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WEINROTH, Elissa Dosik, 1933-  
MOTIVATION, JOB SATISFACTION, AND CAREER  
ASPIRATIONS OF MARRIED, WOMEN TEACHERS  
AT DIFFERENT CAREER STAGES.

The American University, Ph.D.,  
1977  
Education, administration

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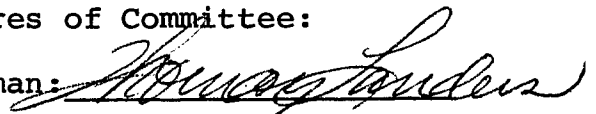
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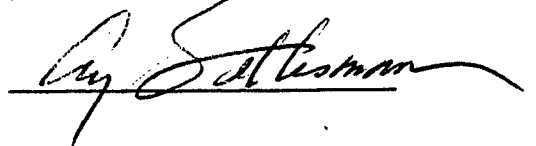
Submitted to the  
Faculty of the College of Arts and Sciences  
of The American University  
in Partial Fulfillment of  
the Requirements for the Degree  
of  
Doctor of Philosophy  
in  
Educational Administration  
and Supervision

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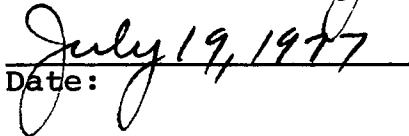
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MOTIVATION, JOB SATISFACTION, AND CAREER ASPIRATIONS  
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ABSTRACT

Specific facets of motivational needs, job satisfaction, and career aspirations of married, women teachers at four stages of their careers were compared. Female, married, elementary school teachers in an affluent suburban school system were placed in one of four career stages according to specific parameters. The criteria were: Stage I: young, childless, inexperienced teachers; Stage II: young, inexperienced teachers with pre-school children; Stage III: older, experienced teachers with school aged children; and Stage IV: experienced teachers over 55 years of age with older children.

The first two hypotheses stated that there were no differences in motivational needs and job satisfaction among the four stages. Miskel's Educational Work Components Study measured six specific factors of motivation and job satisfaction; one intrinsic factor, two extrinsic factors, and three factors which were a combination of intrinsic rewards and risk. Motivational needs were determined by direct questioning, and job satisfaction

was measured by subtracting present job incentives from ideal incentives to yield a discrepancy score. Analysis of variance was conducted to test the first two hypotheses. The null hypotheses were rejected at the .05 level, and the Scheffé procedure was employed where indicated.

The third hypothesis stated that there were no relationships between career stages and teachers' career aspirations at four future points in time. Career goals were determined by responses to an original question. Chi square analysis determined independence between responses and career stages. Again, the null hypothesis was rejected at the .05 level.

Of the sixteen null hypotheses, nine were rejected. Significant differences were found in three motivational factors: Desire for Personal Challenge and Development, Desire for Competitiveness and Reward of Success, and Ability to Tolerate Work Pressure; and two job satisfaction factors: Competitiveness and Reward of Success and Work Pressure. Significant relationships were found between career stages and teachers' career aspirations in one, three, five, and ten years.

The data indicated that Stage IV teachers had lower motivation and higher job satisfaction scores than teachers in Stages I and III in the intrinsic area. Stage II teachers wanted less work pressure and were less satisfied with the amount of pressure on the job

than Stage III teachers. Factor 2, Competitiveness and Reward of Success, had a greater discrepancy score than any other factor. Stage II teachers opted for part-time work, Stage IV teachers for retirement, and Stage I and III teachers for administrative or supervisory positions more than teachers in other stages at certain points in time. It was concluded that age, teaching experience, and ages of children in the home affect the motivational needs, job satisfaction, and career aspirations of married, female teachers, according to the factor being explored.

It was suggested that school systems provide part-time teaching positions for those people who request them, enlarge the scope of some classroom positions, reward teachers for superior accomplishments or classroom production, and recruit women of all ages to administrative and supervisory posts. A system of differentiated staffing, which would provide these options and would enable women to combine career and family in a productive and satisfying way, was recommended.

## PREFACE

This dissertation represents the culmination of many years of work and perseverance among the obstacles of extra-educational activities. Initially scattered work periods amidst family constraints progressed to long sessions of total immersion in scholarly pursuits. During this time, a good grounding in subject matter, a knowledge of statistics and research methodology, and an interest in the subject of women and the world of work were acquired.

Many people have helped me to attain my goal. Dr. Ralph Whitfield, my advisor, initially encouraged me to matriculate in a degree program. Dr. Samuel Goodman, research department chairman of the Montgomery County Public Schools enabled me to forward my questionnaire to county teachers. Each of my doctoral committee members contributed a particular expertise. Dr. Sheila Cowan, was not only my statistical advisor, but originally endorsed my concept of career stages. Dr. Alexander Gottesman critically reviewed my manuscript to insure precise language and literary form. The chairman of my committee, Dr. Thomas Landers, who was largely responsible for my strong foundation in the theories and techniques

of management and administration, enabled me to incorporate these theories into a concise design.

In addition to my professional colleagues, I owe many thanks to my friends and family. To my friends, Marilyn Keilson and Barbara Silver, your help and encouragement are appreciated. To my husband, Bob, many thanks for putting up with me all those years when I was either in class, preparing for exams, or writing papers. To my children, Richard, Steve, and Joanne, I'm glad that you pestered me to complete my dissertation. I remember Steve saying, "Hurry up, Mom. If you don't finish your work soon, you'll be so old when you graduate, you'll have to walk down the aisle with a cane."



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## CHAPTER I

### THE PROBLEM AND ITS SETTING

In this chapter the problems and supporting subproblems are presented. In addition, the hypotheses, assumptions, delimitations, and definitions of terms are listed. Finally, there is a discussion of the probable value and importance of this study.

#### The Problem

This study sought to determine whether there were differences among certain groups of married women teachers at different stages of their careers with respect to their motivation, job satisfaction, and career aspirations.

#### The Subproblems

The three subproblems which related directly to the three aspects of this study were as follows:

##### The first subproblem

The first subproblem was to compare the motivating factors of married women teachers at different career stages.

### The second subproblem

The second subproblem was to compare the job satisfaction of married women teachers at different career stages.

### The third subproblem

The third subproblem was to compare the career aspirations of married women teachers at different career stages.

### Hypotheses

There were three main hypotheses in this study, all stated as null hypotheses. The first one was concerned with motivation; the second one with job satisfaction; and the third one with career aspirations. The first and second hypotheses pertained to the six factors of the Educational Work Components Study (Miskel & Heller, 1973) and thus contained six sub-hypotheses. The Educational Work Components Study (EWCS) is a questionnaire related to Herzberg's motivation-hygiene theory (Herzberg, Mausner, & Snyderman, 1959). Further explanation can be found in the methodology chapter. The third hypothesis was based on an original factual question.

### First hypothesis (H<sub>1</sub>)

The first hypothesis was that there is no

difference in reported motivating factors among certain groups of married women teachers at varying career stages.

Sub-hypotheses. The sub-hypotheses for the first hypothesis were that there is no difference in the

- H<sub>1.1</sub> Desire for personal challenge and development.
- H<sub>1.2</sub> Desire for competitiveness and reward of success.
- H<sub>1.3</sub> Ability to tolerate work pressure.
- H<sub>1.4</sub> Desire for conservative security.
- H<sub>1.5</sub> Desire to seek reward in spite of uncertainty.
- H<sub>1.6</sub> Concern for surroundings.

Second hypothesis (H<sub>2</sub>)

The second hypothesis was that there is no difference in reported job satisfaction among certain groups of married women teachers at varying career stages.

Sub-hypotheses. The sub-hypotheses for the second hypothesis were that there is no difference in job satisfaction in the areas of

- H<sub>2.1</sub> Personal challenge and development.
- H<sub>2.2</sub> Competitiveness and reward of success.
- H<sub>2.3</sub> Work pressure.
- H<sub>2.4</sub> Conservative security.

H<sub>2.5</sub> Reward-seeking and uncertainty.

H<sub>2.6</sub> Surroundings.

### Third hypothesis (H<sub>3</sub>)

The third hypothesis was that there is no significant relationship between career stages and reported career aspirations of certain groups of married women teachers.

Sub-hypotheses. The sub-hypotheses for the third hypothesis were that there is no significant relationship between career stages and teachers' career aspirations in

H<sub>3.1</sub> One year.

H<sub>3.2</sub> Three years.

H<sub>3.3</sub> Five years.

H<sub>3.4</sub> Ten years.

### Assumptions

This study is predicated upon the assumption that all subjects have responded truthfully.

### Delimitations

This study was conducted in Montgomery County, Maryland, an affluent suburb near Washington, D.C., where both the median income and the educational level of its residents are among the highest in the country. Because of the qualities peculiar to this area, the findings of



this study cannot be universally applied to teachers in all other geographical locations. However, the results are applicable to married women teachers with comparable demographic data in similar communities throughout the United States. In addition, since this study was conceived, there has been a recent unfavorable economic trend in this country and an oversupply of teachers. These factors may alter the results to some extent.

#### Definitions of Terms

The definitions of terms used in this study are listed below.

#### Career stages

Career stages are levels in the jobs of married female teachers depending upon age, experience, and school grade of children in the home. Teachers were categorized according to the following criteria:

Stage I: A Stage I teacher was less than 30 years of age, had no children, and had been teaching for less than five years.

Stage II: A Stage II teacher was less than 40 years of age, had at least one child at home who was not yet in the first grade of elementary school, and had been teaching for less than five years since the birth of her youngest child.

Stage III. A Stage III teacher was between the ages of 32 and 50, had at least one child, and had been teaching for five through seventeen years since the birth of her youngest child. None of her children was below the level of first grade in elementary school.

Stage IV. A Stage IV teacher was over 55 years of age, had at least one child, and had been teaching for 17 years or more since the birth of her youngest child.

#### Intrinsic job factors

Intrinsic factors are those aspects in a job that relate to the work itself. These factors are also called satisfiers, motivators, or job content factors. The principal intrinsic factors are achievement, recognition for accomplishment, challenging work, increased responsibility, and growth and development (Hersey & Blanchard, 1972).

#### Extrinsic job factors

Extrinsic factors are those elements that relate to the job environment. They are also called hygiene factors, job context factors, or satisfiers. The principal extrinsic factors are policies and administration, supervision, working conditions,

interpersonal relations, and security (Hersey & Blanchard, 1972).

### Motivation

Motivation or motivational needs refers to the need orientation of a person in the job setting. People can be oriented at the extrinsic or intrinsic level.

### Job satisfaction

Job satisfaction is the difference between desired needs and the actualities that are present in the job. In this study it was determined by comparing scores on two scales. One scale measured the present conditions of a job and the other scale measured motivating factors. The difference or discrepancy score determined job satisfaction.

### Essential for Personal Challenge and Development

Potential for Personal Challenge and Development measures the desire for responsibility and creativity in a job.

### Competitiveness Desirability and Reward of Success

Competitiveness Desirability and Reward of Success relates to an individual's desire for a job

that ties financial reward to aggressive competition and merit.

#### Tolerance for Work Pressure

Tolerance for Work Pressure includes items that measure the individual's attitudes toward work that might be excessive at times.

#### Conservative Security

Conservative Security relates to a person's desire to avoid risks or to seek security in a job.

#### Willingness to Seek Reward in Spite of Uncertainty versus Avoidance of Uncertainty

Willingness to Seek Reward in Spite of Uncertainty versus Avoidance of Uncertainty measures an individual's desire to do interesting work at the expense of permanency.

#### Surround Concern

Surround Concern involves a person's attention to hygienic aspects of a job.

#### Probable Value and Importance of the Study

Many investigators have studied motivation and job satisfaction. One of the current theories, proposed by Maslow (1954), is based on a system of a hierarchical

order of needs. These needs range from the physiological needs, which must be satisfied first, to the needs involving self-actualization, which came to the foreground only when the lower order needs have been satisfied. Today, in this country, except in poverty areas, most lower order needs involving the basic physiological necessities and the elements of health and safety have been met, so that people have now become more concerned with social, recognition, and self-actualization motives. In addition, for some individuals, there may not be as great a need for self-realization on the job since that need may be satisfied elsewhere. In fact, "the primary focus of many peoples' lives is not the job but the home and the community" (Miskel, Glasnapp, & Hatley, 1972, p. 8).

Akin to the research on motivation is the study of job satisfaction, for one relates directly to the other. There are two basic approaches to the study of job satisfaction. One approach considers satisfaction as an entire feeling, and measures overall or global satisfaction (Crites, 1966). The second treats satisfaction as a multifaceted concept and measures the various strands or categories involved (Herzberg et al., 1959; Trusty & Sergiovanni, 1971).

