study by the total fifteen concepts or items.

The term concepts was used to indicate a person or situation relevant to the organizational or extra-organizational setting of the individual. The concepts were constructed to produce a single or limited point of focus for the individual to which he can respond in indicating

satisfaction or dissatisfaction.

Other terms were defined within the text material of this study.

Assumptions Basic to the Significance of the Study

The significance of this study rests on the following assumptions:

1. Teacher satisfaction is desirable for both the individual and the organization.
2. Organizational expectations for teachers may be modified to provide for greater congruency with teacher need.
3. Perceived teacher needs may be modified to provide for greater congruency with organizational expectations.
4. Greater congruency between teacher need and organizational expectations yields greater satisfaction for the individual in the organizational setting.

Summary

Elimination of dissatisfaction among teachers, through either a modification in the organization, a change in the need perception of the individual, or both, has been the goal of many administrators. Some have suggested that increased satisfaction can contribute to the mix of personality and environmental variables that increases productivity. Since a consistent positive relationship between satisfaction and productivity is not found in research literature, investigators have considered such reasons as a moral responsibility of employers to their employees as justification for studies designed to assist in the improvement of satisfaction.

A variety of instruments has been constructed to assist in identifying and measuring dissatisfaction. This present study utilized

a new approach in adapting the Semantic Differential bi-polar adjective design to such measurement. This new approach extends previous work in the identification and measurement of dissatisfaction. The Dissatisfaction Magnitude Scale has particular strength in diagnosis of problems; such diagnosis is essential in directing administrative efforts toward elimination of dissatisfaction. The instrument consisted of twenty bi-polar adjective scales applied to ten organizational and five extra-organizational items. It was administered to one hundred classroom teachers teaching from kindergarten through grade twelve.

The data gathered from the administration of the instrument to the selected population was analyzed through use of computer programs to test five hypotheses. Although subject to several limitations, the measuring instrument may be useful in subsequent studies and analysis of data may provide additional clues regarding the identification and measurement of teacher dissatisfaction.

Organization of the Thesis

Chapter II contains the review of pertinent literature concerning man and his relationship to work. The review includes theoretical constructs as well as empirical studies.

Chapters III through V contain the presentation, interpretation, and summary of data related to the development and administration of an instrument measuring teacher dissatisfaction.

Chapter VI contains the final summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

A review of the literature and research on job satisfaction revealed the existence of studies conducted in a variety of organizational contexts. The majority of these have been conducted in the past four decades, with greatest interest beginning in the early 1950's.

Concepts of the Nature and Needs of Man as Related to His Work

The need for research and concern for the worker and his satisfaction was not established until basic assumptions about man as a worker, assumptions held for centuries, changed. Bendix summarized changing conceptions:

> Throughout the course of modern industrialization the conventional ideas about workers had been exceedingly simple. They had been in bad repute. According to the Puritans, they were idle and dissolute and, hence, lacking in virtue. Malthus had added to the conventional catalogue of their vices the lack of foresight that prompted them to raise families before they could afford it. In the following generation, Bright and Smiles shifted the emphasis from a denunciation of vices to a commendation of virtues. Spencer and his followers took up this theme, celebrating the virtues of success in the struggle for survival, though also denouncing the vice of failure. Even Taylor was still heir to this tradition for he could only distinguish between "first class" workers and those who would not work. For two centuries and more the worker had not "posed" an intellectual problem for the rich. Endless reiteration had confirmed the belief that workers were poor out of the evil purpose of their hearts, hence, poverty was a moral problem and a proper subject of moral exhortation.[18]

Bendix continued his discussion indicating that the 1920's brought

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[18]Reinhard Bendix, Work and Authority in Industry (New York: John Wiley and Sons, Inc., 1956), pp. 288-89.

a change in approach through new methods of human engineering which brought concern for the individual worker:

> These methods required them to diagnose the aptitude of each worker, to plan proper job placements, and to provide the material as well as the social incentives which would prompt the worker to maximize his output. And to do these things it became more important to explain what was on the worker's mind than to engage in moral condemnation.[19]

The American Management Association recognized the importance of considering the human factor through its official statement of purpose in 1923 which included:

> The day when American management can afford to treat the human factor as "taken for granted" has gone by and today emphasis must be laid on the human factor in commerce and industry and we must apply to it the same careful study that has been given during the last few decades to materials and machinery.[20]

Herzberg presented a comprehensive picture of the various concepts of man which had been held by industry. These concepts included the following in order of their historical appearance: (1) physical man, (2) mechanistic man, (3) economic man, (4) social man, (5) emotional man, and (6) instrumental man.[21] Herzberg, in this final work of the trilogy, Job Attitudes: Review of Research and Opinion, Motivation to Work, and Work and the Nature of Man, suggested that:

> Perhaps the greatest contribution that the behavioral scientists have made during the last half-century of research on the industrial scene has been to broaden the concept of the needs and nature of man from a solely economic organism to one that encompasses some of the more human aspects - the emotional and social needs.[22]

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[19] Ibid.

[20] American Management Review, 12:5, April, 1923.

[21] Frederick Herzberg, Work and the Nature of Man (Cleveland: The World Publishing Company, 1966), pp. 42-43.

[22] Ibid., p. 43.

Concern for the "human factor," attempts to explain what "was on the worker's mind" and a broadened concept of the needs and nature of man have resulted in numerous studies and a growing body of literature. Some have criticized the present state of this field of study for its lack of integration. Vroom said:

> There would appear to be a pressing need for some kind of organization and integration of existing knowledge in the field of work and motivation. A critical and comprehensive examination of existing empirical evidence is required to show us where we now stand in our efforts to find principles and generalizations, and to indicate promising new avenues for research.[23]

Mason Haire recognized the same difficulty in discerning motivational principles in industrial psychology, commenting that "unless there is a real advance here soon, the very richness of the empirical data threatens to be overwhelming in its systematic unintelligibility."[24]

Many serious attempts have been made to organize the empirical "unintelligibility" to an integrated and understandable whole. The approaches have varied as has the success.[25] Many have built upon previous work and devoted a majority of their writing to the question

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[23]Victor H. Vroom, Work and Motivation (New York: John Wiley and Sons, Inc., 1964), p. 5.

[24]Mason Haire, "Industrial Social Psychology," in G. Lindzey, editor, Handbook of Social Psychology (Cambridge, Massachusetts: Addison-Wesley, 1954), p. 1120.

[25]Outstanding work integrating empirical studies include: James G. March and Herbert A. Simon in Organizations; Frederick Herzberg, Bernard Mausner, R. O. Peterson, and Dora F. Capwell in Job Attitudes: Review of Research and Opinion; Victor Vroom in Work and Motivation; Clyde E. Blocker and Richard C. Richardson in "Twenty-five years of Morale Research: A Critical Review," Journal of Educational Sociology; H. Alan Robinson, Ralph P. Conners and Ann H. Robinson in a series reviewing job satisfaction researches, published annually in Personnel and Guidance Journal.

of man and his work and work role.[26]

Few industrial, professional or government groups have been excluded from study centered on the relationship of the worker to his work in the organization. A large number of studies in recent years have been conducted in educational organizations, with Robinson, Conners and Robinson reporting forty per cent of the total number of studies in this area in 1963.[27]

Early Studies of Teacher Dissatisfaction

Sophisticated research in teacher dissatisfaction was practically unknown prior to World War II, with two notable exceptions. Hoppock surveyed five hundred teachers to estimate the degree of satisfaction they experienced with their jobs.[28] The one hundred best satisfied, determined on the basis of four simple attitude scales combined to give a composite index of job satisfaction, and the one hundred least satisfied were compared on their responses to about two hundred questions. Differences were expressed through such statements as: the satisfied were more religious; the satisfied were teaching in cities above ten thousand population; the satisfied felt more successful; the satisfied were 7.5 years older than the dissatisfied.

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[26]Chris Argyris, Personality and Organization (New York: Harper and Brothers, 1957); Douglas McGregor in The Human Side of Enterprise (New York: McGraw-Hill Book Co., Inc., 1960); J. A. C. Brown in The Social Psychology of Industry (Baltimore: Penguin Books Inc., 1954).

[27]H. Alan Robinson, Ralph P. Conners and Ann H. Robinson, "Job Satisfaction Researches of 1963," Personnel and Guidance Journal, 45-360-366, December, 1964.

[28]Robert Hoppock, Job Satisfaction (New York: Harper and Brothers, 1935), p. 24.

Hoppock suggested the possibility of determining specific job satisfactions and dissatisfactions and balancing these against each other to arrive at a composite satisfaction index for the job as a whole. His definition of job satisfaction, "any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say, 'I am satisfied,'[29] allowed the use of a scale with intervals identified by rather obvious and straight-forward terms. His scale for global job satisfaction consisted of eleven intervals from "I hate it" through "On the whole, I like it," to "I love it."[30] Hoppock's approach, while lacking in subtlety, has served as the model for a number of subsequent studies.

McCluskey and Strayer continued Hoppock's research, developing a teacher situation test.[31] Teachers were asked to write down experiences that caused them extreme satisfaction or dissatisfaction. Such an approach tended to include all aspects of the teacher's environment and expanded the concept of a multi-variable approach to satisfaction determination.

Chase[32] used a questionnaire administered to 1,784 teachers in over two hundred systems in forty-three states to investigate the ways in which satisfaction with the system is related to personal characteristics of teachers and to administrative policies and practices. Chase

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[29]Ibid., p. 47.

[30]Ibid., p. 49.

[31]Howard Y. McCluskey and Floyd J. Strayer, "Reactions of Teachers to the Teaching Situation: A Study of Job Satisfaction," School Review, 48:614, October, 1940.

[32]Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, 33:127-132, November, 1951.

made an attempt in his study to show relationships between the dependent variable satisfaction and such variables as teaching experience, years in the present system, annual salary, increase in salary, and superintendent's ratings of teacher effectiveness. He also sought relationships with specific conditions present in the job situation such as freedom to plan, administrative styles, and participation in policy making.

Studies from Hoppock's in 1933 through Chase's in 1951 quickened the interest of administrators in determining methods of providing satisfaction within the context of the organization. However, the studies were lacking in design, producing data permitting only the most generalized statements. Typical studies employed questionnaires of limited sophistication administered to a large population sample. The diagnostic value of the instruments used to determine satisfaction was low when applied to small groups.

Difficulties in Identifying and Measuring Dissatisfaction

Brown discussed several types of instruments used to measure satisfaction, including the simple opinion survey, and listed difficulties experienced in the use of this type of instrument.[33] He suggested that the organization may object to attempts to find out what employees are thinking, feeling it is a sign of weakness and something with which the competent employer who has adequate control over his employees need not concern himself. A second organizational objection was that management thinks that it is already aware of employees' feeling. A third concern is that any findings may be inaccurate; employees may not answer

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[33]Brown, op. cit., pp. 169-171.

the questions honestly or opinions may not necessarily correspond closely with actions.

Difficulties other than those suggested by Brown have been experienced by investigators in the area of satisfaction measurement. Two of the most serious are selection of pertinent areas of the work role for measurement and integration of the findings into a viable theory permitting significant interpretation.

Individual Need and Organizational Role

Teacher role conflict was explored by Getzels and Guba[34] as a possible cause of dissatisfaction. They used a seventy-one item instrument investigating conflict in socio-economic role, citizen role, and professional role. They found significant differences in conflict scores among four sub-groups selected on the basis of personal characteristics.

Guba and Bidwell sought to determine "certain effects of administrative behavior in the school situation upon teachers' effectiveness, job satisfaction, and confidence in administrative leadership.[35] The study was based on the assumption that a school may be perceived as a social institution which consists structurally in a system of roles, each role holding an expectation which serves to define the behavior of the role incumbent. Each incumbent brings to this role his unique personality structure; each role therefore includes the aspect of

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[34]Jacob W. Getzels and Egon G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, 29:30-40, September, 1955.

[35]Egon G. Guba and Charles Bidwell, Administrative Relationships (Chicago: The Midwest Administration Center, University of Chicago, 1957), p. 1.

institutional or group goals and of individual need satisfaction.

Guba and Bidwell drew from the Getzels and Guba model of the social system to indicate the relationship between the role structure of the organization and the personality structure of its individual members.[36]

The investigators presented a model which defined the nomothetic, transactional and idiographic dimensions of leadership. The nomothetic leader emphasizes the requirements of the institution and the conformity of role behavior to expectations at the expense of the individual personality and the satisfaction of needs. The idiographic leader stresses the need structure of the individual personality. By contrast, the transactional leader attempts to provide for individual needs within the context and direction of institutional and group goals. The following model illustrates these three dimensions:[37]

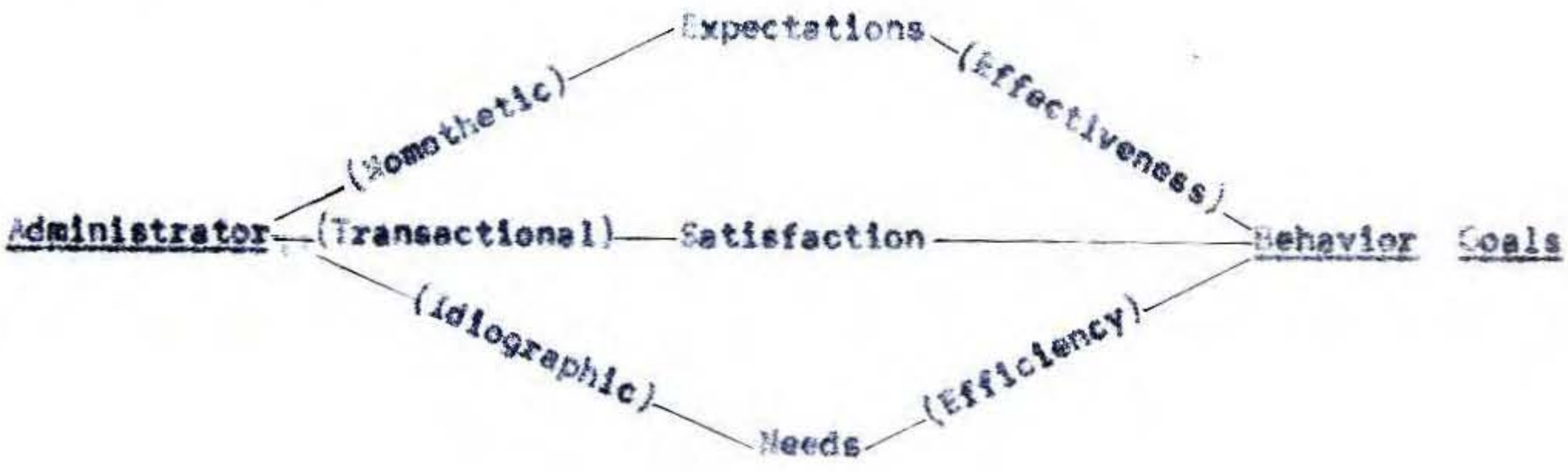

Figure 3

In discussing the relationship of needs and expectations, Guba and Bidwell pointed out the lack of conflict where personal and

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[36] Ibid., p. 5.

[37] Ibid.

organizational demands are congruent. However, the uniqueness of individual personalities and need patterns precludes complete congruity as an organization includes many such unique individuals. The result of administrative attempts to relate these many individual needs to the organizational goals may be in varying degrees of effectiveness, efficiency and satisfaction.[38]

The literature provided many suggested lists of factors to be considered in the determination of satisfaction and dissatisfaction. The lists included such factors as: democratic leadership; freedom to plan; professional responsibility; voice in policy making; competent leadership; salaries; good working conditions; community support; correction of grievances.[39]

Ross's factors yielded general divisions and maintained great consistency of scope among factors. The factors were teacher-board relationship; administration and administrative policies; professional attitudes; personnel policies and practices; teacher-pupil relationships; teacher-supervisor relationships; school plant; services and equipment; teacher-parent-community relationships.[40]

One of the most interesting presentations was that of Herzberg and his motivation - hygiene theory as developed in a study published

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[38] Ibid., p. 9.

[39] Chase, op. cit.

[40] Walter Eugene Ross, "A Study of Personnel Factors Affecting the Morale Status of Teachers of Two Rural School Systems in New York State and Including Comparison of Findings with those of a Similar Study Completed for a New Jersey Suburban School System," Doctoral Dissertation, New York University, 1960.

in 1959[41] and expanded in a further refinement in 1966.[42] He hypothesized two sets of factors at work in any job situation:

> In summary, two essential findings were derived from this study. First, the factors involved in producing job satisfaction were <u>separate</u> and <u>distinct</u> from the factors that led to job dissatisfaction. Since separate factors needed to be considered, depending on whether job satisfaction or job dissatisfaction was involved, it followed that these two feelings were not the obverse of each other. Thus, the opposite of job satisfaction would not be job dissatisfaction, but rather <u>no</u> job satisfaction; similarly, the opposite of job dissatisfaction is <u>no</u> job dissatisfaction, not satisfaction with one's job. The fact that job satisfaction is made up of two unipolar traits is not unique, but it remains a difficult concept to grasp.[43]

Herzberg termed the factors contributing to satisfaction "motivators" and those contributing to dissatisfaction or the elimination of dissatisfaction "hygiene factors." Motivators included the following: achievement; recognition for achievement; work itself; responsibility; advancement; possibility of growth. The hygiene factors included: supervision; company policy and administration; working conditions; interpersonal relations with peers, subordinates and superiors; status; job security; salary; personal life.[44]

Herzberg's "motivators" and "hygiene factors" appeared to establish a hierarchy similar to that outlined by Maslow. Maslow suggested the following classification of needs, arranged in a hierarchy of prepotency:

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[41]Frederick Herzberg, Bernard Mausner, Barbara Block Snyderman, <u>The Motivation to Work</u> (New York: John Wiley and Sons, Inc., 1959).

[42]Frederick Herzberg, <u>Work and the Nature of Man</u> (Cleveland: The World Publishing Company, 1966).

[43]<u>Ibid</u>., p. 75-76.

[44]<u>Ibid</u>., p. 95-96.

1. Physiological needs such as food, sex, thirst.

2. Safety needs.

3. Belongingness and love needs such as friends, sweetheart, wife, children.

4. Esteem needs such as the need for a stable, firmly based, usually high evaluation of self, the need for self-respect or self-esteem, and the need for the esteem of others. The self-esteem needs include a desire for strength, achievement, adequacy, mastery, competence, independence, and freedom. The other-esteem needs include desire for reputation, prestige, status, dominance, recognition, attention, importance and appreciation.

5. Self-actualization needs such as the desire to become more and more what one is and to become everything one is capable of becoming.[45]

The hygiene factors seem more closely related to the lower order needs while the motivators tend toward the high order. It may be pertinent to consider the fulfillment of lower order needs, Herzberg's "hygiene factors" to permit the higher order needs, the "motivators," to exert themselves more fully. Following Herzberg's theory, the alert administrator seeking a healthy organization where the goals of the organization and of the individual are to become congruent, may well consider both the "hygiene factors" and the "motivators." Maslow stated:

> . . . . I should then say simply that a healthy man is primarily motivated by his needs to develop and actualize his fullest potentialities and capacities. If a man has any other basic needs in any active, chronic sense, he is simply an unhealthy man.[46]

McGregor emphasized management by congruity of organizational and personal goals and indicated the value of emphasis on higher needs in today's affluent society:

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[45] A. H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), pp. 89-92.

[46] Ibid., p. 105.

> "Management by direction and control - whether implemented by the hard, the soft, or the firm but fair approach - fails under today's conditions to provide effective motivation of human effort toward organizational objectives. It fails because direction and control are useless methods of motivating people whose physiological and safety needs are reasonably satisfied and whose social, egoistic, and self-fulfillment needs are predominant.[47]

For purposes of this study, it is assumed that in our present affluent society, teachers are experiencing, or have no reason connected with the organization for not experiencing, satisfaction of primary physiological needs. Therefore, this study concentrated on the secondary needs which derive from interaction with the environment. These secondary social needs are strongly conditioned by experience, vary in type and intensity among people, change within any individual, and work in groups rather than alone. Furthermore, secondary needs are often nebulous feelings hidden from conscious recognition rather than tangible identities. However, these are the significant needs which individuals seek to fulfill in the organizational role and must be considered in order to study the full spectrum of the individual and his work.

Implications from Research Studies for the Present Study

The approach of the present study was based on a consideration of the Getzels and Guba model of the social system, expanding the definition of satisfaction to include a broader need-fulfillment base. The literature has indicated an increasing interest in identifying factors providing satisfaction and eliminating factors contributing to dissatisfaction. Writers have shown that these factors operate differently for different individuals so that the possibility of

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[47]Douglas McGregor, Leadership and Motivation, ed., Warren G. Bennis and Edgar H. Schein (Cambridge, Massachusetts: Massachusetts Institute of Technology Press, 1966), pp. 14-15.

manipulating all role expectations to a state of congruency with needs of role incumbents presents difficulty if not impossibility. The transactional administrator, however, approaches the task optimistically. He attempts to increase the degree of congruency through a recognition of the hygiene and motivator factors and through an attempt to modify the environment, the need, or the perceptions of the individual role incumbent to both decrease dissatisfaction and increase satisfaction.

Crucial to the success of the transactional administrator is the availability of adequate tools with which to assess the degree of need fulfillment of members of the organization, or the lack of need fulfillment and the diagnosis of the areas of deficiency. Inadequacy of present tools was underscored in a report presented by Moore, Deever and Hunnicutt at a seminar held at Arizona State University to develop statements identifying techniques for bridging the gap and spotlighting research needs in school personnel administration.[48] Among the high priority areas was teacher morale and job satisfaction research. The greatest need specified for this area was the development of instruments for appraisal of staff morale.

> One crucial need in research is the development of new methodology, techniques, and instruments to effectively measure and appraise teacher morale.[49]
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> There is a need for more sophisticated instruments for diagnosis.[50]

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[48]Harold E. Moore, Merwin Deever, and Harold B. Hunnicutt, "A Research and Development Activity Related to High Priority Areas in School Personnel Administration," Cooperative Research Project C034, Arizona State University, Tempe, Arizona, June, 1965.

[49]Ibid., p. 37.

[50]Ibid., p. 139.

The present study developed the Dissatisfaction Magnitude Scale for measuring teacher dissatisfaction and for identifying areas of dissatisfaction. The data gathered through use of the instrument were analyzed to expand the concept of satisfaction used in the Getzels and Cuba model, which related role expectations of the organization to individual needs of role incumbents.

Summary

Many studies, conducted in a variety of organizations, have been designed to investigate the relationship of man and his work. A large body of literature has been developed exploring the satisfaction and dissatisfaction of man with his role in the organization. The emphasis has been on both the man and the organization. Early studies considered few variables but more recently the emphasis has been on a multi-variable approach.

Teachers have been among the groups studied extensively in the past two decades. Forty per cent of the studies in 1963 were conducted in educational organizations.

Typical approaches have included the assessment of "morale" or "satisfaction" states of individuals comprising work groups. Following the establishment of a satisfaction index, a number of variables are examined in an attempt to identify relationships among individuals, groups, and the organization.

The work of behavioral scientists has contributed significantly to the theoretical base of the present study. The Getzels and Cuba model of the dimensions of leadership explicates the relationship of organizational expectations and individual needs. The transactional administrator seeks to bring about congruency of these two dimensions to ensure

effectiveness and efficiency as well as satisfaction.

Maslow expanded the individual need dimension through his work on need structures and the hierarchy of prepotency of needs. While the physiological needs listed by Maslow may not be of major concern in today's affluent society, other lower and middle range needs affect the individual and his work.

Herzberg identified two classes of factors present in the organization: (1) hygiene or dissatisfaction factors and (2) motivation or satisfaction factors. Hygiene factors tend to affect the lower and middle range needs described by Maslow while motivating factors affect the higher range.

The concepts considered in the present study corresponded more closely with Herzberg's hygiene or dissatisfaction factors. It is in this range that the administrator may first deal with dissatisfaction in order that the higher order motivators may be considered advantageously to bring about satisfaction.

A high priority for continued study of these problems in all organizations including education still exists. More sophisticated measuring instruments are required to enable the researcher to consider an expanded number of variables simultaneously and in greater depth.

CHAPTER III

ANALYSIS OF SCALES AND RANKING OF CONCEPTS

It is the purpose of this chapter to outline the procedures used in determining factor groupings for the twenty scales used in the study, to present the data and the findings, and to discuss implications. In addition, material is presented concerning the rank ordering of the fifteen concepts used in the study on the basis of mean dissatisfaction scores. These were rank-ordered by each of four factors and by the mean of all scales.

Analysis of Scales

Each of the fifteen concepts was presented to the subjects for evaluation using twenty bi-polar adjective scales. On each of the seven step scales, the subject indicated his feelings about the concept both NOW and as SATISFIED. Dissatisfaction was interpreted as the difference between the NOW and SATISFIED marking. The problem was to determine the underlying factors common to the scales which had been selected. The scales were selected to be representative of many qualities individuals would consider in evaluating any concept.

The original selection of the scales for the instrument was considered to be of critical importance. Many studies were reviewed where bi-polar adjective scales had been employed. From these studies, a list of possible scales was generated and expanded through the use of dictionaries of antonyms. A total list of eighty-three possible scales was compiled and submitted to six judges for the purpose of determining

those scales with the greatest semantic sense when applied to concepts in education. The judges evaluated them using four sample concepts. The scales rated as highly applicable by the judges were reviewed with consideration being given to the factor analyses of the scales reported by Osgood and by Bolton.[51] The twenty scales selected for this present study were considered representative of the four factors (1) evaluation, (2) potency, (3) activity, and (4) stability.

It was determined that factor analysis of the bi-polar scales which were a part of the present study would (1) permit consideration of fewer scales in reporting findings where common factors emerged, (2) assist in determining the possibility of reducing the number of scales necessary for valid use of the instrument (reduction of the number of scales would greatly improve the ease of administration), (3) assist in determining the validity of the scales used in the present study, and (4) increase the diagnostic capabilities of the instrument through presentation of several well-defined rather than one general dissatisfaction magnitude index.

Kerlinger suggested that factor analysis could serve the cause of scientific parsimony:

> Generally speaking, if two tests measure the same thing, the scores obtained from them can be added together. If, on the other hand, the two tests do not measure the same thing, their scores cannot be added together. Factor analysis tells us, in effect, what tests or measures can be added and studied together rather than separately.[52]

It was considered that the scales in this present study were "tests" in the sense used by Kerlinger.

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[51]Osgood, op. cit., pp. 31-75. Dale L. Bolton, Changes in Concepts During an Introductory Course in Education (Cooperative Research Project 2619, University of Washington, 1965), pp. 16-29.

[52]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1964), p. 650.

The validity of the scales used in the present study was considered of prime importance. If the scales selected are representative of several factors, then the validity is increased over a single factor and the entire instrument may be considered more valid for measuring the total scope of dissatisfaction.

A methodological problem was encountered in determining the set of markings to be considered in the factor analysis of the scales. In reality, three scale scores were available including (1) the N for NOW mark, (2) the S or SATISFIED mark, and (3) the D or DISSATISFACTION score (S-N). Since the purpose of the analysis of scales was to extract factors for the scales as applied to all concepts, and since the meaning of that concept to the individual when he marked it "N" (NOW) most nearly corresponded to the Semantic Differential measurement of meaning, the N or NOW mark was used. Factor loadings were also obtained for the S and the D scores and these varied only slightly from the loadings based on the N. It was determined that subjects perceived a similar factor structure among the scales in terms of the present, the satisfied, and the dissatisfied state of affairs.

For factor analysis purposes, the N score for each subject on each scale was the mean of scores on all fifteen concepts. This summation over concepts yielded a 20 by 20 intercorrelation matrix of every scale with every other scale. A BiMed Factor Analysis Program was adapted for use with the twenty scales and was rotated and considered on the basis of a six-, five-, four-, and three-factor analysis.

Table I shows high loadings for the twenty scales on the four analyses based on N for NOW markings summed over concepts. The positive and negative adjective poles are listed at the left, the number of the

TABLE I

A SIX-FACTOR, FIVE-FACTOR, FOUR-FACTOR AND THREE-FACTOR ANALYSIS OF TWENTY SCALES SUMMED OVER FIFTEEN CONCEPTS ON N FOR NOW MARKINGS

Scales	Factor Loadings On 3 Factor	4 Factor	5 Factor	6 Factor	Factor Assignment
good - bad	1	1	4	4	4
active - passive	2	2	2	2	2
organized - disorganized	1	1	1	1	1
cooperative - uncooperative	1/2	3	3	3	3
successful - unsuccessful	1	1	1/4	1/4	4
leading - following	2	2	2	2	2
rational - emotional	1	1/3	1	5	1
wise - foolish	1	1	1	4	1
informal - formal	3	4	5	6	-
predictable - unpredictable	1	3	3	3	3
fair - unfair	1	1	1/4	1	1
strong - weak	1	1	1	1	1
efficient - inefficient	1	1	1	1	1
dynamic - static	2	2	2	2	2
consistent - inconsistent	1	3	3	3	3
direct - circuitous	1	1	1	1	1
pleasing - annoying	1	1	4	4	4
progressive - regressive	1/2	1	1/2	1	1
stable - unstable	1	1	1/4	4	4
valuable - worthless	1	1	4	4	4

factor loading high for that pair shown in the center columns, and the final factor assignment indicated in the column at the right. Tables II, III, IV, and V show actual high loadings by factors.

Adjective pairs loading high on Factor I were organized-disorganized, rational-emotional, wise-foolish, strong-weak, efficient-inefficient, and direct-circuitous.

Adjective pairs loading on Factor II were loaded high on this factor consistently through all analyses. Active-passive, leading-following, and dynamic-static consistently appeared to cluster around Factor II.

Cooperative-uncooperative, predictable-unpredictable, and consistent-inconsistent clustered around Factor III throughout the various analyses.

Scales clustering around Factor IV were good-bad, successful-unsuccessful, pleasing-annoying, and valuable-worthless.

The scales fair-unfair, progressive-regressive, and stable-unstable showed mixed loadings. They were assigned on the basis of over-all high loadings as follows: fair-unfair and progressive-regressive, Factor I; stable-unstable, Factor IV.

The adjective pair informal-formal appeared atypical in two ways: (1) the scale consistently loaded high on an independent factor with no other scale loading high on the same factor; (2) the scale showed mixed polarity, with informal considered positive by fifty per cent of the subjects and negative by the others. The scale informal-formal was dropped from consideration in the study.

Labeling of the factors was accomplished by reviewing the characteristics of the adjective scales clustering about a given factor.