Herzberg et al. (1959) proposed a dual factor

theory purporting that people have two categories of work needs. The first category of needs, called hygiene factors, is concerned with the work environment or the extrinsic aspects of the job. The second category is related to the work itself, and involves the intrinsic factors of the job. Herzberg called this category of needs the motivators, since they tended to motivate people to superior performance. He concluded that the presence of motivators would produce satisfaction, and that the absence of hygienes would produce dissatisfaction. In the field of education, Sergiovanni (1966), Adair (1968), and Planz and Gibson (1970) confirmed Herzberg's findings.

Porter (1961) constructed an instrument to measure various categories of job satisfaction based on Maslow's hierarchy. He found that higher-order, psychological needs were people's least satisfied needs. Although Trusty and Sergiovanni (1971) arrived at similar conclusions in their investigation of teacher need deficiencies, they also encountered differences in job satisfaction because of age and sex.

Social scientists have indicated the necessity of researching job satisfaction. Several studies (Reinecker, 1972; Planz & Gibson, 1970; Dunn and Stephens, 1972) have linked worker satisfaction to

productivity. The central theme of Dunn and Stephens' treatise on satisfaction and performance "is that employee satisfaction and employee productivity ultimately determine the growth and survival of all organizations" (p. 32). The authors concluded that since most of the studies of satisfaction and productivity had been conducted in the private sector, there was a need for intensive research in the public domain.

A need for investigatory research in specific areas of motivation and job satisfaction has been determined. Since people may be motivated either on an intrinsic or extrinsic level, this study was organized so that the specific facets of motivation and job satisfaction could be studied. It was hoped that if school administrators were aware of specific job factors with which teachers were not satisfied, management techniques could be altered to remedy the situation.

Finally, studies in the area of need fulfillment were thought to be vitally needed with respect to female teachers. Since women represent 67 percent (NEA, 1973) of the teaching force, and since married females have a dual allegiance, both to career and family, it was deemed important to research this group. Although studies of working women appear in the

literature, there are too few (Lewis, 1968) considering the number of women employed today. There is evidence, however, (Bass & Barrett, 1972; Blai, 1970), that needs, goals, and satisfaction are different for men and women.

The need for a study of women was indicated, and the need for a study that was specific in terms of age, experience, and family responsibilities was thought to be vital. While studies in the area of job satisfaction have compared men and women teachers and have related age and morale, no previous study has gathered precise information about women teachers at different stages of their lives.

The present study was undertaken to determine whether the findings of previous research about women were applicable to specific subgroups. It was thought that the ages of children at home or the years of experience on the job would have a direct bearing upon career commitment and upward striving, and that specific aspects of motivation would be more important to some women than to others. It was anticipated that certain factors pertaining to motivation, job satisfaction, or career goals would be affected by family responsibilities, age or years of employment.

In the present investigation, married women



teachers were grouped into four career stages based upon age, teaching experience, work pattern, and ages of children in the home in order to compare differences in motivational needs, job satisfaction, and career goals among the women in each stage. Since the parameters for each career stage differed, variations in specific aspects of motivation, job satisfaction, and career goals were expected. Conclusions based on studies of men only, or of men and women not grouped separately by age and sex and work pattern and children in the family and experience would not have led to valid conclusions about needs and goals of particular female educators. Only with specific parameters could the motivational needs, job satisfaction, and career aspirations of specific women teachers be adequately determined.

It was hoped that the data from this study would enable educational organizations and career counselors to understand certain categories of women's specific needs so that policy changes to promote fulfillment of unmet goals could be implemented. Only when there is an effort in this direction will women teachers be able to combine career and family in a productive and satisfying way.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter reviews the literature concerned with motivation and job satisfaction with a special emphasis on working women. The first section surveys motivation and satisfaction theories and studies. A more detailed review of educational research follows. The final sections deal with working women and women teachers.

#### Motivation and Job Satisfaction

Management's concern for the motivation and satisfaction of workers stems from the behavioral research of Elton Mayo and his colleagues. In his classic Hawthorne studies, Mayo noted that the relationships between workers and their supervisors had a more favorable effect upon production than any environmental manipulations. He found that workers were denied satisfaction with respect to esteem and self-actualization and had only their safety and psychological needs met. This led to feelings of helplessness, anxiety, and frustration (Mayo, 1933). Mayo's concern for workers' job satisfaction was in

direct contrast to the traditional scientific management school which had emphasized efficiency and specification as ways of increasing production.

Maslow (1954), also concerned with motivation and need fulfillment, organized people's needs into a framework or hierarchy ranging from the basic psychological needs that must be satisfied first to the higher level ego needs. In Maslow's hierarchy, after the physiological needs are met, people become interested in safety and security. In the working world this is translated into concern for safety on the job and a guaranteed wage. The next rung on the hierarchy deals with social needs. These needs of belonging and recognition often manifest themselves in the employee's involvement in formal and informal groups. The last two steps of the system involve needs relating to esteem and self-actualization, two goals that are not usually met on the job.

Compatible with Maslow's theory is the immaturity-maturity continuum of Chris Argyris (1957). According to Argyris most human beings have the capacity to develop into mature people during their lives as their personalities evolve. People can move from passive states to active ones, from dependency to independence, from lack of awareness of self to awareness and control of self,

and from other aspects of immaturity to maturity on the continuum. In the job environment, workers are kept from maturing by management practices that encourage them to be passive, dependent, and subordinate. Argyris maintained that altering the work environment to provide employees with the climate in which they can develop into mature, creative, and self-actualizing people would fulfill the goals of both management and labor. According to Argyris, some people have no need for responsibility or autonomy, but individuals who are creative and self-directed should not be stifled on the job.

Another behavioral scientist who noted the importance of people's higher order needs was Frederick Herzberg (Herzberg et al., 1959). From Herzberg's study of engineers and accountants came a theory of work motivation with two categories of needs virtually independent of each other. Herzberg called these factors motivators and hygienes. Hygiene or job context factors are related to the job environment and include working conditions, supervision, policies and administration, interpersonal relations, money, status, and security. The absence of these extrinsic factors may lead to dissatisfaction but their presence will not produce satisfaction. The other category of needs, called motivators or job content factors, involves those

aspects of the job relating to the work itself. These are the intrinsic factors of achievement, recognition, responsibility, challenge, and growth and development which have a positive effect upon job satisfaction and motivate people to superior performance. It is only through the fulfillment of the higher order, intrinsic needs that people achieve satisfaction.

In contrast to Herzberg's bipolar theory, the traditional theory maintains that satisfaction and dissatisfaction are at opposite ends of a single continuum, and that if the presence of a variable contributes to satisfaction, then its absence will produce dissatisfaction. Graen's (1966) and Ewen's (1964) conclusions supported the traditional theory, and Cascio (1973) found that people's feelings (good or bad) about one aspect of their jobs caused them to generalize that same feeling to all the other job aspects.

In analyzing studies that did not replicate the Motivator-Hygiene Theory, Whitsett and Winslow (1967) reported that criticisms of Herzberg's theory resulted from misinterpretation of the theory in general and because of the results of these studies in particular as well as methodological weaknesses. Ewen, Smith, Hulin, and Locke (1966), in their attempt to empirically

test the two-factor theory, concluded that neither the traditional nor the bipolar theory accurately represented the way in which job-satisfaction variables operate.

There are two approaches generally utilized in measuring job satisfaction. One is to ask questions or use statements regarding satisfaction as a whole, and the other is to measure the specific determinants of job satisfaction. Employed by Hoppock (1935) and Brayfield and Rothe (1951), indices of general or global satisfaction balance an individual's specific satisfactions and dissatisfactions and arrive at a conclusion regarding satisfaction as a whole.

The global method of measuring satisfaction produces a general determination of a worker's morale, but it does not pinpoint the particular need categories that are or are not being met on the job. To diagnose specific facets of job satisfaction, researchers have constructed attitude scales containing items relating to various areas of the job. One scale is the Job Descriptive Index of Smith, Kendall, and Hulin (1969). This instrument measures five specific aspects of a job: the type of work, the pay, the opportunities for promotion, the supervision, and the co-workers on the job. Another series of tests developed by Wollack, Goodale,

Wijting, and Smith (1971) measures those aspects of the Protestant Ethic dealing with the meaning that a person attaches to his role at work. The scales pertain to pride in work, job involvement, activity preference, attitude toward earnings, social status of a job, and upward striving. The Minnesota Satisfaction Questionnaire with 20 separate parts (Bass & Barrett, 1972) also measures specific job facets.

Some questionnaires diagnose job satisfaction via the discrepancy method. That is, they determine satisfaction by computing differences between scores on two scales; one scale will refer to the "ideal" job or "what I would like in a job" and the other scale will refer to a current position. The Job Motivation Inventory (Kahoe, 1966) which measures the separate areas of intrinsic and extrinsic orientation and satisfaction has been utilized in this manner. Using this inventory, Nairus (1972) computed differences between part one (the job I now have) and part two (ideal job) for both motivator and hygiene items to point out need deprivation in the extrinsic and/or intrinsic categories. Confirming the theories of Argyris and Maslow, Nairus concluded that the unmet motivator needs were the ones that caused problems for practically all people, whether those people were motivated on an extrinsic or

intrinsic level.

In studying the need satisfactions of managers, Porter (1961) also used the discrepancy method. Using a questionnaire based on Maslow's hierarchy, he asked managers to rate characteristics of their jobs in terms of present conditions and ideal conditions. The characteristics that the managers rated fell into the five distinct categories of security, social, esteem, autonomy, and self-actualization needs. The differences between the "is now" and "should be" scales determined whether there was a need fulfillment deficiency in any area. Need of self-actualization, one of the higher order needs, was found to be the most critical need area in terms of perceived deficiency in fulfillment by both lower and middle management.

#### Motivation and Satisfaction Studies in Education

In the field of education, as in private industry, there have been numerous studies concerned with job satisfaction and motivation. A variety of techniques have been utilized and many variables have emerged as sources of satisfaction or dissatisfaction.

Several studies investigated correlations between administrative style and job satisfaction with no clear-cut evidence for any one style apparent.



Mac Taggert (1971) encountered a significantly strong relationship between teachers' ratings of job satisfaction and their perceptions of their schools' openness, and Hoagland (1968) found the same positive relationship between openness and satisfaction. Havens (1963) discovered significant correlations between job satisfaction and those environmental aspects dealing with administrator-teacher relationships. However, Throop (1971) failed to find any relationship between the combined influence of supervisory style and teacher-principal perceptual difference and teacher job satisfaction. He concluded that other variables might have had a greater influence on teacher morale. Sweat (1963), confirming these findings, indicated that teacher morale was not affected by the authoritarian-democratic personality traits of the principal.

Other investigators explored higher need fulfillment of educators. Trusty and Sergiovanni (1971) investigated need fulfillment deficiencies of teachers along the line of Maslow's hierarchy by adapting Porter's (1963) questionnaire to the educational setting. They found that the largest need deficiencies for educators had to do with esteem, autonomy, and self-actualization, the needs at the upper end of Maslow's hierarchy. Smallridge (1972), employing the same

instrument, ascertained that when teachers perceived higher levels of participation in organizational processes, they had smaller need deficiencies, especially in the higher order categories of autonomy and self-actualization. In another study based on Maslow's category of needs, Giandomenico (1973) indicated that the higher order needs of self-actualization and autonomy were more highly related to teacher militancy than the lower order needs.

The importance of one of the higher order needs, autonomy, was emphasized by Chase (1951). In a study involving 1,800 teachers in more than 200 school systems in 43 states, Chase reported that freedom to plan one's own work was listed by teachers as giving them the greatest amount of job satisfaction. He also concluded that teacher satisfaction was related to participation in curriculum and policy-making. Wick and Beggs (1971) noted that the morale of teachers was related to their ability to participate in decision making. In conclusion, many studies based on Maslow's hierarchy emphasized the importance of higher level needs. Boyd (1972) stated that:

Most employees will function more effectively and feel better about their contribution if they are 1) able to

understand the organization and expectations of their employer, 2) given an opportunity to express their concerns and insights regarding its operation, 3) trained for their duties, 4) provided opportunities for recognition, and 5) held in high regard by their employer. (p. 61)

Many studies in the field of education have used the Herzberg technique to determine teacher job satisfaction. Herzberg, who originated the bi-polar theory of job satisfaction, found that the presence of certain factors (motivators) led to satisfaction on the job and the absence of other factors (hygienes) caused job dissatisfaction. Using a structured interview technique, Herzberg and his colleagues were able to determine which factors promoted satisfaction and which led to dissatisfaction.

Sergiovanni (1966) replicated this study in the field of education. Reaffirming Herzberg's conclusions, he determined that fulfillment of the higher order needs promoted satisfaction. In the teacher group, the three dominant factors which acted as motivators were achievement, recognition, and responsibility. The factors contributing predominantly to dissatisfaction

were interpersonal relations with subordinates and peers, school policy and administration, and supervisory-technical matters. One difference between this study and the original investigation of engineers and accountants was that the factor, advancement, was not mentioned by teachers as a cause of satisfaction. According to Sergiovanni, advancement was not a source of satisfaction for teachers because "teaching offers little opportunity for concrete advancement (change in status or position) and in fact could be considered as a terminal position" (p. 97).