TABLE II

HIGH LOADINGS ON SIX-FACTOR ANALYSIS OF TWENTY SCALES
SUMMED OVER FIFTEEN CONCEPTS SCORED ON H = NOW MARKINGS

Scales	Factors						High
Positive Pole	1	2	3	4	5	6	Factor
good				.788			4
active		.782					2
organized	.615						1
cooperative			.650				3
successful	.522			.504			1/4
leading		.755					2
rational					.835		5
wise				.434			4
informal						.952	6
predictable			.707				3
fair	.571						1
strong	.623						1
efficient	.684						1
dynamic		.729					2
consistent			.732				3
direct	.696						1
pleasing				.629			4
progressive	.620						1
stable				.565			4
valuable				.796			4

TABLE III

HIGH LOADINGS ON FIVE-FACTOR ANALYSIS OF TWENTY SCALES
SUMMED OVER FIFTEEN CONCEPTS SCORED ON M = MGS MARKINGS

Scales	Factors						High
Positive Pole	1	2	3	4	5	6	Factor
good				.799			4
active		.767					2
organized	.630						1
cooperative			.583				3
successful	.520			.533			1/4
leading		.757					2
rational	.713						1
wise	.565						1
informal					.938		5
predictable			.746				3
fair	.499			.425			1/4
strong	.577						1
efficient	.648						1
dynamic		.733					2
consistent			.728				3
direct	.636						1
pleasing				.661			4
progressive	.541	471					1/2
stable	.473			.536			1/4
valuable				.799			4

TABLE IV

HIGH LOADINGS ON FOUR-FACTOR ANALYSIS OF TWENTY SCALES
SUMMED OVER FIFTEEN CONCEPTS SCORED ON M = MOW MARKINGS

Scales	Factors						High
Positive Pole	1	2	3	4	5	6	Factor
good	.730						1
active		.776					2
organized	.639						1
cooperative			.549				3
successful	.742						1
leading		.747					2
rational	.471		.511				1/3
wise	.663						1
informal				.869			4
predictable			.758				3
fair	.616						1
strong	.752						1
efficient	.723						1
dynamic		.736					2
consistent			.738				3
direct	.532						1
pleasing	.677						1
progressive	.628						1
stable	.672						1
valuable	.694						1

TABLE V

HIGH LOADINGS ON THREE-FACTOR ANALYSIS OF TWENTY SCALES SUMMED OVER FIFTEEN CONCEPTS SCORED ON N = HOW MARKINGS

Scales Positive Pole	Factors 1	2	3	4	5	6	High Factor
good	.672						1
active		.809					2
organized	.661						1
cooperative	.453	.310					1/2
successful	.682						1
leading		.771					2
rational	.668						1
wise	.714						1
informal			.754				3
predictable	.506						1
fair	.723						1
strong	.684						1
efficient	.778						1
dynamic		.776					2
consistent	.573						1
direct	.615						1
pleasing	.725						1
progressive	.543	.471					1/2
stable	.776						1
valuable	.573						1

The scales identified as Factor I displayed characteristics of both rationality and strength and were labeled POTENCY. Scales in Factor II displayed activity and drive and were labeled ACTIVITY. Factor III was labeled CONSISTENCY and Factor IV, similar to Osgood's EVALUATIVE dimension was so labeled.

All data in the balance of the present study are reported according to Factor Scores and the mean of the nineteen scales. The All Scales data, while less diagnostic than the data reported by factors, are presented to permit consideration of a single dissatisfaction index.

Although the factor analysis of the scales did not produce factoring identical to that considered when scales were selected, there was great similarity.

Factors determined through factor analysis in the present study, and the scales comprising the factors were as follows:

FACTOR I	-	POTENCY
strong	-	weak
direct	-	circuitous
rational	-	emotional
organized	-	disorganized
wise	-	foolish
progressive	-	regressive
efficient	-	inefficient
fair	-	unfair
FACTOR II	-	ACTIVITY
active	-	passive
leading	-	following
dynamic	-	static
FACTOR III	-	CONSISTENCY
consistent	-	inconsistent
predictable	-	unpredictable
cooperative	-	uncooperative

FACTOR IV - EVALUATIVE

good - bad
successful - unsuccessful
pleasing - annoying
valuable - worthless
stable - unstable

Rank Ordering of Concepts

It was determined profitable to review the rank ordering of the fifteen concepts in terms of dissatisfaction magnitude. The mean diesatisfaction score for each item as computed for Factor I, II, III, IV, and All Scales is shown in Table VI. The greatest possible dissatisfaction score was six. The actual range of dissatisfaction means was from a low of .4694 (MY FAMILY on the EVALUATIVE dimension) to 1.5137 (PARENTS OF STUDENTS on the ACTIVITY dimension).

Rank ordering of concepts for each Factor and for All Scales is presented in Tables VII through XI with items ranked from greatest to least dissatisfaction. Table XII summarizes the ranking for each concept on each of the Factors and All Scales.

Greatest dissatisfaction. The greatest dissatisfaction expressed was with PARENTS OF STUDENTS. Only on the EVALUATIVE dimension was this concept replaced as number one (OUR PRESENT SALARY SCHEDULE was number one in the EVALUATIVE dimension). The second greatest dissatisfaction expressed was with PUBLIC EDUCATION, particularly in the POTENCY and CONSISTENCY dimensions.

Least dissatisfaction. The least dissatisfaction was expressed for the concept MY FAMILY. Only on the POTENCY factor was this item replaced as number fifteen (MY FRIENDS was number fifteen in the POTENCY dimension). The next-to-least dissatisfaction expressed was on the concept MY FRIENDS followed closely by the concepts WHERE I LIVE. All

TABLE VI

DISSATISFACTION MEANS FOR FIFTEEN CONCEPTS
FACTORS I, II, III, IV AND THE MEAN OF ALL SCALES

Concept	Factor I	II	III	IV	All Scales
1	1.43	1.51	1.41	1.31	1.41
2	1.34	1.36	1.25	1.00	1.24
3	.89	.92	.76	.78	.84
4	.94	1.11	.89	.62	.93
5	1.00	.92	1.04	.84	.95
6	1.07	1.15	.93	1.24	1.10
7	1.20	1.12	1.18	1.04	1.14
8	1.27	1.45	1.08	1.39	1.30
9	1.34	1.26	1.18	1.10	1.24
10	.99	1.05	.84	.95	.96
11	.98	1.09	.78	.94	.96
12	.62	.61	.59	.47	.57
13	.61	.62	.61	.52	.59
14	.77	.87	.73	.74	.77
15	1.42	1.33	1.25	1.27	1.34

TABLE VII

RANK ORDER OF CONCEPT DISSATISFACTION: FACTOR I, POTENCY

Rank	Concept	Mean Dissatisfaction
1	Parents of Students	1.43
2	Public Education	1.42
3	Teaching as a Profession	1.34
4	Students in My School	1.34
5	Our Present Salary Schedule	1.27
6	District Personnel Practices	1.20
7	Our Professional Education Assn.	1.07
8	The Central Office Staff	1.00
9	My Present Educational Role	.99
10	Myself	.98
11	My Principal	.94
12	Fellow Teachers	.89
13	Where I Live	.77
14	My Family	.62
15	My Friends	.61

TABLE VIII

RANK ORDER OF CONCEPT DISSATISFACTION: FACTOR II, ACTIVITY

Rank	Concept	Mean Dissatisfaction
1	Parents of Students	1.51
2	Our Present Salary Schedule	1.45
3	Students in My School	1.36
4	Public Education	1.33
5	Teaching as a Profession	1.26
6	Our Professional Education Assn.	1.15
7	District Personnel Practices	1.12
8	My Principal	1.11
9	Myself	1.09
10	My Present Educational Role	1.05
11	My Fellow Teachers	.92
12	The Central Office Staff	.92
13	Where I Live	.87
14	My Friends	.62
15	My Family	.61

TABLE IX

RANK ORDER OF CONCEPT DISSATISFACTION: FACTOR III, CONSISTENCY

Rank	Concept	Mean Dissatisfaction
1	Parents of Students	1.41
2	Public Education	1.25
3	Students in My School	1.25
4	District Personnel Practices	1.18
5	Teaching as a Profession	1.18
6	Our Present Salary Schedule	1.08
7	The Central Office Staff	1.04
8	Our Professional Education Assn.	.93
9	My Principal	.89
10	My Present Educational Role	.84
11	Myself	.78
12	My Fellow Teachers	.76
13	Where I Live	.73
14	My Friends	.61
15	My Family	.59

TABLE X

RANK ORDER OF CONCEPT DISSATISFACTION: FACTOR IV, EVALUATIVE

Rank	Concept	Mean Dissatisfaction
1	Our Present Salary Schedule	1.39
2	Parents of Students	1.31
3	Public Education	1.27
4	Our Professional Education Assn.	1.24
5	Teaching as a Profession	1.10
6	District Personnel Practices	1.04
7	Students in My School	1.00
8	My Present Educational Role	.95
9	Myself	.94
10	The Central Office Staff	.84
11	My Principal	.82
12	My Fellow Teachers	.78
13	Where I Live	.74
14	My Friends	.52
15	My Family	.47

TABLE XI

RANK ORDER OF CONCEPT DISSATISFACTION: ALL SCALES

Rank	Concept	Mean Dissatisfaction
1	Parents of Students	1.41
2	Public Education	1.34
3	Our Present Salary Schedule	1.30
4	Teaching as a Profession	1.24
5	Students in My School	1.24
6	District Personnel Practices	1.14
7	Our Professional Education Assn.	1.10
8	My Present Educational Role	.96
9	Myself	.96
10	The Central Office Staff	.95
11	My Principal	.93
12	My Fellow Teachers	.84
13	Where I Live	.77
14	My Friends	.59
15	My Family	.57

TABLE XII

RANK ORDER OF CONCEPT DISSATISFACTION
ON FACTORS I, II, III, IV AND ALL SCALES

Item	Factor				All
	I	II	III	IV	Scales
1. Parents of Students	1	1	1	2	1
2. Students in My School	4	3	3	7	5
3. My Fellow Teachers	12	11	12	12	12
4. My Principal	11	8	9	11	11
5. The Central Office Staff	8	12	7	10	10
6. Our Professional Education Assn.	7	6	8	4	7
7. District Personnel Practices	6	7	4	6	6
8. Our Present Salary Schedule	5	2	6	1	3
9. Teaching as a Profession	3	5	5	5	4
10. My Present Educational Role	9	10	10	8	8
11. Myself	10	9	11	9	9
12. My Family	14	15	15	15	15
13. My Friends	15	14	14	14	14
14. Where I Live	13	13	13	13	13
15. Public Education	2	4	2	3	2

three of these concepts were among the group of five extra-organizational concepts.

Greatest consistency of ranking. The greatest consistency of rankings was on the concept WHERE I LIVE, ranking thirteenth on all Factors and All Scales. Also showing consistency in ranking were the concepts PARENTS OF STUDENTS, MY FELLOW TEACHERS, TEACHING AS A PROFESSION, MY FAMILY, AND MY FRIENDS.

Greatest spread in ranking. The greatest spread in ranking among factors was on the items THE CENTRAL OFFICE STAFF and OUR PRESENT SALARY SCHEDULE, each with a ranking spread of five places. The concept OUR PROFESSIONAL EDUCATION ASSOCIATION had a ranking spread of four places and the concepts STUDENTS IN MY SCHOOL, DISTRICT PERSONNEL PRACTICES, and MY PRINCIPAL each had a ranking spread of three places among factors.

Findings

Concept 1, PARENTS OF STUDENTS. Teachers perceived the greatest dissatisfaction with this concept. Only on Factor IV, EVALUATIVE, did teachers perceive greater dissatisfaction with a different concept. PARENTS OF STUDENTS were not as strong, active nor consistent as teachers would want them to be.

Concept 2, STUDENTS IN MY SCHOOL. This concept ranked fifth in dissatisfaction. Teachers perceived considerable dissatisfaction with students, particularly on the ACTIVITY and CONSISTENCY dimensions. Students are not as active, leading, dynamic, consistent, cooperative,

nor predictable as teachers desire. Teachers did express considerably less dissatisfaction with students on the EVALUATIVE dimension, finding them rather good, successful, pleasing, valuable, and stable.

Concept 3, MY FELLOW TEACHERS. This concept ranked twelfth in dissatisfaction. This was a relatively low and consistent-among-factors dissatisfaction ranking. Slightly more dissatisfaction was perceived in the ACTIVITY dimension than in the other dimensions. Teachers would prefer their fellow teachers to be slightly more active, leading and dynamic.

Concept 4, MY PRINCIPAL. Teachers ranked this concept eleventh in dissatisfaction. The rankings were inconsistent among factors, however, with greater dissatisfaction expressed in the ACTIVITY and CONSISTENCY dimensions. Teachers are relatively less dissatisfied with the strength and value of their principal than with his degree of activity and consistency.

Concept 5, THE CENTRAL OFFICE STAFF. Teachers ranked this concept tenth in dissatisfaction. There was great inconsistency in ranking of this concept among factors. The concept was ranked seventh on the factor CONSISTENCY, eighth on POTENCY, tenth on EVALUATIVE, and twelfth on ACTIVITY. Teachers perceived relatively less dissatisfaction with the central office staff on the qualities of being active, leading, dynamic, good, pleasing, successful, valuable and stable, and relatively more dissatisfaction with the staff on the qualities of being organized, rational, wise, strong, efficient, direct, progressive, fair, consistent, cooperative, and predictable.

Concept 6, OUR PROFESSIONAL EDUCATION ASSOCIATION. Teachers ranked this concept seventh in dissatisfaction. They indicated relatively

greater dissatisfaction with this concept on the CONSISTENCY, POTENCY, and ACTIVITY factors than the EVALUATIVE factor. A considerable spread in ranking among factors was evidenced.

Concept 7, DISTRICT PERSONNEL PRACTICES. This concept was ranked sixth in dissatisfaction. The greatest dissatisfaction with district personnel practices was on the CONSISTENCY and the least on the ACTIVITY factor. Historically, consistency has been of prime importance in the administration of policy and this has apparently been indicated by teachers in expressing concern over this factor in the present study.

Concept 8, OUR PRESENT SALARY SCHEDULE. This concept was ranked third in dissatisfaction. It was ranked first in dissatisfaction on the EVALUATIVE dimension, and second on the ACTIVITY dimension. The ranking on the other two factors, POTENCY and CONSISTENCY moved to five and six respectively. Teachers were less dissatisfied with the strength and consistency of the present schedule than its leading qualities. However, greatest concern was expressed for this concept with regard to the qualities of being good, successful, pleasing, valuable and stable.

Concept 9, TEACHING AS A PROFESSION. Teachers, ranking this concept fourth in dissatisfaction, expressed relatively great dissatisfaction. The concern was consistent among the four factors. It may be that such dissatisfaction reflected healthy criticism of the status quo since there was such consistency among the factor scores.

Concept 10, MY PRESENT EDUCATIONAL ROLE. This concept was ranked eighth in dissatisfaction. A concern for the value and strength of their educational role was expressed on the EVALUATIVE and POTENCY dimensions. Concern to a lesser degree was expressed on the ACTIVITY and CONSISTENCY dimensions of that role.

Concept 11, MYSELF. Teachers ranked this concept ninth in dissatisfaction. There was relatively little dissatisfaction with themselves indicated by teachers, particularly with regard to the CONSISTENCY dimension. Somewhat greater concern was expressed on the ACTIVITY factor.

Concept 12, MY FAMILY. Teachers ranked this concept fifteenth in dissatisfaction. The least dissatisfaction among all concepts was indicated with the family. Only on the POTENCY factor was another item ranked with less dissatisfaction. The least dissatisfaction of any concept and factor was expressed for this item on the EVALUATIVE dimension. Teachers consider themselves most satisfied with the value and goodness of their families.

Concept 13, MY FRIENDS. This concept was ranked fourteenth in dissatisfaction. It was ranked as next to the least in dissatisfaction on all factors except the POTENCY factor where it was ranked least in dissatisfaction.

Concept 14, WHERE I LIVE. Teachers ranked this concept thirteenth in dissatisfaction. Very little dissatisfaction with this concept was indicated and the greatest consistency of ranking among factors obtained.

Concept 15, PUBLIC EDUCATION. This concept was ranked second in dissatisfaction. Teachers indicated extreme dissatisfaction on the POTENCY and ACTIVITY dimensions followed closely by the EVALUATIVE and CONSISTENCY dimensions.

Summary

The purpose of this chapter was (1) to review the factor analysis of the twenty bi-polar adjective scales used in the Dissatisfaction

Magnitude Scale, and (2) to present data on the rank order of the fifteen concepts for each of the four factors identified, and for the mean of All Scales.

The M for MOW marking on each of the twenty scales was summed over both the fifteen concepts and the means of each scale computed. A six-, five-, four-, and three-factor analysis was performed and the scales assigned to factors according to high loadings. Five factors were originally identified, but one was atypical in several ways. This factor involved a single scale and was not considered further in the study. Scales were assigned to the four factors as follows:

POTENCY - FACTOR I

strong-weak, direct-circuitous, rational-emotional, organized-disorganized, wise-foolish, progressive-regressive, efficient-inefficient, fair-unfair.

ACTIVITY - FACTOR II

active-passive, leading-following, dynamic-static.

CONSISTENCY - FACTOR III

consistent-inconsistent, cooperative-uncooperative, predictable-unpredictable.

EVALUATIVE - FACTOR IV

good-bad, successful, unsuccessful, pleasing-annoying, valuable-worthless, stable-unstable.

All subsequent data for the study were analyzed and reported on the basis of the four factors identified through factor analysis and on the mean of all scales.

A second part of the chapter was related to rank ordering of the fifteen concepts included in the present study. The fifteen were rank ordered from greatest to least dissatisfaction based on mean dissatisfaction scores, and according to Factors and All Scales.

The greatest dissatisfaction was expressed with the concepts PARENTS OF STUDENTS followed by PUBLIC EDUCATION and OUR PRESENT SALARY SCHEDULE. The least dissatisfaction expressed was with MY FAMILY followed by MY FRIENDS and WHERE I LIVE. The greatest consistency of ranking was with WHERE I LIVE, followed by PARENTS OF STUDENTS, MY FELLOW TEACHERS, TEACHING AS A PROFESSION, MY FAMILY and MY FRIENDS.

CHAPTER IV

ANALYSIS OF ORGANIZATIONAL AND EXTRA-ORGANIZATIONAL CONCEPTS

The purpose of this chapter is to outline the procedures and to present data used in analyzing the relationships among and between ten organizational concepts* and five extra-organizational concepts.** The data are reported for each Factor and for the mean of All Scales. The four factors identified for this study were POTENCY, ACTIVITY, CONSISTENCY, and EVALUATIVE.

The relationships were considered through the structure of three hypotheses, each stated in the null form:

Hypothesis 1 — For teachers, no significant difference in magnitude of dissatisfaction exists among ten concepts representing the organizational setting.

Hypothesis 2 — For teachers, no significant difference in magnitude of dissatisfaction exists among five concepts representing the setting outside of the organization.

Hypothesis 3 — For teachers, no significant correlation exists between the dissatisfaction magnitude of concepts representing the organizational setting and the dissatisfaction magnitude of concepts representing the extra-organizational setting.

Hypothesis 1 was tested by performing an analysis of variance utilizing the dissatisfaction Factor Scores and the mean of All Scales.

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*The ten organizational concepts were: (1) Parents of Students, (2) Students in My School, (3) My Fellow Teachers, (4) My Principal, (5) The Central Office Staff, (6) Our Professional Education Association, (7) District Personnel Practices, (8) Our Present Salary Schedule, (9) Teaching as a Profession, (10) My Present Educational Role.

**The five extra-organizational concepts were: (1) Myself, (2) My Family, (3) My Friends, (4) Where I Live, (5) Public Education.

F ratios were computed for each Factor and All Scales. All were significant at the .01 level. It was deemed profitable to proceed with further testing to determine which pairs of items had significantly different dissatisfaction scores. A multiple comparison program, based on Sheffe's work in determining significance of differences among pairs of means was used and the resulting t scores checked for significance. The data are reported in Tables XIII through XVI for the four Factors and for All Scales.

The multiple comparison matrix included forty-five comparisons for each Factor and for All Scales. There were three comparisons significant at the .05 level and thirteen at the .01 level for Factor I, POTENCY; there were seven at the .05 level and ten at the .01 level for Factor II, ACTIVITY; there were eight at the .05 level and ten at the .01 level for Factor III, CONSISTENCY; there were six at the .05 level and thirteen at the .01 level for Factor IV, EVALUATIVE; there were eight at the .05 level and ten at the .01 level for All Scales.

Hakoda and others[53] computed the number of significant comparisons necessary to establish the significance of a series of statistical tests. With forty-five comparisons as in this study, more than four tests significant at the .01 level were required to establish significance of the series of tests at the .001 level. Among the Factors and All Scales, not fewer than ten comparisons significant at the .01 level on each were computed. Based upon these data, Hypothesis 1 was rejected for each Factor and for All Scales. There were significant differences in

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[53]James M. Hakoda, Burton H. Cohen and Geoffrey Beal, "Tests of Significance for a Series of Statistical Tests," Psychological Bulletin, 51:172-175, 1954.

TABLE XIII

MULTIPLE COMPARISON OF CONCEPT
DISSATISFACTION MEAN DIFFERENCES: FACTOR I, POTENCY

CONCEPT	2	3	4	5	6	7	8	9	10
1	.09	.54 **	.49 **	.43 **	.36 **	.23	.16	.09	.44 **
2		.45 **	.40 **	.34 **	.27 *	.14	.07	.00	.35 **
3			-.05	-.11	-.18	-.31 *	-.38 **	-.45 **	-.10
4				-.06	-.13	-.26 *	-.33	-.40 **	-.05
5					-.07	-.20	-.27	-.34	.01
6						-.13	-.20	-.27	.08
7							-.07	-.14	.21
8								-.07	.28
9									.35 **

* $p < .05$
** $p < .01$

TABLE XIV

MULTIPLE COMPARISON OF CONCEPT
DISSATISFACTION MEAN DIFFERENCES: FACTOR II, ACTIVITY

CONCEPT	2	3	4	5	6	7	8	9	10
1	.15	.59 **	.40 **	.59 **	.36 *	.39 **	.06	.29	.46 **
2		.44 **	.25	.44 **	.21	.24	-.09	.10	.31 *
3			-.19	.00	-.23	-.20	-.53 **	-.34 *	-.13
4				.19	-.04	-.01	-.34 *	-.15	.06
5					-.23	-.20	-.53 **	-.34 *	-.13
6						.03	-.30 *	-.11	.10
7							-.33 *	-.14	.10
8								.19	.40 **
9									.21

* $p < .05$
** $p < .01$

TABLE XV

MULTIPLE COMPARISON OF CONCEPT
DISSATISFACTION MEAN DIFFERENCES: FACTOR III, CONSISTENCY

CONCEPT	2	3	4	5	6	7	8	9	10
1	.16	.65 **	.52 **	.37 **	.48 **	.23	.33 *	.23	.57 **
2		.49 **	.36 **	.21	.32 *	.07	.17	.07	.41 **
3			-.13	-.29 *	-.17	-.42 **	-.32 *	-.42 **	-.08
4				-.15	-.04	-.29 *	-.19	-.29 *	.05
5					.11	-.14	-.04	-.14	.20
6						-.15	-.15	-.25	.09
7							.10	.00	.34 *
8								-.10	.24
9									.24 *

* $p < .05$
** $p < .01$

TABLE XVI

MULTIPLE COMPARISON OF CONCEPT DISSATISFACTION MEAN DIFFERENCES: FACTOR IV, EVALUATIVE

CONCEPT	2	3	4	5	6	7	8	9	10
1	.31 *	.53 **	.49 **	.47 **	.07	.27 *	-.08	.21	.36 **
2		.22	.18	.16	-.24	-.04	-.39 **	-.10	.05
3			-.04	-.06	-.46 **	-.26	-.61 **	-.32 *	-.17
4				-.02	-.42 **	-.22	-.57 **	-.28 *	-.13
5					-.40 **	-.20	-.55 **	-.26	-.11
6						.20	-.15	.14	.29 *
7							-.35 **	-.06	.09
8								.29 *	.44 **
9									.15

* $p < .05$
** $p < .01$

TABLE XVII

MULTIPLE COMPARISON OF CONCEPT DISSATISFACTION MEAN DIFFERENCES: ALL SCALES

CONCEPT	2	3	4	5	6	7	8	9	10
1	.17	.37 **	.48 **	.46 **	.31 *	.27 *	.11	.17	.45 **
2		.40 **	.31 *	.29 *	.14	.10	-.06	.00	.28 *
3			-.09	-.11	-.26 *	-.30 *	-.46 **	-.40 **	-.12
4				-.02	-.17	-.21	-.37 **	-.31 *	-.03
5					-.15	-.19	-.35 **	-.29 *	-.01
6						-.04	-.20	-.14	.14
7							-.16	-.10	.18
8								.06	.34 **
9									.28 *

* $p < .05$
** $p < .01$

dissatisfaction scores among the ten organizational factors. The probability of obtaining such significant differences by chance is less than 1 chance in 1,000.

The following paragraphs present the findings for each Factor and for All Scales in detail.

Factor I - POTENCY

Factor I consisted of scales with the positive poles organized, rational, wise, strong, efficient, direct, progressive, and fair. There were significant differences between pairs as follows (the concept in the left column was marked as greater dissatisfaction over the concept in the column to the right; .05 and .01 indicated the level of significance of the difference in dissatisfaction):

PARENTS OF STUDENTS	>	STUDENTS IN MY SCHOOL	.01
PARENTS OF STUDENTS	>	MY FELLOW TEACHERS	.01
PARENTS OF STUDENTS	>	MY PRINCIPAL	.01
PARENTS OF STUDENTS	>	MY PRESENT EDUCATIONAL ROLE	.01
STUDENTS IN MY SCHOOL	>	MY FELLOW TEACHERS	.01
STUDENTS IN MY SCHOOL	>	MY PRINCIPAL	.01
STUDENTS IN MY SCHOOL	>	CENTRAL OFFICE STAFF	.01
STUDENTS IN MY SCHOOL	>	PROFESSIONAL EDUCATION ASSN.	.05
STUDENTS IN MY SCHOOL	>	MY PRESENT EDUCATIONAL ROLE	.01
DISTRICT PERSONNEL PRACTICES	>	MY FELLOW TEACHERS	.05
DISTRICT PERSONNEL PRACTICES	>	MY PRINCIPAL	.05
PRESENT SALARY SCHEDULE	>	MY FELLOW TEACHERS	.01
TEACHING AS PROFESSION	>	MY FELLOW TEACHERS	.01

TEACHING AS PROFESSION	>MY PRINCIPAL	.01
TEACHING AS PROFESSION	>CENTRAL OFFICE STAFF	.01
TEACHING AS PROFESSION	>MY PRESENT EDUCATIONAL ROLE	.01

Factor II - ACTIVITY

Factor II consisted of scales with the positive poles active, leading and dynamic. There were significant differences between pairs as follows:

PARENTS OF STUDENTS	>MY FELLOW TEACHERS	.01
PARENTS OF STUDENTS	>MY PRINCIPAL	.01
PARENTS OF STUDENTS	>CENTRAL OFFICE STAFF	.01
PARENTS OF STUDENTS	>PROFESSIONAL EDUCATION ASSN.	.05
PARENTS OF STUDENTS	>DISTRICT PERSONNEL PRACTICES	.01
PARENTS OF STUDENTS	>MY PRESENT EDUCATIONAL ROLE	.01
STUDENTS IN MY SCHOOL	>MY FELLOW TEACHERS	.01
STUDENTS IN MY SCHOOL	>CENTRAL OFFICE STAFF	.01
STUDENTS IN MY SCHOOL	>MY PRESENT EDUCATIONAL ROLE	.01
PRESENT SALARY SCHEDULE	>MY FELLOW TEACHERS	.01
PRESENT SALARY SCHEDULE	>MY PRINCIPAL	.05
PRESENT SALARY SCHEDULE	>CENTRAL OFFICE STAFF	.01
PRESENT SALARY SCHEDULE	>PROFESSIONAL EDUCATION ASSN.	.05
PRESENT SALARY SCHEDULE	>DISTRICT PERSONNEL PRACTICES	.05
TEACHING AS PROFESSION	>MY FELLOW TEACHERS	.05
TEACHING AS PROFESSION	>MY PRESENT EDUCATIONAL ROLE	.01
PRESENT SALARY SCHEDULE	>MY PRESENT EDUCATIONAL ROLE	.01

Factor III - CONSISTENCY

Factor III consisted of scales with the positive poles consistent,

cooperative, and predictable. There were significant differences between pairs as follows:

PARENTS OF STUDENTS	> MY FELLOW TEACHERS	.01
PARENTS OF STUDENTS	> MY PRINCIPAL	.01
PARENTS OF STUDENTS	> CENTRAL OFFICE STAFF	.01
PARENTS OF STUDENTS	> PROFESSIONAL EDUCATION ASSN.	.01
PARENTS OF STUDENTS	> PRESENT SALARY SCHEDULE	.05
PARENTS OF STUDENTS	> PRESENT EDUCATIONAL ROLE	.01
STUDENTS IN MY SCHOOL	> MY FELLOW TEACHERS	.01
STUDENTS IN MY SCHOOL	> MY PRINCIPAL	.01
STUDENTS IN MY SCHOOL	> PROFESSIONAL EDUCATION ASSN.	.05
STUDENTS IN MY SCHOOL	> PRESENT EDUCATIONAL ROLE	.01
DISTRICT PERSONNEL PRACTICES	> MY FELLOW TEACHERS	.01
DISTRICT PERSONNEL PRACTICES	> MY PRINCIPAL	.05
CENTRAL OFFICE STAFF	> MY FELLOW TEACHERS	.05
DISTRICT PERSONNEL PRACTICES	> PRESENT EDUCATIONAL ROLE	.01
TEACHING AS PROFESSION	> PRESENT EDUCATIONAL ROLE	.05
TEACHING AS PROFESSION	> MY FELLOW TEACHERS	.05
TEACHING AS PROFESSION	> MY PRINCIPAL	.05
PRESENT SALARY SCHEDULE	> MY FELLOW TEACHERS	.05

Factor IV - EVALUATIVE

Factor IV consisted of the scales with the positive poles good, successful, pleasing, valuable and stable. There were significant differences between pairs as follows:

PARENTS OF STUDENTS	> STUDENTS IN MY SCHOOL	.05
PARENTS OF STUDENTS	> MY FELLOW TEACHERS	.01

PARENTS OF STUDENTS	>MY PRINCIPAL	.01
PARENTS OF STUDENTS	>CENTRAL OFFICE STAFF	.01
PARENTS OF STUDENTS	>DISTRICT PERSONNEL PRACTICES	.05
PARENTS OF STUDENTS	>MY PRESENT EDUCATIONAL ROLE	.01
PRESENT SALARY SCHEDULE	>STUDENTS IN MY SCHOOL	.01
PRESENT SALARY SCHEDULE	>MY FELLOW TEACHERS	.01
PRESENT SALARY SCHEDULE	>MY PRINCIPAL	.01
PRESENT SALARY SCHEDULE	>CENTRAL OFFICE STAFF	.01
PRESENT SALARY SCHEDULE	>TEACHING AS A PROFESSION	.05
PRESENT SALARY SCHEDULE	>MY PRESENT EDUCATIONAL ROLE	.01
PROFESSIONAL EDUCATION ASSN.	>MY FELLOW TEACHERS	.01
PROFESSIONAL EDUCATION ASSN.	>MY PRINCIPAL	.01
PROFESSIONAL EDUCATION ASSN.	>CENTRAL OFFICE STAFF	.01
PROFESSIONAL EDUCATION ASSN.	>TEACHING AS A PROFESSION	.05
DISTRICT PERSONNEL PRACTICES	>PRESENT SALARY SCHEDULE	.01
TEACHING AS A PROFESSION	>MY FELLOW TEACHERS	.05
TEACHING AS A PROFESSION	>MY PRINCIPAL	.05