In another study following the Herzberg approach, Adair (1968) concluded that the factors that were intrinsic to the task of teaching were those that acted as satisfiers. The two top satisfiers were a sense of achievement and the feeling of recognition. Adair reported that despite rising salaries and increased fringe benefits, teachers were no more satisfied than they had been 20 years ago. He recommended that administrators provide teachers with opportunities to gain satisfaction.

Other studies using a written form of the Herzberg interview technique produced similar results. Wozniak (1973), in a study of a junior college music faculty, confirmed the bipolar nature of the Herzberg

factors. She found that the determinants of job satisfaction and dissatisfaction were essentially different, with achievement, the work itself, recognition, and responsibility cited as the most frequent sources of satisfaction. Wozniak did find some overlapping of satisfiers and dissatisfiers, but concluded that this was due to the high professionalism of the subjects studied. Wickstrom (1971) found that the four top ranking satisfiers were a sense of achievement, the work itself, good interpersonal relations with subordinates, and responsibility. Unlike the Herzberg study, interpersonal relations with subordinates was cited as a satisfier, but other findings were similar. Despite some variances, the need for providing satisfaction-producing experiences for teachers was confirmed.

A positive relationship between job satisfaction and the presence of job content factors was also shown by the research of Avakian (1971), Greenberg (1970), and Lee (1972). Although Greenberg's research reaffirmed the link between job satisfaction and intrinsic variables, it pointed out, quite conclusively, that almost no meaningful motivator experiences were reported by the teachers. According to Greenberg, this is why so much emphasis has been placed on salary, fringe benefits, and working conditions.

Other investigations sought to determine the

importance of intrinsic factors to specific groups of teachers. Sergiovanni (1966) found that the main sources of high job feelings for tenure teachers were responsibility and growth, both intrinsic factors, while for nontenure teachers they were interpersonal relations with subordinates and achievement, one an intrinsic and the other an extrinsic factor. Reinecker (1972) reported that tenure teachers valued intrinsic factors in teaching more than extrinsic factors. Since these were the teachers that were also considered most effective by their principals, Reinecker suggested that school administrators and research personnel provide teachers with self-actualizing experiences.

The relationship between satisfaction and variables of motivation and personality was also explored. Miskel (1972) used the discrepancy method to investigate job satisfaction by subtracting current job incentives from ideal incentives. People's tolerance for work pressure, desire for competition in a job, concern for surroundings, and other specific factors of job satisfaction were measured. Miskel found that the best indicator of job satisfaction was the difference between desired and received incentives, with primary life interests an interacting variable. Mace (1970) concluded that those teachers motivated

at the highest level of Maslow's hierarchy were more dissatisfied with teaching than other educators. Nairus (1971) indicated that the retention or leaving of teachers was determined not only by job factors but also by the motivational orientation of the teachers. He found that some people were hygiene-seekers seeking fulfillment in extrinsic areas, while the motivator-seekers achieved job satisfaction through fulfillment of intrinsic needs. Nairus concluded that hygiene-seekers who stayed at their jobs felt less of a deprivation of hygiene factors in their jobs than the leaving teachers, and that motivator-seekers who remained at their jobs had less of a deprivation of motivator factors in their jobs than leaving teachers. He also determined that motivator-oriented teachers left their positions at a significantly higher rate than hygiene-seekers and that:

Deprivation of motivator factors causes problems or a lack of satisfaction for practically all teachers whatever their motivational orientation, to the point that too great a deprivation in motivator factors results in a teacher leaving his position. (p. 151)

Nairus recommended that school systems increase the

presence of motivator factors in teaching positions through the inception of job enrichment practices.

### Women in the Working World

There is a paucity of research about women in the world of work. Researchers sometimes choose only one sex as subjects for their studies and use males as their subjects twice as often as females (USOE, 1972). On the basis of an intensive ERIC search, the USOE task force concluded that few of the female-only studies dealt with careers. The final report stated that the "tendency of researchers to draw general conclusions from a study of males is particularly disturbing and particularly prevalent in research in areas of special importance to women" (p. 20). It recommended that, in view of women's pressing needs, researchers afford them the same amount of time and attention that has been given to men.

Although research about women in the working world is sparse compared to studies about men, the literature has indicated certain similarities and differences in motivation and career commitment between the sexes. In a study of women, Eyde (1962) identified six major elements of their work values. These were the need for dominance-recognition (control or supervision over other workers), economic success,



independence, interesting activity, mastery-achievement (accomplishment and satisfaction), and social status. In a survey investigating the relationships between these work values and certain demographic variables, Blai (1970) reported that the desire for mastery-achievement was the central reason why women worked, with fulfillment of social needs as the next most important value. The two least important work values were the need for recognition or dominance and economic success. Blai concluded that women:

Are not seeking control or supervision over other workers, whether male or female, and frequently seek to avoid this responsibility. Women tend to shy away from items related to being leaders; organizing activities; and feeling important. (p. 1)

Blai indicated that counselors must be aware of the special needs of women in order to effectively advise them of their educational and vocational choices.

In a study of career and non-career-oriented college women, Counselman (1971) found that career-oriented girls perceived themselves differently from non-career-oriented girls and showed differences in desired attributes and values. In view of these findings, she recommended on-going career counseling to

enable each women to achieve an equilibrium between career and family according to her particular orientation.

In his book Developing Women's Potential (1968), Lewis observed women's emphasis on extrinsic job factors. He maintained that women viewed employment in a temporary framework and were less interested in such long-term aspects as opportunities for advancement and retirement conditions. He noted their tendency to avoid positions requiring long-term commitment and considerable preparation. According to Lewis, there were differences in job motivation between men and women. He noted that, for women, employment "is not the product of a carefully considered life pattern but is instead determined by their immediate situation" (p. 128).

Fogarty, Rappaport, and Rappaport (1971), who indicated a need to distinguish between jobs and careers in studying qualified individuals, purported that "to understand the career patterns of women it is necessary to recognize that the factors involved are complex and multidimensional" (p. 188). The additional set of variables imposed by child rearing that affected women's work orientation and career intentions were noted.

Social scientists have advised investigations

of specific motivational factors with the goal of encouraging females wishing careers rather than jobs and helping those women attempting to combine family and career responsibilities. A government report recommended "experimentation with entirely new approaches to education responsive to life styles of women raising families" (USOE, 1972, p. 56). Ellis (1971) advised that a major effort must be made to direct women into non-stereotyped educational and employment opportunities.

In the area of job satisfaction, some studies have noted differences between men and women while others have either indicated no differences or have suggested the need for further research. Levitin (1973) found no significant differences between males and female concerning the influences of job challenge, responsibilities, and utilization of skills, although variations with respect to the influence of some extrinsic factors were observed. Hulin and Smith (1965) noted women's concern for the hygienic rather than the intrinsic factors of job satisfaction. Bass and Barrett (1972) also reported differences in job satisfaction between men and women. They indicated that these differences were due to the secondary importance of many women's jobs compared to their families. Bass and Barrett also found that for most women their work was not as ego involving as for men.

In a study of women in high-level professional positions, Walt (1962) reaffirmed Herzberg's conclusions about favorable job occurrences. Recognition, responsibility, achievement, and the work itself, the intrinsic factors that were found to produce satisfaction in the original research, acted in a similar manner in Walt's study. The discrepancies, interpersonal relations and group feelings, which had been dissatisfiers in the original study, were mentioned here as satisfiers. Walt theorized that since many of the women in her study lived alone, their work provided an important source of satisfaction of the need for belonging and identification with a group. Her conclusions suggested a need for more specific research, since a study of married women might have yielded different results.

Lewis (1968) recommended further job satisfaction research with female subjects. He attested to the infrequency of such studies compared to those on men and suggested that sex differences be accounted for when conducting research rather than combining men and women employees into one group for analysis. Hulin and Smith (1965) also advised investigators to distinguish between men and women in job satisfaction studies, in order to gain insight into job satisfaction of females.

In studying career goals, research has indicated that women's job aspirations are not as high as men's. Ellis (1971) found that because of lower expectations and adverse social pressures women did not usually opt for traditionally male positions. Blai (1970) concluded that women not only did not seek control over other workers, but attempted to avoid such responsibility. Wolfe (1954) reported that even women in high-level positions in business or industry did not hope to be promoted or to advance in their careers. The majority preferred to remain at their present jobs or to be transferred laterally. Lewis (1968), who also determined that women had little interest in promotion, attributed their reluctance to seek higher level positions to their low achievement drive, their family loyalty, and their unwillingness to invest more time and energy in their jobs.

Lewis did indicate that one reason women did not strive for high echelon positions is that such opportunities were closed to them anyway. Employers were often reluctant to promote even well-qualified women to higher positions. Ginzberg (1966) reported their reasons:

Women make poor supervisors; many men  
resent having to report to a woman; in  
case of stress women are likely to become

emotional; in many situations it is difficult to transact important business if a woman is a participant; women are often unable to be absent from home. (p. 187)

Ellis (1971) similarly concluded that employers' beliefs about women's incapacibilities adversely affected their participation at the managerial level. Schein (1973), Gordon and Hall (1974), and Rosen and Jerdee (1973) also reported discrimination against women at the supervisory level.

Whether through conscious discrimination or unconscious traditional attitudes of employers, if there are few women in higher-level positions, then there are few models for other women to emulate. Rather than have expectations which they know cannot be fulfilled, women lower their goals and content themselves with lower-level positions, perpetuating a reoccurring cycle.

Administrators, who are usually males, must attempt to break this cycle by nurturing and developing administrative talents in their female employees. "Such a change in the organizational atmosphere will itself affect the way in which many women think about and act with respect to their work" (Ginzberg, 1966, p. 188). Only with this assistance will women aspire to positions

which are in line with their potential.

### Women Teachers

Although there is a plethora of research on job satisfaction both in private industry and in the public domain, the situation is exactly the opposite when the subjects are women. There is also a tendency in the field of education to draw conclusions about both sexes from the study of just one--usually the male. Even when sex is a variable in educational research, comparisons are usually made between males and females or between younger and older teachers, but seldom are specific groupings investigated. It is unusual to find a study that compares married female teachers of different ages or single and married females in the same age category. For these reasons, knowledge about job satisfaction of women teachers is incomplete.

While the following studies were concerned with the job satisfaction of women teachers, they all reached very general conclusions. Kuhlen (1963) reported that satisfaction with teaching for men was more related to need satisfaction than for women, while Murphy (1965) identified security, identity, and commitment as the three needs most related to job satisfaction. Trusty and Sergiovanni (1971) and Wickstrom (1971) determined that women teachers scored higher on job

satisfaction than men, but McCoy (1973) found that female teachers scored lower than males on the factor called satisfaction with teaching.

More specific information was gathered by Miskel et al. (1972) and Warren (1971). Miskel found that female teachers who were more satisfied with their jobs were those who were more job oriented, had a job in which there was a higher potential for personal challenge and development and where less work pressure existed, were more concerned with their physical surroundings, and had more tolerance for work pressure. Even in this study, age, experience, marital status, or children in the family were not variables. Warren determined that the most satisfied teachers were the ones who were older, unmarried, more experienced, had tenure, and did not expect career interruptions. He also felt that the satisfaction of the younger teachers in his sample who were married to graduate students was not so much related to teaching, itself, but with marriage and future ambitions.

Data about the motivation and career aspirations of women teachers has attributed to all women the needs and goals of those who are generally at the first stages of their careers. Such research has indicated that the lack of career commitment and aspiration to higher



positions attributed to working women in general, has been even more prevalent among women educators.

Lewis (1968) concluded that the teaching profession has attracted people who are not greatly career oriented. With respect to women teachers, the lack of career commitment has had the unfortunate result of making it a:

Frustrating profession for the girl who is interested in a career. While teaching provides security without much risk, it does so at the expense of the opportunity to gain status and prestige as well as personal satisfaction by moving ahead by one's own efforts.

Lieberman (1956) and Mason (1959) both observed a lack of commitment in women educators, although Mason found that it was only the beginning teachers who were not as committed to a career as males. Nairus (1972) determined that a large majority of women in the teaching force were transients who did not view their work as a career. He found that their lack of commitment hampered quality performance and improvement of professional standards.

Since the preceding studies did not investigate particular groups of women teachers, more specific conclusions were not reached. Both White (1967) and a

U.S. government report (USOE, 1972) have advocated further research in this area.

Investigations of women teachers have found definite discriminatory practices facing those women aspiring to positions of educational leadership. Women have been denied equal opportunity for advancement and "wherever you look in education, women abound in the lower ranks and there, generally, they stay" (USOE, 1972, p. 14). The National Education Association (1972) reported that in 1970-71, although women represented 67 percent of the teaching force, they only constituted 21 percent of the elementary principals, 3 percent of the senior high school principals, and less than 1 percent of the superintendents. The association recommended that women be "recruited, trained, and moved into administrative positions" (p. 18).