All Scales

There were significant differences between pairs based on dissatisfaction scores of all scales as follows:

PARENTS OF STUDENTS	>MY FELLOW TEACHERS	.01
PARENTS OF STUDENTS	>MY PRINCIPAL	.01
PARENTS OF STUDENTS	>CENTRAL OFFICE STAFF	.01
PARENTS OF STUDENTS	>OUR PROFESSIONAL EDUCATION ASSN.	.05
PARENTS OF STUDENTS	>DISTRICT PERSONNEL PRACTICES	.05
PARENTS OF STUDENTS	>MY PRESENT EDUCATIONAL ROLE	.01
STUDENTS IN MY SCHOOL	>MY FELLOW TEACHERS	.01

STUDENTS IN MY SCHOOL	> MY PRINCIPAL	.05
STUDENTS IN MY SCHOOL	> MY PRESENT EDUCATIONAL ROLE	.05
STUDENTS IN MY SCHOOL	> CENTRAL OFFICE STAFF	.05
PROFESSIONAL EDUCATION ASSN.	> MY FELLOW TEACHERS	.05
DISTRICT PERSONNEL PRACTICES	> MY FELLOW TEACHERS	.05
PRESENT SALARY SCHEDULE	> MY FELLOW TEACHERS	.01
PRESENT SALARY SCHEDULE	> CENTRAL OFFICE STAFF	.05
PRESENT SALARY SCHEDULE	> MY PRINCIPAL	.01
PRESENT SA ARY SCHEDULE	> MY PRESENT EDUCATIONAL ROLE	.01
TEACHING AS A PROFESSION	> MY PRINCIPAL	.01
TEACHING AS A PROFESSION	> MY FELLOW TEACHERS	.01

Discussion

One of the purposes of investigating the relationship between dissatisfaction scores of various organizational items was to determine the degree to which individuals could discriminate among concepts in using the Dissatisfaction Magnitude Scale. It was considered that the absence of any significant differences among dissatisfaction scores of the concepts could be interpreted as (1) a lack of discriminability inherent in the instrument design or (2) an indication that individuals themselves do not discriminate among various stimuli in the environment in terms of dissatisfaction. If the latter were true, other investigators would have been unable to obtain significant differences among concepts. Since such has not been the case, the hypothesis was interpreted as testing the design of the Dissatisfaction Magnitude Scale.

Table XVIII summarizes the significant differences between pairs for each Factor. The greatest difference appeared between the concept

TABLE XVIII

NUMBER OF FACTORS ON WHICH SIGNIFICANT DIFFERENCES BETWEEN DISSATISFACTION MEANS WERE OBTAINED

CONCEPT	2	3	4	5	6	7	8	9	10
1		4**	4**	4**	1* 2**	1* 1**	1*		4**
2		3**	2**	2**	2*		1**		1* 2**
3				1*	1**	1* 1**	1* 3**	2* 2**	
4					1**	2*	1* 1**	2* 1**	
5					1**		2**	1* 1**	
6							1* 1**		1*
7								1*	2**
8								1*	2**
9									1* 1**

* $p < .05$
** $p < .01$

PARENTS OF STUDENTS and the concepts MY FELLOW TEACHERS, MY PRINCIPAL, THE CENTRAL OFFICE STAFF, and MY PRESENT EDUCATIONAL ROLE, with dissatisfaction greater for PARENTS OF STUDENTS. It may be that such dissatisfaction was evidenced due to the relative remoteness of parents, or to unsatisfactory teacher-parent contacts. It may indicate a need for improved communications channels between teachers and parents. Increasing the dialogue between these two groups may reduce such teacher dissatisfaction by (1) changing teacher perceptions of parents of students, (2) changing parents' relationships with teachers so that parents can better interpret and fulfill the role teachers expect, and/or (3) change teachers' role expectations for parents.

The second greatest number of dissatisfaction differences was evidenced between the item STUDENTS IN MY SCHOOL and the concept MY FELLOW TEACHERS. The greater dissatisfaction was with the students. Perhaps the dissatisfaction with students could be interpreted as a concern for student welfare and a desire on the part of teachers to assist students in becoming more effective individuals. It was noted that the dissatisfaction was not high on the EVALUATIVE dimension, where students were seen as more good, valuable, and pleasing.

Hypothesis 2

> For teachers, no significant difference in magnitude of dissatisfaction exists among five concepts representing the setting outside of the organization.

This hypothesis was also tested by performing an analysis of variance on the dissatisfaction means for each Factor and for All Scales. F ratios were computed on each Factor and All Scales. All were significant at the .01 level. Further testing through the multiple comparison

program yielded a multiple comparison matrix of ten t scores. There was one comparison significant at the .05 level and six at the .01 level for Factor I, POTENCY; two at the .05 level and five at the .01 level for Factor II, ACTIVITY; four at the .05 level and five at the .01 level for Factor III, CONSISTENCY; two at the .05 level and six at the .01 level for All Scales. The data are reported in Tables XIX through XXIII for the four Factors and All Scales.

Sakoda[54] determined that the presence of three or more significant differences at the .01 level established a significance for the series of tests greater than the .001 level. Among the Factors and All Scales, not fewer than five comparisons significant at the .01 level were computed. Based on these data, Hypothesis 2 was rejected for each Factor and for All Scales. There were significant differences in dissatisfaction scores among the five extra-organizational concepts. The probability of obtaining such significant differences by chance was less than 1 chance in 1,000.

The following paragraphs present findings for each Factor and for All Scales in detail.

Factor I - POTENCY

Factor I consisted of scales with the positive poles of organized, rational, wise, strong, efficient, direct, progressive and fair. There were significant differences between pairs as follows (the concept in the left column was marked as greater dissatisfaction than the concept in the right column; .05 and .01 indicate the level of significance of the difference in dissatisfaction scores):

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[54]Sakoda, loc. cit.

TABLE XIX

MULTIPLE COMPARISON OF EXTRA-ORGANIZATIONAL CONCEPT DISSATISFACTION MEAN DIFFERENCES: FACTOR I, POTENCY

CONCEPT	2	3	4	5
1	.36**	.37**	.21*	-.44**
2		.01	-.15	-.80**
3			-.16	-.81**
4				-.65**

* $p < .05$

** $p < .01$

TABLE XX

MULTIPLE COMPARISON OF EXTRA-ORGANIZATIONAL CONCEPT DISSATISFACTION MEAN DIFFERENCES: FACTOR II, ACTIVITY

CONCEPT	2	3	4	5
1	.48**	.47**	.22	-.24
2		-.01	-.26*	-.72**
3			-.25*	-.71**
4				-.46**

* $p < .05$

** $p < .01$

TABLE XXI

MULTIPLE COMPARISON OF EXTRA-ORGANIZATIONAL CONCEPT DISSATISFACTION MEAN DIFFERENCES: FACTOR III, CONSISTENCY

CONCEPT	2	3	4	5
1	.19	.17	.05	-.47**
2		-.02	-.14	-.66**
3			-.12	-.64**
4				-.52**

* $p < .05$

** $p < .01$

TABLE XXII

MULTIPLE COMPARISON OF EXTRA-ORGANIZATIONAL CONCEPT DISSATISFACTION MEAN DIFFERENCES: FACTOR IV, EVALUATIVE

CONCEPT	2	3	4	5
1	.47**	.42**	.20	.33**
2		-.05	-.27*	-.30**
3			-.22*	-.75**
4				.53**

* $p < .05$

** $p < .01$

TABLE XXIII

MULTIPLE COMPARISON OF EXTRA-ORGANIZATIONAL CONCEPT DISSATISFACTION MEAN DIFFERENCES: ALL SCALES

CONCEPT	2	3	4	5
1	.39**	.37**	.19	-.38**
2		-.02	-.20*	-.77**
3			-.18	-.75**
4				-.57**

* $p < .05$

** $p < .01$

MYSELF	>	MY FAMILY	.01
MYSELF	>	MY FRIENDS	.01
MYSELF	>	WHERE I LIVE	.05
PUBLIC EDUCATION	>	MYSELF	.01
PUBLIC EDUCATION	>	MY FAMILY	.01
PUBLIC EDUCATION	>	MY FRIENDS	.01
PUBLIC EDUCATION	>	WHERE I LIVE	.01

Factor II - ACTIVITY

Factor II consisted of scales with the positive poles active, leading, and dynamic. There were significant differences between pairs as follows:

MYSELF	>	MY FAMILY	.01
MYSELF	>	MY FRIENDS	.01
WHERE I LIVE	>	MY FAMILY	.05
WHERE I LIVE	>	MY FRIENDS	.05
PUBLIC EDUCATION	>	MY FAMILY	.01
PUBLIC EDUCATION	>	MY FRIENDS	.01
PUBLIC EDUCATION	>	WHERE I LIVE	.01

Factor III - CONSISTENCY

Factor III consisted of scales with the positive poles consistent, cooperative and predictable. There were significant differences between pairs as follows:

PUBLIC EDUCATION	>	MYSELF	.01
PUBLIC EDUCATION	>	MY FAMILY	.01
PUBLIC EDUCATION	>	MY FRIENDS	.01
PUBLIC EDUCATION	>	WHERE I LIVE	.01

Factor IV - EVALUATIVE

Factor IV consisted of scales with the positive poles good, successful, pleasing, valuable and stable. There were significant differences between pairs as follows:

MYSELF	> MY FAMILY	.01
MYSELF	> MY FRIENDS	.01
WHERE I LIVE	> MY FAMILY	.05
WHERE I LIVE	> MY FRIENDS	.05
PUBLIC EDUCATION	> MYSELF	.01
PUBLIC EDUCATION	> MY FAMILY	.01
PUBLIC EDUCATION	> MY FRIENDS	.01
PUBLIC EDUCATION	> WHERE I LIVE	.01

All Scales

There were significant differences between pairs based on dissatisfaction scores of all scales as follows:

MYSELF	> MY FAMILY	.01
MYSELF	> MY FRIENDS	.01
WHERE I LIVE	> MY FAMILY	.05
PUBLIC EDUCATION	> MYSELF	.01
PUBLIC EDUCATION	> MY FAMILY	.01
PUBLIC EDUCATION	> MY FRIENDS	.01
PUBLIC EDUCATION	> WHERE I LIVE	.01

Discussion

The discriminability of the Dissatisfaction Magnitude Scale among concepts was upheld by data concerning significant differences between pairs of items in the extra-organizational setting. The percentage of

significant differences to total number of pairings was sixty-six per cent for the extra-organizational concepts and thirty-nine per cent for the organizational concepts.

Table XXIV summarizes the significant differences between pairs on each Factor and All Scales. The greatest differences were between the concept PUBLIC EDUCATION and the concepts MYSELF, MY FAMILY, MY FRIENDS, and WHERE I LIVE. It was evident that individuals perceived significantly greater dissatisfaction with PUBLIC EDUCATION than with any other extra-organizational concepts. There was also a great difference between the concept MYSELF and the concepts MY FAMILY and MY FRIENDS.

It would appear that PUBLIC EDUCATION was equated more directly with organizational concepts and with the general dissatisfaction expressed with concepts such as PARENTS OF STUDENTS, STUDENTS IN MY SCHOOL, and TEACHING AS A PROFESSION.

Hypothesis 3

> For teachers, no significant correlation exists between dissatisfaction magnitude of concepts representing the organizational setting and the dissatisfaction magnitude of concepts representing the extra-organizational setting.

This hypothesis was devised to explore the relationship of dissatisfaction perceived with concepts present in the organization and concepts present outside of the organization. The procedure was to correlate mean dissatisfaction scores for the ten organizational concepts and the five extra-organizational concepts. Absence of a significant correlation might indicate relative independence of dissatisfaction for the individual between his work and life in general. A significant correlation might indicate that the individual transfers

TABLE XXIV

NUMBER OF FACTORS ON WHICH SIGNIFICANT DIFFERENCES BETWEEN DISSATISFACTION MEANS WERE OBTAINED

CONCEPT	2	3	4	5
1	3**	3**	1*	3**
2			2*	4**
3			2*	4**
4				4**

CONCEPT

* $p < .05$

** $p < .01$

dissatisfaction from the job to life in general, transfers dissatisfaction from life in general to the job, or does not differentiate between job and life dissatisfactions and tends to be totally satisfied or dissatisfied.

The correlations for each Factor and for All Scales is shown in Table XXV. There was a correlation significant at the .01 level between the ten organizational concepts and the five extra-organizational concepts on each Factor and on All Scales. The correlations were highest for Factor I, POTENCY, Factor IV, EVALUATION, and for All Scales. Based on these data, Hypothesis 3 was rejected for each Factor and for All Scales. A significant correlation does exist between dissatisfaction scores on ten organizational concepts and five extra-organizational concepts.

Although the correlation between the two groups was highly significant, it was interesting to note that the mean dissatisfaction scores were considerably lower for the extra-organizational items than for the organizational items. It appeared that although individuals tend to maintain a consistent ratio of dissatisfaction between the job and life in general, the dissatisfaction is considerably less with concepts outside of the organization.

Summary

It was the purpose of this chapter to present and discuss data obtained to test three hypotheses concerned with the interrelationships of ten organizational concepts and of five extra-organizational concepts. The group of ten were studied through the use of analysis of variance and multiple comparison programs. Similar procedures were used for the group of five. Correlations were computed between the grand

TABLE XXV

CORRELATION OF DISSATISFACTION GRAND MEANS BETWEEN TEN ORGANIZATIONAL ITEMS AND FIVE EXTRA-ORGANIZATIONAL ITEMS: FACTORS I, II, III, IV AND ALL SCALES

	Factor				All Scales
	I	II	III	IV	
Correlation	.7652**	.6353**	.6496**	.7634**	.7753**
Grand Means of Organizational Items	1.1459	1.1849	1.0569	1.0484	1.1112
Grand Mean of Extra-organizational Items	.8811	.9024	.7907	.7865	.8443

** Significant at the .01 level.

dissatisfaction mean of the organizational concepts and the extra-organizational concepts to explore relationships between the two groups.

The three null hypotheses were tested for each of the four factors POTENCY, ACTIVITY, CONSISTENCY and EVALUATIVE, and for the mean of All Scales. All three hypotheses were rejected for each factor and for all scales.

The testing of Hypothesis 1 indicated significant differences between dissatisfaction means for ten organizational concepts. Testing of Hypothesis 2 showed significant differences between dissatisfaction means for five concepts outside of the organization. Hypothesis 3 concerned a correlation between dissatisfaction scores on the grand mean of the group of ten and of five concepts. There was a significant correlation on each of the four factors and the mean of all scales.

The Dissatisfaction Magnitude Scale appeared to have a design permitting individuals to discriminate among concepts when indicating dissatisfaction. Individuals responding to the concepts appeared to have less dissatisfaction with concepts outside the organization than with those connected with the organization, but the correlation between the scores on the total of each of the two groups indicated that the ratio of an individual's dissatisfaction with one set of concepts to the other set remains constant.

CHAPTER V

SUBGROUP DISSATISFACTION ANALYSIS AND VALIDATION OF THE DISSATISFACTION MAGNITUDE SCALE

In order to explore the relationship of dissatisfaction to membership in subgroups, five hypotheses were tested. Individuals were assigned to subgroups on the basis of age, sex, perceived possibility of professional aspiration fulfillment within the present school district, teaching level, and degree to which life satisfactions are obtained in the organizational role.

Validation of the Dissatisfaction Magnitude Scale (DIMS) was determined to be essential in considering further development of the Scale. Validation of the DIMS involved administration of three alternate dissatisfaction measurement instruments, each patterned after an instrument used in morale studies over the past years. Dissatisfaction scores on these instruments were correlated with scores obtained on the same concepts measured by the Dissatisfaction Magnitude Scale.