Schreiber (1971) also reported discrimination against women seeking administrative positions. His study revealed that when applicants for an elementary school principalship were equally well qualified, male applicants were chosen more often than females. He also found that men tended to select males for this position more often than females, not only when both sexes were equally well qualified, but even when the female

candidates were better qualified than the males. Although Schreiber's study noted the presence of discrimination against women seeking administrative positions, the males who were questioned perceived equality of opportunity for both sexes. Schreiber concluded that discrimination against women in the field of educational administration may be self-perpetuating since educators will quite naturally internalize the perceived norms in their school systems. That is, women teachers, noticing a paucity of females in administrative positions, will not view themselves as future administrators.

Evidence of the reluctance of women to aspire to managerial status was attested to by Mace (1970). In comparing self-actualization and job satisfaction of teachers and future administrators, no females were in the future administrator classification, since none was enrolled in the university administration courses from which he obtained his sample.

A government report concluded that women were not being trained for or encouraged to enter higher level positions:

They are being trained to serve as teachers and paraprofessionals in elementary and secondary, early childhood and special

education. Men are being trained for roles for which they already dominate: administration and leadership in education at all levels, teaching in higher education and research and development. (USOE, 1972, p. 131)

According to Elizabeth Koontz, "women have been taught that the desire to become an administrator or decision maker shows aggression and is therefore unladylike" (1972, p. 35). In a study concerning the motive to avoid success in women, Moore (1971) indicated that underlying feelings of role-conflict, frustration, fear, and other unobservable conflicts seemed to be significant barriers to psychological comfort in relation to success in women.

#### Summary

Some classical theories and methods of measuring motivation and job satisfaction have been discussed, and studies concerning women and women teachers have been reviewed. The literature has noted that, in the field of education, teachers' higher order needs have not been fulfilled. It has also suggested that all teachers do not have similar needs and aspirations.

Research about women and women teachers has

noted their lower level of career commitment and their lesser concern for job advancement as compared with men. It has also reported discriminatory practices facing women aspiring to leadership positions. Since most studies have not differentiated between women with dissimilar family concerns, the need for additional research is indicated.

## CHAPTER III

### METHODOLOGY

In the previous chapters the nature of the problem, its significance, and the related literature were presented. Chapter I introduced the problem and subproblems, defined the terms, gave limitations, assumptions, hypotheses, and outlined the procedure in a general way. Chapter II reviewed the literature concerned with job motivation and satisfaction with special emphasis upon research dealing with women and women teachers.

This chapter discusses the subjects, the instruments, the procedure, and statistical design, and restates the hypotheses.

#### Subjects

The subjects for this study were particular groups of married, female, ten-month, elementary school teachers employed by the Montgomery County Public Schools. Although Montgomery County teachers are not representative of all teachers in the United States, they are typical of educators in many suburban communities throughout the country.

Since the purpose of this investigation was to determine precise information about women at specific stages of their careers, not all female teachers were included in the original random search. The inclusion of unmarried, secondary, or 12-month teachers would have added too many additional variables to permit useful observations. Even among the married, elementary, 10-month people who complete the questionnaires, only the responses of people who met specific criteria were statistically analyzed. Collected demographic information was utilized to classify each teacher into one of four career stages based upon age, experience, and children in the home. Since some respondents did not fall within the parameters of any of these stages, they were not included in the study.

Childless older women and older women with young children were among those women not represented in any of the four stages. This study was designed to reflect the norm in society. Since most women in this country marry in their twenties, and have children several years later, the parameters for each stage were constructed in terms of this pattern.

The criteria for the stages were as follows:

A Stage I teacher was married, was under 30 years

of age, had no children, and had been teaching for less than five years. A Stage II teacher was married, was less than 40 years of age, had at least one child at home who was not yet in the first grade of elementary school, and had been teaching for less than five years since the birth of her youngest child. A Stage III teacher was married, was between the ages of 32 and 50, had at least one child, and had been teaching for 5 through 17 years since the birth of her youngest child. None of her children was below the level of first grade in elementary school. A Stage IV teacher was married, was over 55 years of age, had at least one child, and had been teaching for 17 years or more since the birth of her youngest child.

The preceding career stages with their specific criteria were selected because it was felt that teachers within each set of parameters would reflect a particular motivational pattern. The author, a married teacher and mother, is familiar with the varying needs at each stage which may stem from the differences in ages and length of service of the teachers in each stage and the ages of their children at home. Some researchers have reported variations in needs, satisfactions, and career plans of women teachers at various stages of development although none has used specific parameters as in this



study. The following passages attempt to justify each career stage on the basis of empirical knowledge and available research.

Stage I teachers have needs and aspirations quite different from teachers at other levels. Trusty and Sergiovanni's (1971) study of educators reported differences in need deficiencies by ages. Younger educators showed more congruity between actual and desired need fulfillment than those in other age brackets. Lewis (1968) indicated that most young girls viewed teaching as a short term occupation and were not anxious to make it a career. They were working, in most cases, only until they began their families and were thinking in terms of temporary employment. A survey by Mason, Dressel, and Bain (1959) also showed that beginning female teachers were not committed to a career.

Teachers in other stages have different needs since their family life has the added complexities associated with child-rearing. Fogarty et al. (1971), in their major political and economic planning survey (PEP) in Great Britain, found that there were three major phases of the child-rearing period: when the children were under three, which is the age most children could enter nursery school; when the children were in a regular school program; and when they were self-

sufficient. These phases are quite similar to Stages II, III, and IV in this study. A Stage II teacher, with young children, who has returned to her profession for a period of less than five years, is preoccupied with matters relating to child-rearing. She will probably not be interested in a high pressure career since her family responsibilities do not leave her with the time or energy to do so.

With Stage III teachers, however, the reverse is true. Lewis (1968) noted the mature woman's willingness to invest a significant amount of effort in her job. He found that as her family responsibilities decreased, she moved away from being family centered and began to view teaching as a career rather than a short-term occupation. According to Lewis, this usually began when her last child entered school, at the age of 32 on the average. However, as her interest in a career increased, her job as a teacher became less satisfying.

Trusty and Sergiovanni (1971) reported that educators with five to twelve years of experience had the greatest need deficiencies. Bass and Barrett (1972), in a study of male employees, indicated that striving for career advancement was a realistic goal for a worker in his twenties but not for one in his forties. Since

the average age of women teachers is eight years higher than for men, and because, for mature women, their age is likely to be a detriment to employment and promotion (Lewis, 1968), age discrimination makes advancement to administrative positions unlikely. This discrepancy between needs and aspirations on the one hand and job conditions on the other, suggests a decrease in satisfaction, especially of the intrinsic nature, for Stage III teachers.

Teachers in the last phase of their careers have different needs and expectations. Trusty and Servioganni (1971) found that teachers with more than 25 years of experience had lower need deficiencies than any other group of teachers, especially in the higher order needs of esteem, autonomy, and self-actualization. Saleh (1964), in his study of workers in the pre-retirement period, concluded that workers in this age category, not anticipating many chances for advancement or growth, shifted their emphases from intrinsic to extrinsic sources of satisfaction so that attainable goals could be fulfilled.

In view of the preceding data, a logical assumption was that the needs and goals of teachers in each stage would differ. It was anticipated that the use of four distinct categories would point out the extent

of these differences.

### Instruments

Two questionnaires were used in this study: one was Miskel's (1974) Educational Work Components Study which was utilized to gain information about motivation and job satisfaction. The other was a single question pertaining to career aspirations written by the author.

#### The Educational Work Components Study

The EWCS is a questionnaire which asks educators to react, on a five-point Likert-type scale, to statements about jobs containing varying amounts of extrinsic factors, intrinsic factors, and a combination of extrinsic and intrinsic factors in terms of the desirability of those jobs.

The test items, divided into six categories, can be found in Appendix A. However, the following is a brief summary of each factor.

1. Potential for Personal Challenge and Development (seven items). This factor measures the desire for responsibility and creativity in a job.

2. Competitiveness Desirability and Reward of Success (eight items). Items in this cluster relate to an individual's desire for a job that ties financial reward to aggressive competition and merit.

3. Tolerance for Work Pressure (eight items). This category includes items that measure the individual's attitudes toward work that might be excessive at times.

4. Conservative Security (eight items). These questions relate to a person's desire to play it safe or to seek security on the job.

5. Willingness to Seek Reward in Spite of Uncertainty versus Avoidance of Uncertainty (eight items). These items measure an individual's desire to do interesting work at the expense of permanency.

6. Surround Concern (ten items). This factor measures a person's concern for the hygienic aspects of a job.

In keeping with Herzberg's two-factor theory, three subscales (2, 3, and 5) measure attitudes toward intrinsic rewards and risk, one scale (1) is concerned with intrinsic rewards, and two clusters (4 and 6) measure attitudes toward extrinsic job aspects (Miskel, 1974).

In order to review the merits of the EWCS, it is necessary to trace its development and refinement. The EWCS is a parallel form of the Work Components Study (WCS) which was developed by Borgatta (1967) to synthesize Herzberg's et al. (1959) motivation-hygiene

theory with Blum's (1961) conclusions regarding security. From its inception to its final refinement, it was tested and retested thoroughly so that the final result would be an instrument that would be both valid and reliable.

In order to establish content validity when originally developing the WCS, Borgatta (1967) used expert opinion to gather an array of many different factors pertaining to the categories that Herzberg et al. (1959) found important in their study of the motivation of work and career patterns. Using principal components and varimax rotation, six components were selected as having reasonably clear definition and independence.

In the process of refinement, the WCS underwent several modifications (Borgatta, 1968). New data, factor analysis, and reanalysis of previous data produced seven factors, one of the factors being divided into two. The revised WCS factors had reliabilities which ranged from .66 to .73 using Cronbach's alpha coefficients.

Miskel and Heller (1973) revised the WCS for the educational setting by substituting words that pertained to the educational domain for those of the industrial environment. During this revision they used principal

component, varimax orthogonal, and maxplane oblique R-factor analysis procedures to determine factorial validity. They also utilized Cronbach's alpha coefficient to test the internal consistency. The scree test and the discontinuity of eigen values indicated that the best factor situation was a six factor structure eliminating one cluster. With the exception of factors 1 and 6 correlating at .39, and factors 3 and 5 correlating at .55, the 6 factors are relatively independent. The reliability of the EWCS ranges from .73 to .83.

In addition to using the EWCS to measure ideal incentives or motivational factors of teachers, Miskel (1972) also reworded the items to produce a parallel scale focusing upon real incentives or present conditions. The scale measuring incentives is part of the entire Educational Work Components Study although it is a separate entity in that it measures present incentives rather than motivation. When the scores of each factor in the motivation scale are compared with the scores of the parallel factor in the incentive scale, the resulting discrepancy score is an indicator of job satisfaction.

Porter (1962) indicated the advantages of determining satisfaction by subtracting actualities from needs. The assumption that the discrepancy between actual and desired need fulfillment is an indication of job satisfaction or dissatisfaction is consistent with the theory of March and Simon (1958). In 1971, Trusty and Sergiovanni used the same method of determining job satisfaction in a study of teachers.

In order to investigate differences and similarities between parallel items of the motivation and incentive scales, responses to the items in each measure were factor analyzed by means of principal components and varimax rotation. The results indicated that the factors involved in motivation as measured by the motivation scale were comparable to the structure of incentives as measured by the incentive scale. (Both scales are itemized in Appendix B.) In addition, the data supported the factorial validity of both scales.

Further confirmation of the stability of the WCS was indicated by Summers, Burke, Saltiel, and Clark (1971) who concluded that since, within each cluster, the median within-cluster intercorrelations were larger than the median intercorrelation of those items with items in any other cluster, the factors should be considered relatively independent and homogeneous.



Borgatta (1968) also found the median within-cluster item intercorrelations to be greater than any other values, again demonstrating the relative independence of the scores. He also observed stronger relationships between some clusters than between others. These patterns are consistent with Herzberg's two-factor theory. Surround Concern and Conservative Security, which have a small positive relationship, both fit into Herzberg's hygiene or extrinsic classification; while Potential for Personal Challenge and Development, Competitiveness Desirability, and Tolerance for Work Pressure, all having a slight positive relationship, can be classified in Herzberg's motivator category.

Validity of the WCS was indicated by Ford, Borgetta, and Bohrnstedt (1969) in their study of new college-level employees. They concluded that those employees who scored highest on Competitiveness Desirability were those perceived by the company as moving ahead fastest. Borgatta (1968) reported a moderate relationship between Potential for Personal Challenge and Development and the educational aspirations of college students and a moderate negative relationship between Conservative Security and the students' income aspirations. Summers et al. (1971) came to similar conclusions in their study of high school students.

They also reported a substantial correlation between Potential for Challenge and Development and the occupational aspirations of the students.

In every study where the WCS has been utilized, reliability, internal stability, and validity have been reported. Since the WCS and EWCS are identical except for the substitution of words such as school and school district for company and industry, research supporting the validity or reliability of the WCS were considered applicable to the EWCS.

#### Question about career aspirations

The teachers were asked about their career aspirations at four points in time in the future. This original question asked each subject what she would like to be doing, in terms of a career, in one, three, five, and ten years. The question is located in Appendix C.

#### Procedure

The procedure was as follows: from a total of the 1,576 female, married, ten-month elementary teachers in the Montgomery County Public Schools, 600 teachers were randomly selected using a table of random numbers. Each selected teacher received a packet containing an explanatory letter (Appendix E), a background information

questionnaire which gathered information about the age, marital status, teaching experience, and children in the home (Appendix D), the Educational Work Components questionnaire, and the questions pertaining to career aspirations.

Originally it had been hoped to mail the questionnaires in two phases. The first mailing would have contained the questionnaire eliciting demographic information. From these data teachers would have been categorized into one of four career stages based upon age, teaching experience and grade placement of any children in the home. In the second mailing, only those teachers falling into one of the four stages would have received the instruments relating to motivation, job satisfaction, and career aspirations. However, since the Montgomery County Public Schools, which had sanctioned its employees' participation in this project, would not authorize separate mailings, all questionnaires were sent together.

Six hundred packets were mailed, but only 587 were received by selected teachers. Thirteen were returned with notes from school secretaries stating that the teachers in question were either retired or were on leave. Of the remaining 587 questionnaires, responses were received from 355 teachers, indicating

a 60 percent return. Although the 60 percent response was considered low enough to affect the internal validity of the study because of a possible selection bias, the research department thought that the return was adequate and would not authorize another mailing. Instead, an advertisement was placed in the Bulletin, a newsletter reaching all professional employees in the school system. This notice, which can be found in Appendix F, asked all recipients of the questionnaire to respond as quickly as possible. Despite this advertisement, only one more response was received, bringing the total number of returns to 356.

The demographic information was utilized to classify each teacher into one of four career stages. Because of the specific limitations for inclusion in each stage, many teachers did not fall into any of the four categories, and were not subjects in this study. Others were eliminated because their questionnaires were less than 95 percent complete. The total N was 179, with 30 teachers in Stage I, 44 in Stage II, 74 in Stage III, and 31 in Stage IV. However, when a subject did not complete one or more items of a specific factor, that particular factor for that subject was not computed. For this reason, although there were 31 subjects in Stage IV, for example, the N for Stage IV

for factor 3 was only 30.

### Hypotheses

There were three main hypotheses in this study. The first one was concerned with motivation; the second one with job satisfaction; and the third one with career aspirations. The first and second hypotheses pertained to the six factors of the Educational Work Components Study (EWCS) and thus contained six sub-hypotheses. They are all stated as null hypotheses.

#### First hypothesis (H<sub>1</sub>)

The first hypothesis was that there is no difference in reported motivating factors among certain groups of married, women teachers at varying career stages.

Sub-hypotheses. The sub-hypotheses for the first hypothesis were that there is no difference in the

- H<sub>1.1</sub> Desire for personal challenge and development.
- H<sub>1.2</sub> Desire for competitiveness and reward of success.
- H<sub>1.3</sub> Ability to tolerate work pressure.
- H<sub>1.4</sub> Desire for conservative security.
- H<sub>1.5</sub> Desire to seek reward in spite of uncertainty.
- H<sub>1.6</sub> Concern for surroundings.

## Second hypothesis (H<sub>2</sub>)

The second hypothesis was that there is no difference in reported job satisfaction among certain groups of married, women teachers at varying career stages.

Sub-hypotheses. The sub-hypotheses for the second hypothesis were that there is no difference in job satisfaction in the areas of

- H<sub>2.1</sub> Personal challenge and development.
- H<sub>2.2</sub> Competitiveness and reward of success.
- H<sub>2.3</sub> Work pressure.
- H<sub>2.4</sub> Conservative security.
- H<sub>2.5</sub> Reward-seeking and uncertainty.
- H<sub>2.6</sub> Surroundings.

## Third hypothesis (H<sub>3</sub>)

The third hypothesis was that there is no significant relationship between career stages and reported career aspirations of certain groups of married, women teachers.

Sub-hypotheses. The sub-hypotheses for the third hypothesis were that there is no significant relationship between career stages and teachers' career aspirations in

- H<sub>3.1</sub> One year.
- H<sub>3.2</sub> Three years.
- H<sub>3.3</sub> Five years.

H<sub>3.4</sub> Ten years.

#### Statistical Design

To compare differences in the first and second hypotheses, one-way analyses of variance were conducted by utilizing the Statistical Package for the Social Sciences (SPSS) program ONEWAY (Nie, 1975). In the first hypothesis, dealing with motivation, the mean score for factor 1, Personal Challenge and Development, was compared among the four career stages. Similar analyses were performed for each factor. For the second hypothesis concerning job satisfaction, first a discrepancy score (difference between the motivation and incentive scales) for each stage in each factor was derived. Then, factor by factor, the means of the discrepancy scores for the four stages were compared. The null hypotheses were rejected at the .05 level of significance. Further analyses were performed, when indicated, by using the Scheffé procedure for a posteriori contrasts (Scheffé, 1969).

The Scheffé method was selected because it is exact for groups of unequal size (Nie, 1975, & Hays, 1963), is suitable for any comparison, and is "relatively insensitive to departures from abnormality and homogeneity of variance" (Hays, 1963, p. 484). Because of its strictness, the .10 rather than the .05

level of significance was chosen as the appropriate level. Scheffé (1959), himself, recommended use of this level, and Ferguson (1976) advised investigators "to employ a less rigorous significance level in using the Scheffé procedure; that is the .10 level may be used instead of the .05 level" (p. 297).

In the third hypothesis, relationships between each stage and each answer for one, three, five, and ten years were analyzed by means of the chi square procedure CROSSTABS (Nie, 1975). The null hypotheses were rejected at the .05 level of significance.

#### Summary

In this chapter there has been a discussion of the subjects and the rationale for placing them into particular career stages. The validity and reliability of the instruments have been established and the procedures, hypotheses, and statistical design have been outlined.



## CHAPTER IV

### STATISTICAL FINDINGS

This study sought to determine whether there were differences among married women teachers at different career stages with respect to their motivation, job satisfaction, and career aspirations. Miskel's (1974) Educational Work Components Study was employed to gain information about motivation and job satisfaction. An original question was utilized to determine career aspirations.

The first section of this chapter presents the statistical findings of the original hypotheses. The second portion reports some additional results.

#### Results of Tested Hypotheses

There were three main hypotheses in this study. The first one was concerned with motivation; the second with job satisfaction; and the third with career aspirations. The first and second hypotheses pertained to the six sub-factors of the Educational Work Components Study and thus contained six sub-hypotheses each. SPSS program ONEWAY was utilized to perform analysis of variance for these hypotheses. The SPSS CROSSTABS program was used

to determine chi square relationships for the question about careers. Data are summarized in tables 1 through 16. Tables 1 through 12, presenting the analyses of variance, indicate the degrees of freedom, the sums of squares, the means squared, F ratios, and probabilities. They also show the number of subjects, means, and standard deviations for each stage. Bartlett's test for homogeneity of variance is indicated, and the Scheffé procedure for a posteriori contrasts is given for those tables where the hypotheses were rejected. Tables 13 through 16 summarize the chi square analyses for the third hypothesis. The chi square probability and the number and percentage of teachers in each stage choosing each option is indicated.

#### First hypothesis ( $H_1$ )

The first hypothesis was that there is no difference in reported motivating factors among certain groups of married, women teachers at varying career stages.

Sub-hypotheses. The sub-hypotheses for the first hypothesis were that there is no difference in the

$H_{1.1}$  Desire for personal challenge and development. This hypothesis was rejected.

- H<sub>1.2</sub> Desire for competitiveness and reward of success. This hypothesis was rejected.
- H<sub>1.3</sub> Ability to tolerate work pressure. This hypothesis was rejected.
- H<sub>1.4</sub> Desire for conservative security. This hypothesis was not rejected.
- H<sub>1.5</sub> Desire to seek reward in spite of uncertainty. This hypothesis was not rejected.
- H<sub>1.6</sub> Concern for surroundings. This hypothesis was not rejected.

The null hypotheses were rejected for H<sub>1.1</sub>, H<sub>1.2</sub>, and H<sub>1.3</sub>. Data are presented in tables 1, 2, and 3. Analysis of variance was computed for each of the six sub-hypotheses in the motivation scale with the result that factors 1, 2, and 3 were different at the .001, .007, and .03 levels. Further testing via the Scheffé procedure indicated placement of those differences.

In H<sub>1.1</sub>, Desire for Personal Challenge and Development, the motivational needs of Stage IV teachers were not as high as the needs of Stage I and Stage III teachers.

TABLE 1  
ANALYSIS OF VARIANCE FOR MOTIVATION FACTOR I ( $H_{1.1}$ )  
DESIRE FOR PERSONAL CHALLENGE AND DEVELOPMENT

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	125.1875	41.7292	5.815	0.001
Within	172	1234.3125	7.1762		
Total	175	1359.5000			

Stage	I	II	III	IV	Total
N	30	44	71	31	176
Mean	30.4333	29.0000	29.1549	27.5806	29.0568
SD	3.0365	2.6414	2.7080	2.2624	2.7872

Test for Homogeneity of Variance

Bartlett - Box F = 0.847, P = 0.470

Scheffé Procedure

Alpha	Ranges	Stages That Were Different
.10	3.55	III & IV, I & IV

TABLE 2  
ANALYSIS OF VARIANCE FOR MOTIVATION FACTOR 2 ( $H_{1.2}$ )  
COMPETITIVENESS AND REWARD OF SUCCESS

Source	DF	SS	MS	F Ratio	F. Prob.
Between	3	309.5625	103.1875	4.195	0.007
Within	172	4231.3125	24.6006		
Total	175	4540.8750			

Stage	I	II	III	IV	Total
N	30	44	71	31	176
Mean	27.9333	25.9545	25.9436	23.4516	25.8466
SD	5.3365	4.7591	5.2397	4.1218	0.7403

Test for Homogeneity of Variance  
Bartlett - Box F = 0.901, P = 0.442

Scheffé Procedure

Alpha	Ranges	Stages That Were Different
.10	3.55	I and IV

TABLE 3

ANALYSIS OF VARIANCE FOR MOTIVATION FACTOR 3 ( $H_{1.3}$ )  
 ABILITY TO TOLERATE WORK PRESSURE

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	125.5000	41.8333	3.035	0.030
Within	171	2356.7500	13.7822		
Total	174	2482.2500			

Stage	I	II	III	IV	Total
N	30	44	71	30	175
Mean	25.0667	23.6591	25.5634	23.8667	24.7086
SD	3.4335	4.4510	3.5203	3.1920	3.7770

Test for Homogeneity of Variance  
 Bartlett - Box F = 1.690, P = 0.165

Scheffé Procedure		
Alpha	Ranges	Stages That Were Different
.10	3.55	II and III

For  $H_{1.2}$ , Desire for Competitiveness and Reward of Success, the difference was between Stage I teachers who were more strongly motivated in this area and the older teachers in Stage IV whose motivational needs were not as high.

For  $H_{1.3}$ , teachers in the second and third stages differed significantly with regard to factor 3, Ability to Tolerate Work Pressure, with Stage II teachers wanting less work pressure on the job than people in the third stage.

$H_{1.4}$ ,  $H_{1.5}$ , and  $H_{1.6}$  showed no significant differences in the analyses of variance, so that no a posteriori procedures were performed. Data for these factors are presented in tables 4, 5, and 6. It was noted that in each analyses of variance, the assumption of homogeneity was met.

### Second hypothesis ( $H_2$ )

The second hypothesis was that there is no difference in reported job satisfaction among certain groups of married, women teachers at varying career stages.