Data are presented and discussed in this chapter pertaining to analysis of diesatisfaction according to subgroup placement of subjects, and to the validation of the Dissatisfaction Magnitude Scale.

Subgroupings by Age

Hypothesis 4_A

> For teachers, no significant correlation exists between dissatisfaction magnitude and age on concepts representing both the organizational and extra-organizational setting.

This hypothesis was devised to explore the relationship of age and dissatisfaction. Are teachers more dissatisfied or less dissatisfied

as age increases, or is there no relationship between dissatisfaction and age?

A correlation of the two variables, age and dissatisfaction was computed for each Factor and for the mean of All Scales. The correlations were computed for each of the fifteen concepts used in the instrument.

A significant positive correlation would suggest that for a given concept, dissatisfaction increases as age increases. A significant negative correlation would suggest that dissatisfaction decreases as age increases. Absence of a significant correlation would suggest no significant pattern with respect to the two variables, age and dissatisfaction.

The correlations for this portion of the study are shown in Table XXVI. There were twelve correlations significant at the .05 level and one significant at the .01 level. In all cases, the correlations were negative, indicating a decrease in dissatisfaction with an increase in age.

The negative correlation between age and dissatisfaction was the greatest for the concept TEACHING AS A PROFESSION on the ACTIVITY factor. There were significant negative correlations on the three factors POTENCY, ACTIVITY, and EVALUATIVE for the concept TEACHING AS A PROFESSION, and on the same three factors for the concept PUBLIC EDUCATION. There were significant negative correlations on two factors, CONSISTENCY and EVALUATIVE, for the concept OUR PRESENT SALARY SCHEDULE. There was one significant negative correlation for the concept MY PRINCIPAL, on the POTENCY dimension and one for the concept OUR PROFESSIONAL EDUCATION ASSOCIATION, on the EVALUATIVE factor.

TABLE XXVI

CORRELATION OF DISSATISFACTION MEANS WITH AGE BY FACTORS I, II, III, IV AND THE SUM OF ALL SCALES AND BY FIFTEEN ITEMS

Concept	Factor I	II	III	IV	All Scales
1	-.18	-.14	-.11	-.14	-.17
2	-.10	-.06	-.10	.06	-.06
3	-.12	-.13	-.05	-.15	-.13
4	-.24*	-.13	-.10	-.15	-.19
5	-.12	-.09	-.15	-.12	-.13
6	-.16	-.16	-.10	-.26*	-.19
7	-.14	-.11	-.18	-.15	-.16
8	-.17	-.20	-.21*	-.26*	-.22*
9	-.21*	-.28**	-.19	-.21*	-.24*
10	-.09	-.11	-.18	-.15	-.14
11	-.18	-.09	-.01	-.17	-.15
12	-.01	.15	-.03	.01	.02
13	.02	.03	-.03	.01	.01
14	-.03	.02	.05	-.09	-.03
15	-.23*	-.22*	-.17	-.21*	-.23*

* $p < .05$
** $p < .01$

It was noted that among the fifty correlations for the ten organizational concepts, only one was positive. Among the twenty-five correlations for the five extra-organizational concepts, eight correlations were positive. All but nine of the total of seventy-five correlations were negative. All significant correlations were negative.

Sakoda[55] reported significance greater than .001 for a series of tests involving seventy-five correlations when eight correlations were significant at the .05 level. There were thirteen correlations significant at the .05 or greater level for Hypothesis 4_1. On the basis of these data, the null hypothesis was rejected. A correlation between age and dissatisfaction was indicated in this study. The negative nature of the correlation indicated a decrease in dissatisfaction with an increase in age.

Subgroupings by Sex

Hypothesis 4_2

> For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting between males and females.

It was the purpose of this hypothesis to investigate the differences in magnitude of dissatisfaction which might exist between males and females. The hypothesis was tested on each of the fifteen concepts for the POTENCY, ACTIVITY, CONSISTENCY, and EVALUATIVE Factors and for the mean of All Scales.

The data for this hypothesis are presented in Table XXVII. Seventy-five *t* scores were computed based on the mean dissatisfaction differences between males and females. Nine of these differences were

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[55]Sakoda, *loc. cit.*

TABLE XXVII

MEAN DISSATISFACTION DIFFERENCES+
BETWEEN SUBGROUPS ASSIGNED BY SEX

Concept	Factor I	II	III	IV	All Scales
1	.13	.29	.13	.04	.14
2	.36	.46*	.22	.08	.28
3	.29*	.21	.04	.27*	.23
4	.05	-.16	-.04	-.10	-.04
5	.14	.12	.21	.13	.15
6	.52**	.66**	.39*	.57**	.53**
7	-.04	-.31	.04	-.05	-.07
8	.28	.51*	.31	.47*	.37
9	.43*	.31	.20	.36	.36*
10	.05	.04	-.22	.18	.04
11	.10	.19	.02	.13	.11
12	-.14	-.34*	-.11	-.06	-.15
13	-.07	.01	-.04	.03	-.03
14	.11	-.02	-.08	.04	.04
15	.19	.22	.09	.18	.17

* $p < .05$
** $p < .01$

+ A positive difference indicates greater dissatisfaction for males.

significant at the .05 level and four were significant at the .01 level. Females showed significantly less dissatisfaction with STUDENTS IN MY SCHOOL on the ACTIVITY factors, with FELLOW TEACHERS on the POTENCY factor, and with OUR PROFESSIONAL EDUCATION ASSOCIATION on the POTENCY, ACTIVITY, CONSISTENCY and EVALUATIVE factors and on All Scales. Females also indicated significantly less dissatisfaction with TEACHING AS A PROFESSION on the POTENCY factor and on All Scales, and with OUR PRESENT SALARY SCHEDULE on the ACTIVITY and EVALUATIVE factors. Males expressed less dissatisfaction with MY FAMILY on the ACTIVITY factor.

There were three significant differences between dissatisfaction scores of men and women on the POTENCY factor, four on the ACTIVITY factor, one on the CONSISTENCY factor, three on the EVALUATIVE factor, and two on All Scales.

The greatest number of significant differences was on the concept OUR PROFESSIONAL EDUCATION ASSOCIATION. Females perceived less dissatisfaction with the association than males, particularly with respect to the organization's strength, activity and value.

Females expressed significantly greater dissatisfaction than males with only one concept, MY FAMILY, and this on the ACTIVITY factor alone. It was noted that neither males nor females perceived a great amount of dissatisfaction with the value of MY FAMILY, but teaching females showed more concern for the dynamic, active and leading qualities of the family.

On the basis of these data, Hypothesis 4_B was rejected. A significant difference in dissatisfaction magnitude was perceived between males and females as measured by the Dissatisfaction Magnitude Scale. The greater dissatisfaction was expressed by males.

Subgroupings By Potential Aspiration Fulfillment

Hypothesis 4$_c$:

For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting between those who perceive the fulfillment of aspirations as related to the organization and those who do not perceive the fulfillment of aspirations.

Subjects participating in the study were asked to indicate their professional aspirations for the future and then to indicate the professional aspirations which they perceived as fulfillable within the present school district. Seventy-three subjects indicated that all professional aspirations were fulfillable within the present district while twenty-five indicated one or more professional aspirations which could not be fulfilled in the present district.

Seventy-five t scores were computed based on the mean dissatisfaction differences between the two groups. The data are presented in Table XXVIII, for each of the fifteen concepts and for the four factors POTENCY, ACTIVITY, CONSISTENCY, and EVALUATIVE, and for All Scales. The only significant difference was for the concept MY FELLOW TEACHERS on the CONSISTENCY factor.

Based on these data, the null hypothesis was retained. No significant difference in dissatisfaction appeared between those perceiving professional aspirations fulfillable and those perceiving professional aspirations unfulfillable within the present district.

Subgroupings by Teaching Level

Hypothesis 4$_b$:

For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting among groups composed of primary grade teachers, of intermediate grade teachers, of junior high school teachers, and of high school teachers.

TABLE XXVIII

MEAN DISSATISFACTION DIFFERENCES+ BETWEEN SUBGROUPS ASSIGNED BY PERCEIVED POSSIBILITY OF ASPIRATION FULFILLMENT IN PRESENT DISTRICT

Concept	Factor I	II	III	IV	All Scales
1	-.18	-.08	-.16	-.16	-.16
2	.04	-.13	-.13	.17	.02
3	-.24	-.14	-.36*	-.16	-.22
4	-.04	.00	.19	.13	.05
5	-.01	.12	-.03	-.21	-.05
6	.07	-.02	.21	.00	.06
7	.22	.05	.10	.23	.18
8	.40	.18	.28	.25	.30
9	.01	-.06	-.17	.11	.09
10	.08	-.04	-.09	.09	.04
11	.05	.09	-.05	-.02	.02
12	.02	.12	.01	.07	.05
13	.06	-.11	-.11	-.16	-.06
14	.02	-.02	-.11	-.16	-.06
15	.10	.15	.18	.17	.14

* $p < .05$
** $p < .01$

\+ A positive difference indicates greater dissatisfaction for those perceiving the possibility of aspiration fulfillment in the present district.

It was the purpose of this hypothesis to test the differences in dissatisfaction magnitude between groups composed of individuals functioning at differing levels within the school system. The hypothesis was tested through analysis of variance of the four groups for each concept on each of the four Factors and All Scales. A multiple comparison program was computed for those concepts and factors showing a significant F in order to determine the location of the variance among the groups.

The data for this hypothesis are presented in Tables XXIX, XXX, and XXXI. Table XXIX shows the F ratio obtained through analysis of variance and Tables XXX and XXXI show the differences in dissatisfaction means for the concepts and factors yielding a significant F ratio.

F ratios significant at the .05 level were obtained for the concept OUR PROFESSIONAL EDUCATION ASSOCIATION on the CONSISTENCY and EVALUATIVE factors and at the .01 level on the POTENCY and ACTIVITY factors and All Scales. F ratios significant at the .05 level were also obtained for the concept MY FAMILY on the POTENCY, ACTIVITY, EVALUATIVE factors, and on All Scales.

There were twenty-six primary grade teachers, twenty-six intermediate grade teachers, twenty-seven junior high school teachers, and twenty-one high school teachers in the present study.

The multiple comparison of the mean dissatisfaction differences for each group on the concept OUR PROFESSIONAL EDUCATION ASSOCIATION indicated significant differences between several groups. On Factor I, POTENCY, and Factor II, ACTIVITY, and All Scales, there were two differences significant at the .01 level and one at the .05 level. On Factor III, CONSISTENCY, there were two differences significant at the

TABLE XXIX

F RATIOS OF DISSATISFACTION SCORE VARIANCE AMONG FOUR SUBGROUPS ASSIGNED BY TEACHING LEVEL: FACTORS I, II, III, IV AND ALL SCALES

Concept	Factor I	II	III	IV	All Scales
1	1.32	2.36	.62	.43	1.16
2	2.33	1.10	.97	.35	1.26
3	.53	1.15	.20	.26	.27
4	.21	.55	.06	.46	.21
5	.43	.51	.61	.48	.30
6	4.32**	5.82**	3.87*	3.41*	4.54**
7	2.28	1.75	1.95	1.36	2.16
8	.28	.36	.52	.20	.20
9	1.34	1.43	.99	.81	1.21
10	.57	.11	1.42	1.10	.78
11	.22	.17	.53	.7[illegible]	.23
12	3.07*	3.19*	2.26	2.69*	3.64*
13	1.88	.33	1.05	1.04	1.43
14	.85	1.12	1.34	.08	.72
15	1.30	.45	1.49	1.19	1.47

* $p < .05$
** $p < .01$

TABLE XXX

MULTIPLE COMPARISON OF MEAN DISSATISFACTION DIFFERENCES+ FOR THE CONCEPT OUR PROFESSIONAL EDUCATION ASSOCIATION AMONG SUBGROUPS ASSIGNED BY TEACHING LEVEL: FACTORS I, II, III, IV, AND ALL SCALES

Factor I

GROUP#	I	J	H
P	.02	-.79**	-.12
I		-.81	-.14
J			.67*

Factor II

	I	J	H
P	.04	-.95**	-.28
I			-.32
J			.67*

Factor III

	I	J	H
P	.06	-.68*	.15
I		-.62*	.21
J			.83**

Factor IV

	I	J	H
P	-.06	-.82**	-.42
I		-.76**	-.36
J			.40

All Scales

	I	J	H
P	-.01	-.80**	-.18
I		-.79**	-.17
J			.62*

* $p < .05$
** $p < .01$

# Groups are identified as follows:
P = Primary grade teachers (1,2,3)
I = Intermediate grade teachers (4,5,6)
J = Junior high teachers (7,8,9)
H = High school teachers (10,11,12)

+ A positive difference indicates greater dissatisfaction expressed by the group listed vertically.

TABLE XXXI

MULTIPLE COMPARISON OF MEAN DISSATISFACTION DIFFERENCES+
FOR THE CONCEPT MY FAMILY AMONG GROUPS ASSIGNED BY TEACHING LEVEL:
FACTORS I, II, III, IV, AND ALL SCALES

GROUP# R

Factor I

GROUP P	I	J	H
P	.47*	.30	.51*
I		-.17	.04
J			.21

Factor II

GROUP P	I	J	H
P	.45*	.52*	.56*
I		.07	.11
J			.04

Factor III

GROUP P	I	J	H
P	.45*	.44	.43*
I		-.11	-.02
J			

Factor IV

GROUP P	I	J	H
P	.38*	.38*	.54**
I		.00	.16
J			.34

All Scales

GROUP P	I	J	H
P	.44**	.36*	.51**
I		-.08	.07
J			.15

* $p < .05$
** $p < .01$

# Groups are identified as follows:
P = Primary grade teachers (1,2,3)
I = Intermediate grade teachers (4,5,6)
J = Junior high teachers (7,8,9)
H = High School teachers (10,11,12)

+ A positive difference indicates greater dissatisfaction expressed by the group listed vertically.

.05 level and one at the .01 level. There were two differences significant at the .01 level on Factor IV, EVALUATIVE. In all cases, the differences were between Junior High School and the other levels, with greater dissatisfaction expressed by Junior High School teachers.

The multiple comparison of the mean dissatisfaction differences for each group on the concept MY FAMILY indicated significant differences between Primary teachers and the other levels, with greater dissatisfaction expressed by Primary teachers. There were two differences significant at the .05 level on Factor I, POTENCY, three differences significant at the .05 level on Factor II, ACTIVITY, two differences significant at .05 and one at .01 on Factor IV, EVALUATIVE, and one difference significant at .05 and two at .01 on All Scales.

Based on these data, the null hypothesis was rejected. A significant difference in dissatisfaction does exist between subgroups assigned on the basis of teaching level. The particular concept being considered may determine which group expresses greatest dissatisfaction. The concept OUR PROFESSIONAL EDUCATION ASSOCIATION was rated higher in dissatisfaction by Junior High School teachers and the concept MY FAMILY was rated higher in dissatisfaction by Primary teachers in the present study.

Subgroupings by Satisfaction Distribution

Hypothesis 4.

> For teachers, no significant difference exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting between a group composed of those perceiving fifty per cent or less of their total life satisfactions coming from the teaching position and a group composed of those perceiving over fifty per cent of their total life satisfaction coming from the teaching position.

Subjects were identified for subgroup placement by satisfaction distribution on the basis of their perception of the per cent of total life satisfactions coming from the teacher role. Fifty-five teachers who indicated fifty per cent or less of total satisfaction coming from the teaching position composed one group and forty-three who indicated over fifty per cent composed the other.

The mean dissatisfaction differences between the two groups was determined and t scores computed. The data are presented in Table XXXII.

There were twelve differences in mean dissatisfaction scores between the two groups significant at the .01 level and three at the .05 level. There were significant differences on all four factors for the concepts PERSONNEL PRACTICES and MY PRESENT EDUCATIONAL ROLE. On the concept TEACHING AS A PROFESSION, there were significant differences on the CONSISTENCY and EVALUATIVE factors. There was a significant difference on the ACTIVITY factor for the concept THE CENTRAL OFFICE STAFF and on the EVALUATIVE factor for the concept WHERE I LIVE.

Based on these data, the null hypothesis was rejected. A significant difference exists between those perceiving different satisfaction distributions. All significant differences were positive, indicating greater dissatisfaction expressed by those perceiving fifty per cent or less of their total life satisfactions coming from the teaching role.

Validation of the Dissatisfaction Magnitude Scale Using Three Alternate Instruments

The validity of the Dissatisfaction Magnitude Scale was tested by Hypothesis 5:

> For teachers, no significant correlation exists in dissatisfaction magnitude on concepts representing both the organizational and extra-organizational setting and the magnitude of dissatisfaction as measured by three alternate instruments on the same concepts.

TABLE XXXII

MEAN DISSATISFACTION DIFFERENCES+ BETWEEN SUBGROUPS ASSIGNED BY SATISFACTION DISTRIBUTION

Concept	Factor I	II	III	IV	All Scales
1	.24	.09	.20	.31	.23
2	.09	.19	.04	.07	.09
3	-.04	-.03	.22	.10	.04
4	.22	.23	.28	.12	.21
5	.29	.39*	.29	.34	.32
6	-.12	-.26	-.03	.10	-.07
7	.45**	.50**	.59**	.48**	.49**
8	.07	.13	.01	.00	.05
9	.28	.29	.49**	.47*	.36*
10	.50**	.55**	.56**	.49**	.52**
11	.17	.03	-.04	.05	.08
12	.07	.19	.01	.22	.12
13	.06	.02	.13	.04	.06
14	.13	.08	.21	.43**	.21
15	.13	-.11	.10	.10	.08

* $p < .05$
** $p < .01$

\+ A positive difference indicates greater dissatisfaction for those perceiving fifty percent or less of their total life satisfactions coming from the teaching position.

The three alternate instruments used in the study were (1) a series of statements rated on a seven step scale extending from "Is tops" through "Is completely unacceptable," (2) a series of statements rated on a seven step scale extending from "Very satisfied" through "Very dissatisfied," and (3) an incomplete sentence completion test evaluated against a seven step scale by judges. The scales were applied to the same fifteen concepts used in the Dissatisfaction Magnitude Scale.

Each individual completed the Dissatisfaction Magnitude Scale and one of the three alternate instruments. The instruments were distributed equally among the instrument packets so that the distribution to subjects was at random. Thirty-three individuals completed alternate instrument A, thirty-three completed alternate instrument B, and thirty-four completed alternate instrument C. Two of the instrument A papers were unusable; thirty-one individuals comprised the total subjects for that alternate instrument.

The dissatisfaction scores on the Dissatisfaction Magnitude Scale and each of the alternate instruments were transferred to IBM cards and a correlation program operated so that the alternate instruments were correlated with the Dissatisfaction Magnitude Scale for each of the fifteen concepts in the study. The data from the correlational study are presented in Table XXXIII.

The correlation matrix presented fifteen correlations for each of the three instruments making a total of forty-five correlations. Ten of the fifteen correlations for instrument A were significant at the .01 level and one at the .05 level; nine of the fifteen correlations for instrument B were significant at the .01 level and two at the .05 level; nine of the fifteen correlations for instrument C were significant at the .01 level and one at the .05 level. A total of

TABLE XXXIII

CORRELATION OF THE DISSATISFACTION MAGNITUDE SCALE WITH ALTERNATE VALIDATING INSTRUMENTS+

Concept Number	Instrument A N = 31	Instrument B N = 34	Instrument C N = 33
1	.47**	.18	.72**
2	.25	.30	.49**
3	.55**	.44**	.02
4	.80**	.53**	.62**
5	.55**	.41**	.23
6	.49**	.68**	.56**
7	.32**	.62**	.43**
8	.72**	.72**	.73**
9	.77**	.28	.14
10	.24	.59**	.48**
11	.45**	.38*	.46**
12	.64**	.58**	.38*
13	.05	.27	.53**
14	.20	.60**	.32
15	.58**	.32*	.32

* $p < .05$
** $p < .01$

\+ A -seven step scale extending from "Is tops" through "Is completely unacceptable."
B -seven step scale extending from "Very satisfied" through "Very dissatisfied."
C -Incomplete sentence completion test.

twenty-eight of the forty-five correlations were significant at the .01 level and four of the forty-five correlations were significant at the .05 level. Sakoda[56] indicated that a total of four correlations out of forty-five significant at the .01 level indicated a .001 level of significance for the series of tests. There would be one chance in 1,000 that as many as four significant correlations would appear by chance in forty-five. The total of twenty-eight appeared highly significant.

On the basis of these data, Hypothesis 5, stated in the null form, was rejected. The Dissatisfaction Magnitude Scale shared equal validity with the less diagnostic instruments A, B, and C which had been used in studies over the past forty years. It appears that the Dissatisfaction Magnitude Scale is capable of exploring dissatisfaction with greater sophistication permitting diagnosis of dissatisfaction in depth.

Summary

Data testing six hypotheses were presented in this chapter. Five of the hypotheses explored the relationship of dissatisfaction magnitude to subgroup placement of individuals according to age, sex, perceived possibility of professional aspiration fulfillment within the present school district, teaching level, and the degree to which life satisfaction is obtained in the organizational role. The sixth hypothesis tested the validity of the Dissatisfaction Magnitude Scale through correlation of dissatisfaction scores on fifteen concepts for the Dissatisfaction Magnitude Scale and each of three alternate dissatisfaction measuring instruments.

Of the seventy-five correlations for dissatisfaction and age,

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[56]Sakoda, loc. cit.

thirteen were significant at the .05 or greater level. All significant correlations were negative, indicating a decrease in dissatisfaction with an increase in age. The greatest negative correlation was on the concept TEACHING AS A PROFESSION. The null hypothesis was rejected.

Seventy-five t scores were computed to determine the significance of the differences in dissatisfaction between males and females. Thirteen of the differences were significant at the .05 or greater level. The greatest number of significant differences was on the concept OUR PROFESSIONAL EDUCATION ASSOCIATION. Greater dissatisfaction was expressed by males on all significant differences with the exception of the concept MY FAMILY. The null hypothesis was rejected.

There was only one significant difference in dissatisfaction magnitude between groups assigned by perceived possibility of professional aspiration fulfillment within the present district. The null hypothesis was retained.

An analysis of variance program indicated significant variance between groups assigned by teaching level on two concepts, OUR PROFESSIONAL EDUCATION ASSOCIATION and MY FAMILY. A multiple comparison indicated greater dissatisfaction by Junior High School teachers than other groups on the concept OUR PROFESSIONAL EDUCATION ASSOCIATION and significantly greater dissatisfaction by Primary teachers on the concept MY FAMILY. The null hypothesis was rejected.

There were fifteen significant differences in dissatisfaction magnitude between groups assigned on degree of total life satisfaction coming from the teaching position. A total of seventy-five t scores were computed. All significant differences were positive, indicating greater dissatisfaction among a group composed of those perceiving

fifty per cent or less of their total life satisfactions coming from the teaching position. The null hypothesis was rejected.

The Dissatisfaction Magnitude Scale was validated through correlation of dissatisfaction scores with three alternate instruments in common use in past years. Of the forty-five correlations, thirty-two were significant at the .05 level or greater. It was determined that the Dissatisfaction Magnitude Scale showed equal validity with the alternate instruments. In addition, it provided more data for diagnosis. The null hypothesis was rejected.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

There has been a continual increase in interest concerning the relationship of man to his work. In the twentieth century, this relationship has been explored through a variety of studies conducted in numerous organizational settings. In recent years much of the systematic research has considered the satisfaction or dissatisfaction which teachers perceive in the educational organization role.

Each role incumbent brings to that role his own unique need patterns. In fulfilling the organizational role expectation, the incumbent also attempts to fulfill his own needs. Some studies have concentrated upon these needs of the individual, some have concentrated on the organizational role, and others on the organization itself.

One of the approaches has been to study the manner in which role incumbents meet individual needs and organizational role expectations simultaneously. When this congruency of need and role expectation occurs, identical behavior satisfies both requirements for the individual. Such a state may eliminate dissatisfaction for the individual and/or increase satisfaction.

Purposes of the Study

When the needs of the individual are not met through the organizational role, the individual may experience dissatisfaction. It was the purpose of the present study to identify and to measure dissatisfaction experienced by public school teachers, both within the organizational setting and outside of the organization.

It was conceived that the transactional administrator could more effectively bring about a state of congruency between individual need and organizational role expectation if he were cognizant of the basis for the lack of congruency. His action might include attempts to modify the individual's role expectation or perception of that role expectation and/or to modify the individual's need pattern or perception of need. In order to take such action, the administrator must be able to (1) identify areas in which needs are not being fulfilled, (2) measure the magnitude of the lack of fulfillment, and (3) receive clues concerning the optimum direction of any modification of role, need, or perception.

Procedure

As a part of this study, the Dissatisfaction Magnitude Scale (DIMS) was developed to enable the measurement and identification of dissatisfaction resulting from incongruency of need and role expectation. The instrument was administered to one hundred classroom teachers selected at random from the teaching staff of an 8,000 student suburban public school district. The teacher group included forty-four males and fifty-six females. Twenty-four primary grade teachers, twenty-six intermediate grade teachers, twenty-six junior high school teachers, and twenty high school teachers were included. The average age of the group was thirty-five years.

The Dissatisfaction Magnitude Scale incorporated the bi-polar adjective design utilized by Osgood, Suci and Tannenbaum[57] in the measurement of meaning. Participants in the present study indicated their feeling about ten concepts present in the organizational setting (e.g., MY PRINCIPAL) and five concepts present outside the organization

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[57]Osgood, op. cit.

(e.g., WHERE I LIVE) by their response on a seven-step scale with poles bounded by polar adjectives (e.g., good - bad, strong - weak).

The twenty bi-polar seven-step scales were presented for each of the fifteen concepts and were marked first with an N for NOW to indicate the individual's feeling about the concept at the present time. The same scales were then marked with an S for SATISFIED to indicate the individual's feeling about the concept as it would be if he were satisfied. The difference between the N for NOW and S for SATISFIED marks was termed dissatisfaction. The distance between the two marks on the seven-step scale indicated the degree of dissatisfaction with that concept on that scale.

The twenty scales were factor analyzed to determine any underlying factor structure. Four factors were identified: POTENCY, ACTIVITY, CONSISTENCY, and EVALUATIVE. All subsequent analysis and reporting of data were for each of the Factors and for the mean dissatisfaction for All Scales.

Hypotheses

Nine hypotheses were tested through administration of the Dissatisfaction Magnitude Scale. The hypotheses were constructed for the following purposes:

1. To determine areas in which teachers perceive a lack of congruency between need and role.

2. To determine the magnitude of dissatisfaction perceived in areas where incongruency exists.

3. To determine the relationship of the magnitude of dissatisfaction of teachers in various organizational areas to the magnitude of dissatisfaction in areas outside of the organization.

4. To determine the relationship of dissatisfaction magnitude to membership in subgroups assigned on the basis of age,

sex, perceived possibility of aspiration fulfillment in the present district, teaching level, and satisfaction distribution.

5. To determine the feasibility of the Dissatisfaction Magnitude Scale as a diagnostic instrument for the measurement of dissatisfaction.

Results

The rank order of the fifteen concepts included in the study, ranked from greatest to least dissatisfaction, was (1) PARENTS OF STUDENTS, (2) PUBLIC EDUCATION, (3) OUR PRESENT SALARY SCHEDULE, (4) TEACHING AS A PROFESSION, (5) STUDENTS IN MY SCHOOL, (6) DISTRICT PERSONNEL PRACTICES, (7) OUR PROFESSIONAL EDUCATION ASSOCIATION, (8) MY PRESENT EDUCATIONAL ROLE, (9) MYSELF, (10) THE CENTRAL OFFICE STAFF, (11) MY PRINCIPAL, (12) MY FELLOW TEACHERS, (13) WHERE I LIVE, (14) MY FRIENDS, and (15) MY FAMILY.

Hypothesis 1 tested the significance of differences in mean dissatisfaction among the ten organizational concepts. There were a total of one hundred eighty comparisons computed. Forty-six of the differences were significant at the .01 level and twenty-four at the .05 level. The null hypothesis was rejected. Significant differences in mean dissatisfaction did exist among ten concepts present in the organizational setting when measured by the Dissatisfaction Magnitude Scale.

Hypothesis 2 tested the significance of differences in mean dissatisfaction among the five extra-organizational concepts. There were a total of forty comparisons computed. Twenty-one of the differences were significant at the .01 level and six at the .05 level. The null hypothesis was rejected. Significant differences in mean dissatisfaction did exist among ten concepts present outside of the organizational setting when

measured by the Dissatisfaction Magnitude Scale.

Rejection of Hypothesis 1 and Hypothesis 2 would indicate that teachers do discriminate among stimuli present in both the organizational and extra-organizational setting when indicating dissatisfaction. It also would indicate that the Dissatisfaction Magnitude Scale design would permit individuals to express differences in dissatisfaction.

Hypothesis 3 tested the correlation between the grand mean dissatisfaction scores for the ten organizational concepts and the grand mean dissatisfaction scores for the five extra-organizational concepts. There was a correlation significant at the .01 level between the two groups of concepts on each of the four Factors and All Scales. The null hypothesis was rejected. A significant correlation did exist between organizational and extra-organizational concepts. The mean dissatisfaction scores were considerably lower for the extra-organizational concepts. Individuals tended to maintain a consistent ratio of dissatisfaction between the job and life in general, but expressed considerably less dissatisfaction outside of the job.

Hypothesis 4 consisted of five sub-hypotheses. All five were designed to test the relationship of dissatisfaction to subgroup membership of teachers. Some hypotheses were tested by correlational procedures and others included a test of significance of the difference between means.

Hypothesis 4_a tested the correlation between mean dissatisfaction scores and age. Seventy-five correlations were computed. There were twelve correlations significant at the .05 level and one significant at the .01 level. All of the significant correlations were negative indicating a decrease in dissatisfaction with an increase in age. The

null hypothesis was rejected. A significant correlation did exist between dissatisfaction and age.

Hypothesis 4_B tested for significant differences in mean dissatisfaction scores between males and females. Of the seventy-five t scores computed, nine were significant at the .05 level and four at the .01 level. The null hypothesis was rejected. There was a significant difference in dissatisfaction between males and females. All but one of the significant correlations showed greater dissatisfaction by males.

Hypothesis 4_C tested for significant differences in mean dissatisfaction scores between a group perceiving the possibility of professional aspiration fulfillment in the present district and those not perceiving the possibility. Among the seventy-five t scores there was only one significant at the .05 or greater level. The null hypothesis was retained. No significant difference in dissatisfaction did exist between two groups who perceived the possibility of professional aspiration fulfillment differently.

Hypothesis 4_D tested for significant differences in mean dissatisfaction scores among groups representing four teaching levels: (1) primary teachers, (2) intermediate grade teachers, (3) junior high school teachers, and (4) high school teachers. Analysis of variance yielded significant F ratios on two concepts, OUR PROFESSIONAL EDUCATION ASSOCIATION and MY FAMILY. A multiple comparison among the groups on these concepts indicated significantly greater dissatisfaction for junior high school teachers than for the three other groups on the concept OUR PROFESSIONAL EDUCATION ASSOCIATION and significantly greater dissatisfaction for primary teachers than for the three other groups on the concept MY FAMILY. The null hypothesis was rejected. Significant

differences in dissatisfaction did exist among groups teaching at varying grade levels.