TABLE 4  
ANALYSIS OF VARIANCE FOR MOTIVATION FACTOR 4 ( $H_{1,4}$ )  
DESIRE FOR CONSERVATIVE SECURITY

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	38.3125	12.7708	0.888	0.451
Within	174	2502.0000	14.3793		
Total	177	2540.3125			

Stage	I	II	III	IV	Total
N	30	44	73	31	178
Mean	20.0333	26.3182	25.3599	25.2903	25.5337
SD	3.8550	4.1695	3.5297	3.7700	3.7884

Test of Homogeneity of Variances

Bartlett - Box F = 0.512, P = 0.678



TABLE 5  
ANALYSIS OF VARIANCE FOR MOTIVATION FACTOR 5 ( $H_{1.5}$ )  
DESIRE TO SEEK REWARD IN SPIITE OF UNCERTAINTY

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	30.7695	10.2565	0.555	0.649
Within	173	3194.4023			
Total	176	3225.1719			

Stage	I	II	III	IV	Total
N	29	44	73	31	177
Mean	17.1724	16.0682	16.4384	15.8710	16.3672
SD	5.2785	4.3637	4.0380	3.7483	4.2808

Test of Homogeneity of Variance  
Bartlett - Box F = 1.421, P = 0.233

TABLE 6  
 ANALYSIS OF VARIANCE FOR MOTIVATION FACTOR 6 ( $H_{1.6}$ )  
 CONCERN FOR SURROUNDINGS

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	85.3125	28.4375	1.886	0.132
Within	173	2608.7500	15.0795		
Total	176	2694.0625			

Stage	I	II	III	IV	Total
N	30	44	72	31	177
Mean	42.4333	40.7045	40.8611	40.2528	40.2258
SD	4.6955	3.7267	3.6322	3.8098	3.9124

Test of Homogeneity of Variance

Bartlett - Box  $F = 1.041$ ,  $P = 0.374$

Sub-hypotheses. The sub-hypotheses for the second hypothesis were that there is no difference in job satisfaction in the areas of

- H<sub>2.1</sub> Personal challenge and development.  
This hypothesis was not rejected.
- H<sub>2.2</sub> Competitiveness and reward of success.  
This hypothesis was rejected.
- H<sub>2.3</sub> Work pressure. This hypothesis  
was rejected.
- H<sub>2.4</sub> Conservative security. This hypothesis  
was not rejected.
- H<sub>2.5</sub> Reward-seeking and uncertainty. This  
hypothesis was not rejected.
- H<sub>2.6</sub> Surroundings. This hypothesis was  
not rejected.

To determine job satisfaction, a discrepancy score composed of the difference between parallel factors on the motivation and incentive scales was computed. Except for the third factor, Work Pressure, a negative score was always obtained, indicating that the motivating factors of the ideal job were greater than the incentives provided by the present job, or that there was a lack of job satisfaction.

The null hypotheses were rejected for H<sub>2.2</sub> and H<sub>2.3</sub>. Analysis of variance was performed for each of the six sub-factors, with resultant F ratios of .001

for the second sub-factor and .01 for the third. Data are presented in tables 7 and 8. The Scheffé procedure indicated that in  $H_{2.2}$ , Competitiveness and Reward of Success, Stage IV teachers were significantly more satisfied than teachers in the other three stages.

For  $H_{2.3}$ , Work Pressure, the Scheffe procedure indicated a difference between teachers in Stages II and III. In this particular factor, the means were all positive rather than negative, not because the teachers were satisfied with the amount of work pressure on the job, but because of the wording of the questionnaire. In the work pressure factor, a positive score indicates that there is more pressure on the job than is desired. The Scheffé procedure determined that Stage II teachers perceived a higher level of work pressure than teachers in Stage III.

Factors 1, 4, 5, and 6 showed no significant differences when the analyses of variance were performed, so that no a posteriori procedures were performed. Data for these analyses are presented in tables 9-12. For the ANOVA pertaining to hypotheses  $H_{2.1}$ ,  $H_{2.2}$ ,  $H_{2.3}$ ,  $H_{2.5}$ , and  $H_{2.6}$  the assumption for homogeneity of variance was met. It was not met for the ANOVA for  $H_{2.4}$ , but it should be remembered that the analysis of variance technique is very robust with respect to lack of homogeneity of variance.

TABLE 7

ANALYSIS OF VARIANCE FOR SATISFACTION FACTOR 2 (H<sub>2.2</sub>)  
 COMPETITIVENESS AND REWARD OF SUCCESS

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	766.7969	222.5990	6.233	0.001
Within	165	6766.2227	41.0074		
Total	168	7533.0195			

Stage	I	II	III	IV	Total
N	30	42	67	30	169
Mean	-11.3333	-8.8095	-8.3284	-4.3000	-8.2663
SD	6.0019	6.1969	6.5306	6.7780	6.6962

Test for Homogeneity of Variances  
 Bartlett - Box F = 0.187, P = 0.904

Scheffé Procedure		
Alpha	Ranges	Stages That Were Different
.10	3.55	IV and I, IV and II, IV and III

TABLE 8  
ANALYSIS OF VARIANCE FOR SATISFACTION FACTOR 3 (H<sub>2.3</sub>)  
WORK PRESSURE

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	275.8945	91.9648	3.673	0.013
Within	168	4206.0312	25.0359		
Total	171	4481.9258			

Stage	I	II	III	IV	Total
N	29	43	71	29	172
Mean	6.3103	7.3256	4.2394	5.8621	4.3730
SD	4.0805	5.9431	4.9583	4.3730	5.1196

Test of Homogeneity of Variance

Bartlett - Box F = 1.906, P = 0.124

Scheffé Procedure

Alpha	Ranges	Stages That Were Different
.10	3.55	II and III

TABLE 9  
ANALYSIS OF VARIANCE FOR SATISFACTION FACTOR 1 (H<sub>2.1</sub>)  
PERSONAL CHALLENGE AND DEVELOPMENT

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	62.6890	20.8963	1.111	0.347
Within	150	2821.2852	18.8086		
Total	153	2883.9741			

Stage	I	II	III	IV	Total
N	28	38	63	25	154
Mean	-4.0000	-3.4737	-2.4603	-2.4400	-2.9870
SD	4.1276	4.6367	4.1536	4.5468	4.3416

Test for Homogeneity of Variances

Bartlett - Box F = 0.266, P = 0.850

TABLE 10  
 ANALYSIS OF VARIANCE FOR SATISFACTION FACTOR 4 (H<sub>2.4</sub>)  
 CONSERVATIVE SECURITY

Source	DF	SS	MS	F Ratio	F Prob.
Between		24.0837	8.0279	0.440	0.729
Within	155	2830.6084	18.2620		
Total	158	2854.6291			

Stage	I	II	III	IV	Total
N	27	40	64	28	159
Mean	-1.4444	-2.3500	-2.4844	-2.5714	-2.2893
SD	4.6931	5.1218	3.4133	4.3070	4.2506

Test for Homogeneity of Variances  
 Bartlett - Box F = 2.930, P = 0.032



TABLE 11  
ANALYSIS OF VARIANCE FOR SATISFACTION FACTOR 5 (H<sub>2.5</sub>)  
REWARD SEEKING AND UNCERTAINTY

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	82.4106	27.4702	0.765	0.518
Within	162	5818.7031	35.9179		
Total	165	5901.1133			

Stage	I	II	III	IV	Total
N	26	41	70	29	166
Mean	-0.0385	2.0976	1.6714	1.8966	1.5482
SD	6.3465	6.0075	6.2409	4.9306	5.9803

Test for Homogeneity of Variances

Bartlett - Box F = 0.752, P = 0.524

TABLE 12  
ANALYSIS OF VARIANCE FOR SATISFACTION FACTOR 6 (H<sub>2.6</sub>)  
SURROUNDINGS

Source	DF	SS	MS	F Ratio	F Prob.
Between	3	158.9570	52.9857	1.457	0.227
Within	165	6000.5117	36.3667		
Total	168	6159.4687			

Stage	I	II	III	IV	Total
N	29	41	68	31	169
Mean	-8.3793	-7.0000	-6.0294	-5.4839	-6.5680
SD	6.8474	5.3385	5.4935	7.1315	6.0550

Test for Homogeneity of Variances

Bartlett - Box F = 1.672, P = 0.69

Third hypothesis (H<sub>3</sub>)

The third hypothesis was that there is no significant relationship between career stages and reported career aspirations of certain groups of married, women teachers.

Sub-hypotheses. The sub-hypotheses for the third hypothesis were that there is no significant relationship between career stages and teachers' career aspirations in

- H<sub>3.1</sub> One year. This hypothesis was rejected.
- H<sub>3.2</sub> Three years. This hypothesis was rejected.
- H<sub>3.3</sub> Five years. This hypothesis was rejected.
- H<sub>3.4</sub> Ten years. This hypothesis was rejected.

The question was, "Careerwise, what would you like to be doing in one, three, five, and ten years?" and the possible choices were:

1. What I'm doing now.
2. What I'm doing now but in a different school or grade.
3. Have an administrative or supervisory position.
4. Have a position outside the field of education.
5. Work part-time.

6. Not have any kind of paying job.
7. Anything else. (Please specify.)

Chi square analyses were computed to determine independence between responses and career stages for each of the four points in time. These analyses are summarized in tables 13 through 16. The null hypothesis of independence was rejected for  $H_{3.1}$ ,  $H_{3.2}$ ,  $H_{3.3}$ , and  $H_{3.4}$ , indicating that the relationship between career stages and teachers' career goals was not due to chance. Trends for each of the four stages were examined for the one, three, five, and ten year questions to determine differences in responses among the stages. These observations are presented below.

For  $H_{3.1}$ , which ascertained teachers' career goals in one year, the chi square probability was .04. The data (presented in table 13) indicated that while teachers in all stages chose answer #1 above all others (denoting that they wanted the same position the following year), it was in the option chosen next most often that differences were exhibited. The second choice of Stage II teachers was #5, "Work part-time," while for all other stages it was #2, "What I'm doing now but in a different school or grade."

TABLE 13  
 NUMBER AND PERCENTAGE OF TEACHERS IN EACH STAGE  
 SELECTING EACH CAREER OPTION (H<sub>3.1</sub>, ONE YEAR)

		Stage I	Stage II	Stage III	Stage IV
R E S P O N S E  N U M B E R	1	21 (70.0)	28 (63.6)	56 (76.7)	26 (88.9)
	2	3 (10.0)	1 (2.3)	8 (11.0)	3 (9.7)
	3	0 (0.0)	1 (2.3)	2 (2.7)	0 (0.0)
	4	2 (6.7)	1 (2.3)	2 (2.7)	0 (0.0)
	5	1 (3.3)	9 (20.5)	2 (2.7)	0 (0.0)
	6	1 (3.3)	2 (4.5)	0 (0.0)	0 (0.0)
	7	2 (6.7)	2 (4.5)	1 (1.4)	1 (3.2)
Column Total		30	44	73	31

Chi Square = 29.53331      Probability = 0.0422

The analysis of data of  $H_{3.2}$ , which computed career aspirations for a period three years hence, is located in table 14. Here, the chi square analysis probability was .0000 indicating that there was not independence between career stages and career goals and that relationships were not due to chance. For the time frame, Stage III and Stage IV teachers chose option #1, "What I'm doing now" more than any other response and Stage I and III teachers chose #3, "Have an administrative or supervisory position" more often than people in any other stage. Stage IV teachers did not elect this alternative at all. Neither Stage I nor Stage IV teachers elected the fourth option, "Have a position outside the field of education," while Stage III teachers chose this alternative more often than teachers in all the other stages. Stage II teachers wanted to work part-time while Stage I teachers elected option #6, "Not have any kind of paying job" more than teachers in the other stages, and especially more than teachers in the third stage who did not choose this alternative at all. Although most teachers did select option #1 more than the others, Stage I and II teachers also opted for part-time work or no work at all. Stage II teachers selected other work environments and Stage IV teachers did not select options #3 and 4 at all.

TABLE 14  
 NUMBER AND PERCENTAGE OF TEACHERS IN EACH STAGE  
 SELECTING EACH CAREER OPTION (H<sub>3.2</sub>, THREE YEARS)

		Stage I	Stage II	Stage III	Stage IV
R E S P O N S E  N U M B E R	1	7 (23.3)	15 (34.1)	36 (49.3)	18 (58.1)
	2	6 (20.0)	3 (6.8)	14 (19.2)	3 (9.7)
	3	3 (10.0)	2 (4.5)	9 (12.3)	0 (0.0)
	4	0 (0.0)	2 (4.5)	7 (9.6)	0 (0.0)
	5	3 (10.0)	12 (27.3)	4 (5.5)	4 (12.9)
	6	9 (30.0)	6 (13.6)	0 (0.0)	4 (12.9)
	7	2 (6.7)	4 (9.1)	3 (4.1)	2 (6.5)
Column Total		30	44	23	31

Chi Square = 51.25763      Probability = 0.0000

H<sub>3.3</sub> sought to determine teachers' career goals in five years. Here the chi square analysis probability was also .0000. Data are presented in table 15. For this question, not as many teachers selected option #1, "What I'm doing now," as they had done previously and Stage I teachers elected this option less frequently than teachers in the other stages. Stage IV teachers did not opt for choice #2, "What I'm doing now but in a different school or grade" at all. The third option, "Have an administrative or supervisory position," was chosen mostly by Stage I and Stage III teachers, while the fourth option, "Have a position outside the field of education," was selected more frequently by Stage III people. Teachers in the first two stages chose the part-time work option more than the other teachers, while the sixth option, "Not have any kind of a paying job," was selected by more Stage IV people and very few people in Stage III. The last answer on the list, "Anything else?", was selected by more Stage I and fewer Stage IV teachers. Again there were differences in responses according to stages. This time, almost half of the Stage I teachers wanted either to work part-time or not to work at all. The majority of Stage IV teachers selected retirement. More than one quarter of the Stage III people wanted non-teaching positions, and the choice of Stage II people were almost evenly divided



TABLE 15  
 NUMBER AND PERCENTAGE OF TEACHERS IN EACH STAGE  
 SELECTING EACH CAREER OPTION (H<sub>3.3</sub>, FIVE YEARS)

		Stage I	Stage II	Stage III	Stage IV	
R E S P O N S E	1	1 (3.3)	10 (22.7)	22 (30.1)	7 (22.6)	
	2	6 (20.0)	12 (27.3)	14 (19.2)	0 (0.0)	
	3	4 (13.3)	1 (2.3)	11 (15.1)	0 (0.0)	
	N U M B E R	4	0 (0.0)	4 (9.1)	9 (12.3)	1 (3.2)
		5	6 (20.0)	9 (20.5)	7 (9.6)	3 (9.7)
	6	8 (26.7)	3 (6.8)	2 (2.7)	1 (58.1)	
	7	5 (16.7)	5 (11.4)	8 (11.0)	2 (6.5)	
Column Total		30	44	73	31	

Chi Square = 76.05490      Probability = 0.0000

between staying where they were, working in a different classroom situation, or working part-time.

In H<sub>3.4</sub>, teachers were asked what they wished to do, career-wise, in ten years. The chi square analysis probability was again .0000. In this category, summarized in table 16, most teachers in Stage IV chose option #6, "Not have any kind of paying job," and selected choice #1, "What I'm doing now," less often than people in the other stages. Stage II and IV teachers opted for #2, "What I'm doing now but in a different school or grade," less often than Stage I or III teachers. Options 3 and 4, "Have an administrative or supervisory position" and "Have a position outside the field of education," were the choices of more teachers in Stage I, fewer teachers in Stage II, still fewer teachers in Stage III, and no teachers in Stage IV. Option #5, "Work part-time," was selected by more Stage II people than by those in any of the other stages. For this time period, fewer teachers elected to remain in the same job as they had done previously. Aside from the increasing number of Stage IV people who selected retirement, more than one third of the Stage I teachers opted for non-teaching positions.

#### Additional Findings

There are certain ancillary statistical data obtained from this study. One set of findings pertained to the incentive scale, that portion of Miskel's

TABLE 16  
 NUMBER AND PERCENTAGE OF TEACHERS IN EACH STAGE  
 SELECTING EACH CAREER OPTION (H<sub>3.4</sub>, TEN YEARS)

		Stage I	Stage II	Stage III	Stage IV
R E S P O N S E  N U M B E R	1	3 (10.0)	8 (18.2)	12 (16.4)	1 (3.2)
	2	5 (16.7)	4 (9.1)	12 (16.4)	0 (0.0)
	3	6 (20.0)	7 (15.9)	10 (13.7)	0 (0.0)
	4	4 (13.3)	5 (11.4)	7 (9.6)	0 (0.0)
	5	6 (20.0)	13 (29.5)	12 (16.4)	3 (9.7)
	6	2 (6.7)	2 (4.5)	12 (16.4)	24 (77.4)
	7	4 (13.3)	5 (11.4)	8 (11.0)	3 (9.7)
Column Total		30	44	73	31

Chi Square = 75.86455      Probability = 0.0000

questionnaire measuring present job incentives. Other data related to differences in job satisfaction (discrepancy scores) among the six factors.

#### Incentive scale

The incentive scale is that portion of Miskel's instrument which measures present incentives on the job. These scores were utilized to determine job satisfaction when they were subtracted from the scores of the parallel factors of the motivation scale. However, since these scores have not been reported previously, they are presented now.

The analysis of variance for the incentive scale determined that there were differences in perceived incentives in factor 2, Competitiveness and Reward of Success, and factor 3, Work Pressure, with F scores of .02 and .01 respectively. For the ANOVA pertaining to incentive factor 3, the assumption for homogeneity of variance was met. Although it was not met for the ANOVA for factor 2, it should be remembered that the analysis of variance technique is very robust with respect to lack of homogeneity of variance. Data can be found in tables 17 and 18. For the second factor, the Scheffé test ascertained that Stage I teachers perceived a significantly smaller amount of incentives on the job associated with competition and success than Stage IV teachers. For the third factor, teachers in Stage I perceived a greater

TABLE 17  
ANALYSIS OF VARIANCE FOR INCENTIVE FACTOR 2  
COMPETITIVENESS AND REWARD OF SUCCESS

Source	DF	Sum of Sq.	Mean Sq.	F Ratio	F Prob.
Between Groups	3	126.3477	42.1159	3.126	0.027
Within Groups	174	2344.6289	13.4749		
Total	177	2470.9766			

	Stage I	Stage II	Stage III	Stage IV	Total
N	30	43	74	31	178
Mean	16.6000	17.3023	18.0270	19.2903	17.8315
SD	2.9781	3.0825	3.3103	5.4418	

Test for Homogeneity of Variance

Bartlett - Box F = 6.026, P = 0.001

Scheffé Procedure

Alpha	Ranges	Stages that were Different
.10	3.55	I and IV

TABLE 18  
ANALYSIS OF VARIANCE FOR INCENTIVE FACTOR 3  
WORK PRESSURE

Source	DF	Sum of Sq.	Mean Sq.	F Ratio	F Prob.
Bet. Groups	3	109.4375	36.4792	3.635	0.014
Within Groups	12	1725.8750	10.0342		
Total	175	1835.3125			

	Stage I	Stage II	Stage III	Stage IV	Total
N	29	43	73	31	176
Mean	31.5862	31.0233	29.7945	29.4839	30.3352
SD	2.7713	3.3130	3.2828	3.0208	3.2384

Test for Homogeneity of Variances

Bartlett - Box F = 0.470, P = 0.702

Scheffé Procedure

Alpha	Ranges	Stages that were Different
.10	3.55	I and IV, I and III

amount of work pressure on the job than people in both Stages III and IV. No other factors on the incentive scale showed significant differences.

Mean satisfaction scores

The next set of findings is concerned with those factors of job satisfaction displaying the greatest discrepancy scores, and thereby denoting a lower level of satisfaction. Data are presented in table 19. Factor 5, Reward-Seeking and Uncertainty, had an average discrepancy score of 1.5 indicating that the incentives supplied by the present job were greater than the motivational needs in this area. All other factors showed a lack of job satisfaction, some more than others.

TABLE 19  
MEAN SATISFACTION SCORES

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
-2.9	-8.2	5.6	-2.2	1.5	-6.5

Although factor 1, Personal Challenge and Development, and factor 4, Conservative Security, had mean discrepancy scores of -2.9 and -2.2 respectively, factors 2, 3, and 6, Competitiveness and Reward of Success, Work Pressure, and Surround Concern, had the

largest discrepancy scores. For factor 2 the mean discrepancy score was -8.2, for factor 3 it was 5.6, and for factor 6 it was -6.5. Although factor 3 has a positive rather than a negative score, this indicates that there is more work pressure on the job than is desired.

t tests were employed to determine whether satisfaction scores differed significantly between factors. Since the positive score in factor 3 was really negative, the sign was reversed for this factor in the computations. The data, presented in table 20, indicated that except for pairs 1 and 4 and pairs 3 and 6, each factor was significantly different from each other.



TABLE 20

T STATISTICS AND PROBABILITY FOR MEAN SATISFACTION SCORES

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Factor 1						
Factor 2	9.32 (0.000)					
Factor 3	4.44 (0.000)	-3.60 (0.000)				
Factor 4	-1.16 (0.249)	-8.72 (0.000)	-6.21 (0.000)			
Factor 5	-7.90 (0.000)	-17.14 (0.000)	-10.76 (0.000)	-6.25 (0.000)		
Factor 6	7.48 (0.000)	-2.52 (0.013)	1.48 (0.142)	7.81 (0.000)	11.21 (0.000)	

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The object of this study was to ascertain whether there are differences among certain groups of married women teachers at varying stages of their careers with respect to their motivational needs, job satisfaction, and career aspirations. In this chapter the study is summarized and discussed, conclusions are drawn, and recommendations for researchers and school systems are presented.

#### Summary

The subjects were 179 female, married, elementary school teachers employed by Montgomery County Public Schools. The research department of the school system, under the direction of Dr. Samuel Goodman, provided for the random selection of subjects, the intra-system mailing of questionnaires, and the receipt of completed forms.

Each teacher was sent a packet containing the following items: an explanatory letter (Appendix E); a questionnaire which elicited information about the subject's age, marital status, teaching experience, and

children in the home (Appendix D); Miskel's (1974) Educational Work Components Study which was utilized to gain information about motivation and job satisfaction (Appendix B); and a question pertaining to career aspirations (Appendix C). A 60 percent response was received.

The Statistical Package for the Social Sciences (SPSS) (Nie, 1975), a computer language based on Fortran programming, was utilized to place the teachers into one of four career stages and to perform the data analyses necessary to test the hypotheses. The criteria for classification into stages were as follows:

A Stage I teacher was married, was under 30 years of age, had no children, and had been teaching for less than five years. A Stage II teacher was married, was less than 40 years of age, had at least one child at home who was not yet in the first grade of elementary school, and had been teaching for less than five years since the birth of her youngest child. A Stage III teacher was married, was between the ages of 32 and 50, had at least one child, and had been teaching for 5 through 17 years since the birth of her youngest child. None of her children was below the level of first grade in elementary school. A Stage IV teacher was married, was over 55 years of age, had at least one

child, and had been teaching for 17 years or more since the birth of her youngest child.

Some teachers did not fall into any of the four categories and were not subjects in this study. Given the parameters for inclusion within each particular stage, there were 30 teachers in Stage I, 44 in Stage II, 74 in Stage III, and 31 in Stage IV, fixing the number of subjects at 179.

The first two hypotheses in this study dealt with motivational needs and job satisfaction and were based upon Miskel's (1974) Educational Work Components Study. The first portion of his questionnaire asks about present conditions or incentives associated with one's job and is called the incentive scale, while the latter part of the instrument focuses upon ideal incentives or motivational factors and is called the motivation scale. Since both scales have parallel questions which are alike except for a change in tense, it is possible to compare what one wants with what one has, in terms of specific factors in a job. When the scores of each factor in the incentive scale are subtracted from the scores of the parallel factor on the motivation scale, the resulting discrepancy score is an indicator of job satisfaction. Since there are six factors in each of Miskel's scales, the first two hypotheses in this study each contained

six sub-hypotheses.

The last hypothesis dealt with career aspirations and was based upon an original question. Teachers were asked about their career goals at four future points in time.

Analysis of variance was conducted to test the first two hypotheses. The null hypotheses were rejected at the .05 levels, and the Scheffé procedure was employed where indicated. Chi square analysis was computed to determine independence between responses and career stages for the third hypothesis. Again the null hypothesis of independence was rejected at the .05 level.

The results of the analyses of the hypotheses are as follows:

First hypothesis ( $H_1$ )

The first hypothesis was that there is no difference in reported motivating factors among certain groups of married, women teachers at varying career stages.

Sub-hypotheses. The sub-hypotheses for the first hypothesis were that there is no difference in the

$H_{1.1}$  Desire for personal challenge and development. This hypothesis was rejected.

$H_{1.2}$  Desire for competitiveness and reward of success. This hypothesis was rejected.

- H<sub>1.3</sub> Ability to tolerate work pressure.  
This hypothesis was rejected.
- H<sub>1.4</sub> Desire for conservative security. This hypothesis was not rejected.
- H<sub>1.5</sub> Desire to seek reward in spite of uncertainty. This hypothesis was not rejected.
- H<sub>1.6</sub> Concern for surroundings. This hypothesis was not rejected.

Second hypothesis (H<sub>2</sub>)

The second hypothesis was that there is no difference in reported job satisfaction among certain groups of married, women teachers at varying career stages.

Sub-hypotheses. The sub-hypotheses for the second hypothesis were that there are no differences in the job satisfaction areas of

- H<sub>2.1</sub> Personal challenge and development.  
This hypothesis was not rejected.
- H<sub>2.2</sub> Competitiveness and reward of success.  
This hypothesis was rejected.
- H<sub>2.3</sub> Work pressure. This hypothesis was rejected.
- H<sub>2.4</sub> Conservative security. This hypothesis was not rejected.

- H<sub>2.5</sub> Reward seeking and uncertainty. This hypothesis was not rejected.
- H<sub>2.6</sub> Surroundings. This hypothesis was not rejected.

### Third hypothesis (H<sub>3</sub>)

The third hypothesis was that there is no significant relationship between career stages and reported career aspirations of certain groups of married, women teachers.