Hypothesis 4_E tested for significant differences in mean dissatisfaction scores between a group composed of those perceiving fifty per cent or less of their life satisfactions coming from the teaching position and those perceiving over fifty per cent. Forty-four per cent of the teachers indicated over one-half of their life satisfactions coming from the teaching position. Twelve of the seventy-five differences were significant at the .01 level and three at the .05. The null hypothesis was rejected. A significant difference did exist between the two groups. The greater dissatisfaction was expressed by those perceiving fifty per cent or less of their total life satisfactions coming from the teaching role.

Hypothesis 5 tested the validity of the Dissatisfaction Magnitude Scale. Those indicating dissatisfaction on the DIMS also completed one of three alternate dissatisfaction measuring instruments. The alternate instruments, typical of those prevalent in studies over the past forty years, were: (1) "Is tops" - "Is completely unacceptable" scale, (2) "Very satisfied" - "Very dissatisfied" scale and (3) incomplete sentence test. Of the forty-five correlations, twenty-nine were significant at the .01 level and four at the .05 level. The highest significant correlation at the .01 level was .80 and the lowest .41. The null hypothesis was rejected. A significant correlation did exist on dissatisfaction scores between the Dissatisfaction Magnitude Scale and each of three alternate instruments. The DIMS appeared equally valid with less diagnostic instruments commonly used in measuring dissatisfaction.

Eight of the nine null hypotheses in the study were rejected. There were significant correlations of dissatisfaction scores between organizational and extra-organizational concepts, between dissatisfaction and age, and between the Dissatisfaction Magnitude Scale and three alternate dissatisfaction measuring instruments. There were significant differences in mean dissatisfaction scores among the ten organizational concepts, and between subgroups assigned by sex, teaching level, and distribution of satisfaction.

Conclusions

It was the purpose of this study to identify and measure dissatisfaction experienced by public school teachers both within and outside of the educational organization. In order to identify and measure dissatisfaction, it was necessary to develop and administer an instrument more diagnostic than those presently available. The instrument developed was the Dissatisfaction Magnitude Scale.

It appeared possible to identify and measure dissatisfaction through administration of the Dissatisfaction Magnitude Scale. Factor analysis of the scales used in the instrument strengthened the diagnostic potential. Interpretation of the vast amount of data available through administration of the instrument could assist the transactional administrator as he seeks to produce a healthy organization where individual needs and organizational role expectations are congruent.

The dissatisfaction indicated by subjects in this study may alert administrators to areas of possible dissatisfaction. Alertness to potential dissatisfaction may enable early diagnosis and treatment of problems.

Recommendations for Further Study

The study of morale and dissatisfaction has been extensive. The present study can contribute only a small part to the literature.

One serious limitation has been the single administration of the Dissatisfaction Magnitude Scale. Subsequent administration of the instrument with other samples, together with continued factor analysis of the scales can increase the validity. By reducing the number of scales necessary, greater ease of administration will be facilitated. Further administrations of the DIMS to teacher groups could assist in establishing some possible dissatisfaction magnitude norm. These norms would permit comparisons of dissatisfaction with other groups as well as among people within the sample.

It is recommended that subsequent research utilizing the DIMS broaden the scope of concepts used. The present study included concepts more pertinent to Herzberg's "hygiene" factors. Inclusion of concepts treating the "motivator" factors would permit the possibility of measuring satisfaction as well as dissatisfaction.

The selection of other scales for the DIMS may increase the number of factors measured by the instrument and thereby increase its diagnostic qualities. The greater the diagnostic power of the instrument, the greater its potential value to the alert transactional administrator.

APPENDIX A

Dissatisfaction Magnitude Scale (DIMS)

THE MEASUREMENT OF TEACHER DISSATISFACTION

Form X - 1966

Instructions: The purpose of this study is to measure teacher dissatisfaction by having various people indicate how they would feel IF SATISFIED and how they feel NOW about certain situations and items. In responding, please make your judgments on the basis of how YOU feel about the item in YOUR PRESENT POSITION.

On each page of this booklet you will find a different item to be judged and beneath it a set of scales. The poles of each of the twenty scales are indicated by pairs of adjectives such as good - bad, wise - foolish, or weak - strong.

Please review the twenty scales twice for each page marking as follows:

1. The FIRST TIME through, place an N for NOW in the appropriate blank to indicate how you feel about the item at the top of the page NOW IN YOUR PRESENT POSITION.
2. The SECOND TIME through, place an S for SATISFIED in the appropriate blank to indicate HOW YOU WOULD HAVE TO FEEL about the item at the top of the page TO BE SATISFIED.

Example: A scale with the poles good - bad presents these options:

good very good : quite good : slightly good : neutral : slightly bad : quite bad : very bad bad

Marked as follows concerning the item SCHOOL CALENDAR one would be

good ____ : S : ____ : ____ : N : ____ : ____ bad

indicating his feeling that the school calendar is slightly bad, but would have to be quite good in order for the individual to feel satisfied. It is not necessary for S (satisfied) to be at an extreme of the scale unless that is exactly the level needed for your satisfaction. The N and S should be on the same blank if you are satisfied with the item now.

IMPORTANT:

1. Place your N's and S's in the spaces, not over the colons.
2. Be sure to mark all the N's first, then go back and mark the S's.

Do not be concerned if a scale does not appear reasonable for the item. Mark it the best you can to indicate your feeling. Make each item a separate and independent judgment. Work at a fairly high rate of speed, not puzzling over individual items, but recording first impressions--the immediate feelings about concepts.

Thank you very much for your assistance. All responses will remain anonymous.

SAMPLE

FIRST - Mark **M** for **NOW** on each of the 20 scales.

OUR PROFESSIONAL EDUCATION ASSOCIATION

1. good ____:____:____:____:____:____:____ bad
2. passive ____:____:____:____:____:____:____ active
3. organized ____:____:____:____:____:____:____ disorganized
4. uncooperative ____:____:____:____:____:____:____ cooperative
5. successful ____:____:____:____:____:____:____ unsuccessful
6. following ____:____:____:____:____:____:____ leading
7. rational ____:____:____:____:____:____:____ emotional
8. wise ____:____:____:____:____:____:____ foolish
9. informal ____:____:____:____:____:____:____ formal
10. unpredictable ____:____:____:____:____:____:____ predictable
11. fair ____:____:____:____:____:____:____ unfair
12. strong ____:____:____:____:____:____:____ weak
13. efficient ____:____:____:____:____:____:____ inefficient
14. static ____:____:____:____:____:____:____ dynamic
15. inconsistent ____:____:____:____:____:____:____ consistent
16. direct ____:____:____:____:____:____:____ circuitous
17. pleasing ____:____:____:____:____:____:____ annoying
18. progressive ____:____:____:____:____:____:____ regressive
19. stable ____:____:____:____:____:____:____ unstable
20. valuable ____:____:____:____:____:____:____ worthless

GO TO THE TOP OF THE PAGE and mark **S** for **SATISFIED** on each of the twenty scales.

WHEN YOU HAVE MARKED **M** AND **S** on each scale, please go on to the next page.

APPENDIX B

Alternate Dissatisfaction Instruments A, B, C

ALTERNATE DISSATISFACTION INSTRUMENT A

MARK an "X" before the statement that best tells how you feel about each of the items listed.

1. PARENTS OF STUDENTS

1. _____ are tops
2. _____ are good
3. _____ are acceptable
4. _____ should be better
5. _____ should be much better
6. _____ are almost unacceptable
7. _____ are completely unacceptable

2. STUDENTS IN MY SCHOOL

1. _____ are tops
2. _____ are good
3. _____ are acceptable
4. _____ should be better
5. _____ should be much better
6. _____ are almost unacceptable
7. _____ are completely unacceptable

3. MY FELLOW TEACHERS

1. _____ are tops
2. _____ are good
3. _____ are acceptable
4. _____ should be better
5. _____ should be much better
6. _____ are almost unacceptable
7. _____ are completely unacceptable

4. MY PRINCIPAL

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

5. THE CENTRAL OFFICE STAFF

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

6. OUR PROFESSIONAL EDUCATION ASSOCIATION

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

7. DISTRICT PERSONNEL PRACTICES

1. _____ are tops
2. _____ are good
3. _____ are acceptable
4. _____ should be better
5. _____ should be much better
6. _____ are almost unacceptable
7. _____ are completely unacceptable

8. OUR PRESENT SALARY SCHEDULE

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

9. TEACHING AS A PROFESSION

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

10. MY PRESENT EDUCATIONAL ROLE

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

11. MYSELF

1. _____ am tops
2. _____ am good
3. _____ am acceptable
4. _____ should be better
5. _____ should be much better
6. _____ am almost unacceptable
7. _____ am completely unacceptable

12. MY FAMILY

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

13. MY FRIENDS

1. _____ are tops
2. _____ are good
3. _____ are acceptable
4. _____ should be better
5. _____ should be much better
6. _____ are almost unacceptable
7. _____ are completely unacceptable

14. THE AREA IN WHICH I LIVE

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

15. PUBLIC EDUCATION

1. _____ is tops
2. _____ is good
3. _____ is acceptable
4. _____ should be better
5. _____ should be much better
6. _____ is almost unacceptable
7. _____ is completely unacceptable

ALTERNATE DISSATISFACTION INSTRUMENT B

MARK an "x" before the phrase that best tells how you feel about each of the items listed.

1. PARENTS OF STUDENTS

   1. _____ very satisfied
   2. _____ satisfied
   3. _____ somewhat satisfied
   4. _____ neither satisfied nor dissatisfied
   5. _____ somewhat dissatisfied
   6. _____ dissatisfied
   7. _____ very dissatisfied

2. STUDENTS IN MY SCHOOL

   1. _____ very satisfied
   2. _____ satisfied
   3. _____ somewhat satisfied
   4. _____ neither satisfied nor dissatisfied
   5. _____ somewhat dissatisfied
   6. _____ dissatisfied
   7. _____ very dissatisfied

3. MY FELLOW TEACHERS

   1. _____ very satisfied
   2. _____ satisfied
   3. _____ somewhat satisfied
   4. _____ neither satisfied nor dissatisfied
   5. _____ somewhat dissatisfied
   6. _____ dissatisfied
   7. _____ very dissatisfied

4. MY PRINCIPAL

   1. _____ very satisfied
   2. _____ satisfied
   3. _____ somewhat satisfied
   4. _____ neither satisfied nor dissatisfied
   5. _____ somewhat dissatisfied
   6. _____ dissatisfied
   7. _____ very dissatisfied

5. THE CENTRAL OFFICE STAFF

   1. _____ very satisfied
   2. _____ satisfied
   3. _____ somewhat satisfied
   4. _____ neither satisfied nor dissatisfied
   5. _____ somewhat dissatisfied
   6. _____ dissatisfied
   7. _____ very dissatisfied

6. OUR PROFESSIONAL EDUCATION ASSOCIATION

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

7. DISTRICT PERSONNEL PRACTICES

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

8. OUR PRESENT SALARY SCHEDULE

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

9. TEACHING AS A PROFESSION

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

10. MY PRESENT EDUCATIONAL ROLE

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

11. MYSELF

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

12. MY FAMILY

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

13. MY FRIENDS

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

14. THE AREA IN WHICH I LIVE

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

15. PUBLIC EDUCATION

1. _____ very satisfied
2. _____ satisfied
3. _____ somewhat satisfied
4. _____ neither satisfied nor dissatisfied
5. _____ somewhat dissatisfied
6. _____ dissatisfied
7. _____ very dissatisfied

ALTERNATE DISSATISFACTION INSTRUMENT C

COMPLETE each sentence with a few words which indicate how satisfied you are with each of the items listed.

1. Parents of students are _____

2. Students in my school are _____

3. My fellow teachers are _____

4. My principal is _____

5. The central office staff is _____

6. Our professional education association is _____

7. District personnel practices are _____

8. Our present salary schedule is _____

9. Teaching as a profession is _____

10. My present educational role is _____

11. Myself _____

12. My family is _____

13. My friends are _____

_____

14. The area in which I live is _____

_____

15. Public education is _____

APPENDIX C

Biographical Data Sheet

THE MEASUREMENT OF TEACHER DISSATISFACTION

BIOGRAPHICAL DATA

In order that this study may be as comprehensive and useful as possible, please give the following information:

1. Age at last birthday . . . . . _____ (5 - 6)

2. Marital status . . . . . single _____ 1 (7)
   married _____ 2
   divorced _____ 3
   widow _____ 4

3. Sex . . . . . male _____ 1 (8)
   female _____ 2

4. Present teaching level:
   Primary (K-3). . . . . _____ 1 (9)
   Intermediate (4-6) . . . . . _____ 2
   Junior High (7-9). . . . . _____ 3
   Senior High (10-12). . . . . _____ 4

5. Number of years you have taught at present teaching level . . . . . _____ (10 - 11)

6. Total number of years you have taught . _____ (12 - 13)

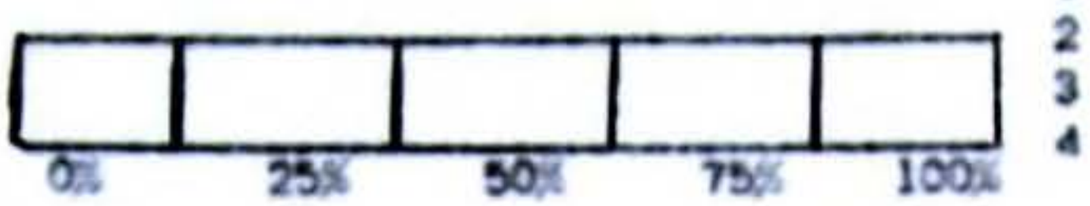
7. Check the following statement(s) which best describe(s) your aspirations for the future:
   a. to be an administrator. . . . _____ 1 (14)
   b. to change teaching level. . . _____ 2
   c. to change subject area. . . . _____ 3
   d. to get out of education . . . _____ 4
   e. to make other change. . . . . _____ 5
   f. to continue in present role . _____ 6

8. Check below the letter of the aspiration(s) you marked above WHICH YOU BELIEVE CAN BE FULFILLED IN THIS DISTRICT.
   a . . . . . _____ 1 (15)
   b . . . . . _____ 2
   c . . . . . _____ 3
   d . . . . . _____ 4
   e . . . . . _____ 5
   f . . . . . _____ 6

Biographical Data
Page 2

9. On the bar graph below, shade in the per cent of your total life satisfactions which you feel come from your present teaching occupation.

(16)



THE ABOVE INFORMATION WILL BE PROCESSED ON IBM CARDS AND IS NOT FOR THE PURPOSE OF IDENTIFYING INDIVIDUALS. Thank you for your assistance.

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VITA

John Raymond Tobiason, the son of J. R. and Ann Tobiason, was born November 9, 1928, in Longview, Washington. He graduated from Robert A. Long High School in Longview, and received a Bachelor of Arts degree in 1951 and a Master of Arts in 1959 from Pacific Lutheran University.

He taught school at the elementary level for five years, was an elementary school administrator for six years and a junior high school administrator for three years, all in the Puyallup, Washington, Public Schools. In 1965-66 he served in that district as Director of Instruction and in 1966 was appointed Assistant Superintendent for Instruction.

He is a member of the Puyallup Education Association, Washington Education Association, National Education Association, Phi Delta Kappa, Association for Supervision and Curriculum Development, and other professional societies.

Members of his family include his wife, Phyllis, and three children, Julie Ann, Janis Lyn, and James Ray.