Sub-hypotheses. The sub-hypotheses for the third hypothesis were that there is no significant relationship between career stages and teachers' career aspirations in

- H<sub>3.1</sub> One year. This hypothesis was rejected.
- H<sub>3.2</sub> Three years. This hypothesis was rejected.
- H<sub>3.3</sub> Five years. This hypothesis was rejected.
- H<sub>3.4</sub> Ten years. This hypothesis was rejected.

### Conclusions and Discussion

The results of the tested hypotheses and the examination of the additional findings led to certain conclusions. One idea that surfaced was that a married woman has needs and goals which differ significantly at various stages of her life. Other findings suggested that there is more of a discrepancy between motivational

needs and job incentives in some areas than in others, and that married women with children in the pre-retirement stage have needs that are similar to those of all older workers.

#### Motivation and job satisfaction

Stage IV teachers had significantly lower motivational needs in two of the intrinsic areas. In factor 1, Desire for Personal Challenge and Development, Stage IV teachers scored lower than teachers in Stages I and III, and in factor 2, Desire for Competitiveness and Reward of Success, Stage IV teachers scored lower than people in Stage I. On the job satisfaction scale, Stage IV teachers, as compared with the other teachers, had a significantly smaller discrepancy score for the competitiveness and reward factor indicating a higher level of job satisfaction.

These conclusions verify previous findings. Trusty and Sergiovanni (1971) reported that teachers with many years of experience had lower need deficiencies in the higher order needs than other groups of teachers. Saleh (1964) indicated that pre-retirement workers, not anticipating promotion or advancement, altered their aims from intrinsic to extrinsic factors, so that their goals could be more easily attained. According to Saleh, when emphases by older workers were changed so that



realistic goals were set, then these aspirations could be fulfilled.

Stage I and III teachers had higher intrinsic needs. They were more concerned with achievement, recognition, and status than teachers in the other stages. When comparing men and women, previous research has noted women's greater extrinsic motivation (Hulin & Smith, 1959) and their high level of satisfaction with their professional roles (Trusty and Sergiovanni, 1971). This study suggests that such conclusions might not apply to all groups of women.

Work pressure was another area in which there were significant differences among stages. On the motivation scale, Stage II teachers wanted less work pressure than Stage III people, and they were less satisfied with the amount of work pressure than those in the third stage. The data reflect the parameters of the two stages. A Stage II teacher who has young children to rear, and who has not been back in the work force long enough to adjust to the dual responsibilities of teaching and mothering, might not want a position requiring additional pressure. A Stage III teacher will be able to give more time and energy to her job. This finding corroborates the position of Lewis (1968) who indicated that when the last child

entered school, the average woman's concentration on family matters become less intense, and she was willing to devote more time to her job.

The present study also has indicated the areas of job satisfaction with the largest discrepancy scores. Except for factor 5, Reward Seeking and Uncertainty, the discrepancy scores were all negative, indicating that what teachers wanted in an ideal job situation was less than they were receiving in terms of their present positions. (Factor 3, Work Pressure, is designed so that a plus score is really negative since it indicates that the work pressure on the job is more than one wishes it to be.)

The factor with the greatest discrepancy between motivation and actual incentives was factor 2, Competitiveness and Reward of Success, which had an average discrepancy score of -8.2. This factor comprises recognition for extra effort, either through monetary or other rewards. Unfortunately, such an accolade is absent in most school systems. Factor 3, Work Pressure, had a score of 5.6 indicating that job pressure was more than people wanted. In factor 6, Surround Concern, the difference was -6.5 determining that teachers expected more from the hygiene aspects of their jobs than they were receiving. However, of the ten questions in this

factor, four of them related to the community or to other extra-school concerns, so that it was not possible to ascertain what portion of the negative score was related to the job itself. Generally, the intrinsic factors did not exhibit a much greater discrepancy than the extrinsic factors. It was only in specific areas that there were variations in job satisfaction.

#### Career aspirations

There were significant relationships between career stages and career goals which were reflected in the chi square frequencies. Although most teachers chose "What I'm doing now" more than any other response, it was in the selection of the remaining six options that the differences between the stages were evidenced.

Forty percent of Stage I teachers wanted either to work part-time or to retire in three years, and an even greater percentage opted for these two choices when asked about their five year goals. Perhaps, some of these teachers were anticipating motherhood and the need to remain in the home for a longer period of time than a full-time job allowed. Others, however, were more committed to career advancement, since, for the same time periods, only Stage I and Stage III people selected "Have an administrative or supervisory position" to any great extent. In response to the last question,

"Careerwise, what do you want to do in ten years?", they showed a wider range of answers. In ten years they might have been expecting to resume their careers, to branch out into other positions, to work part-time, or to pursue many different avenues.

Stage IV teachers were looking towards retirement. Only a very small percentage of these people selected any options other than to remain in their present positions and then, in response to the five and ten year questions, to retire.

Stage II teachers opted for part-time work more than people in any other stage. This seems to be a logical choice for women with small children at home who are performing the dual role of mother and teacher. The fact that fewer teachers in this stage selected option #2, "What I'm doing now but in a different school or grade," probably also relates to the parameters of this stage. Busy Stage II mothers, who have been in the classroom for less than five years since the birth of their youngest children, are not apt to experiment with a new school or grade. Except in response to the ten year question, only a very small percentage of Stage II teachers indicated that they wanted to be administrators or supervisors. Again, the work pressure associated with these positions is probably not desired by women with a considerable amount of family responsibility.

This correlates with the work pressure factor of the satisfaction scale in which Stage II teachers, more than teachers in the other stages and significantly more than Stage III people, indicated that the work pressure was greater than they would have liked.

Stage III teachers also had career goals which were different from teachers in the other stages. For the three and five year questions, a much greater percentage of Stage I and III teachers said that they wished an administrative or supervisory position than the people in the other two stages. In fact, Stage III teachers opted for choices #4 and 5, "Have an administrative or supervisory position" and "Have a position outside the field of education" more than twice as much as teachers in any of the other stages.

These decisions appear realistic in light of the parameters of the third stage. Teachers in this group have children who are in school full-time. They have been teaching from 5 to 12 years since the birth of their youngest children. They are probably thinking in terms of careers rather than jobs. They have the time and energy to devote to their work now that they are not so preoccupied with their families, and, as the satisfaction analysis has indicated, do not object to a high level of work pressure. They can be considered

to be in Fogarty's (Fogarty et al., 1971) second major phase of the child-rearing period, when the children are in a regular school program.

Perhaps the willingness of Stage III teachers to accept work pressure and their aspirations to positions outside of the classroom, can aid in the destruction of the myth that women teachers do not want to advance in their careers. What should be said instead, is that some women teachers whose children are in school full-time, who are not new to the classroom, but who are not yet thinking of retirement, may be looking toward positions outside of the classroom and do not object to the extra work involved.

Unfortunately, there is still discrimination against women seeking administrative positions. And, because of the small percentage of females in decision making positions at the present time, the lack of role modeling may be a reason for a greater number of women not aspiring to these posts. In addition, since many women become interested in pursuing careers at a later age than men, age discrimination also bars them from such promotions.

### Recommendations

Some recommendations are in order for social scientists and school systems. Researchers should conduct studies to substantiate the influence of career stages, and school systems should implement some changes in structuring teachers' roles and recruiting administrators.

### Suggestions for researchers

Further study should be implemented to compare each of the stages with other groups of female teachers not included in this study and with male teachers. The effect of career stages upon motivation, job satisfaction, and career goals in other occupations should also be investigated. In addition, parameters should be altered to determine whether the criteria for inclusion within a stage should be changed. Social scientists can also utilize similar parameters for career stages, but can employ a different instrument to measure motivation and job satisfaction. Finally, it would be valuable to determine whether membership in feminist organizations, income of husband, or graduate education affect career goals.

### Suggestions for school systems

The rise of teachers' unions, the passage of tenure laws, and the promotion of regular salary increases have upgraded the status of teachers. However, the need of some educators for additional responsibility,

personal challenge, and recognition on the job was evidenced by the findings of this study. All teachers are not similarly motivated. Certain people are not as intrinsically oriented as others. Some object to work pressure and seek part-time employment. Others aspire to administrative positions. To provide alternatives for teachers who seek them, school systems and teachers unions should work jointly toward providing part-time jobs, enlarging the scope of some classroom positions, rewarding teachers for superior accomplishments or classroom production, and recruiting teachers of all ages to administrative and supervisory posts.

More effective than piecemeal provisions, a complete restructuring of teachers' roles is advocated. Social scientists have proposed differentiated salary scales and job responsibilities for classroom teachers performing dissimilar functions. Bush (1970) suggested a highly differentiated staff with a small number of fully qualified professional personnel and a larger group of para-professionals below the teaching rank. Trusty and Sergiovanni (1971) proposed a four tiered system beginning with an internship position, progressing to the next two stages of fellow and associate, and culminating in the scholar or colleague category. In their plan, advancement to succeeding



tiers was related to an increase in professional competence and an expansion of responsibility. Other investigators (Rottier, 1971; Planz and Gibson, 1970) determined that teachers were more satisfied with differentiated staffing in the areas of self-development, responsibility, remuneration, and status.

A revamping of the teacher job structure would enable teachers preferring part-time or less demanding positions to exercise their options. It would also allow teachers seeking responsibility and personal development to achieve their goals. It would open administrative and supervisory opportunities within the classroom to teachers opting for those functions. Differentiated staffing would also provide status for educators, since teachers would gain stature through promotion to succeeding levels of authority as well as automatic salary increments. Education would be a career instead of a terminal job.

**APPENDICES**

APPENDIX A  
THE EDUCATIONAL WORK COMPONENTS  
STUDY

YOUR PRESENT JOB

People differ greatly in the incentives or rewards they receive for their work. This form is designed to gather information about the incentives or rewards you are receiving in YOUR PRESENT JOB. Please answer every item. Work quickly.

Strongly disagree . . .	1
Disagree . . . . .	2
Neutral . . . . .	3
Agree . . . . .	4
Strongly agree . . . .	5

Select the answer number that applies to you and write it on these lines:

IN MY PRESENT JOB

- 1. there is emphasis on originality. \_\_\_\_\_
- 2. I could get fired easily. \_\_\_\_\_
- 3. promotions come automatically. \_\_\_\_\_
- 4. I have an opportunity to really accomplish something, even if others don't know about it. \_\_\_\_\_
- 5. there is emphasis on satisfying superiors by carrying out school policy. \_\_\_\_\_
- 6. there is opportunity for creative work. \_\_\_\_\_
- 7. there is an emphasis on individual ability. \_\_\_\_\_
- 8. there is emphasis on the actual production record. \_\_\_\_\_
- 9. the work comes in big pushes sometimes. \_\_\_\_\_
- 10. I am not sure I can keep my job as long as I want it. \_\_\_\_\_
- 11. the community has good recreational facilities. \_\_\_\_\_
- 12. the lighting is good. \_\_\_\_\_
- 13. persons are terminated if they do not produce quality work. \_\_\_\_\_

14. there are opportunities to earn bonuses. \_\_\_\_\_
15. the work is excessive sometimes. \_\_\_\_\_
16. I always have a chance to learn something new. \_\_\_\_\_
17. the school district encourages further specialized work. \_\_\_\_\_
18. I am on call when there is pressure to get jobs done. \_\_\_\_\_
19. I am involved in managing a small group of people during routine jobs. \_\_\_\_\_
20. I could get fired easily, but the rewards are high. \_\_\_\_\_
21. the work is routine, but not hard to do. \_\_\_\_\_
22. the work is routine, but highly respected in the community. \_\_\_\_\_
23. the physical working conditions are attractive. \_\_\_\_\_
24. I have a chance to further my formal education. \_\_\_\_\_
25. the community has a good social and cultural life. \_\_\_\_\_
26. the community is a wonderful place to raise a family. \_\_\_\_\_
27. I could get fired easily, but the work is very interesting. \_\_\_\_\_
28. the work is routine, but the initial salary was high. \_\_\_\_\_
29. I am under a tenure system. \_\_\_\_\_
30. competition is open and encouraged. \_\_\_\_\_
31. the ventilation is modern. \_\_\_\_\_
32. salary increases are determined by the amount of effort exerted. \_\_\_\_\_
33. the work builds up "pressures" on me. \_\_\_\_\_

34. there is little permanency of positions. \_\_\_\_\_
35. the supervisors are nice people. \_\_\_\_\_
36. rewares are high, but if I lost this job,  
it would be very difficult to get  
another one. \_\_\_\_\_
37. school related problems might come up that  
I have to take care of myself, even  
outside regular hours. \_\_\_\_\_
38. I sometimes have to take work home with me. \_\_\_\_\_
39. the schedule is flexible in response to  
the amount of work. \_\_\_\_\_
40. the amount of work varies. \_\_\_\_\_
41. salary increases are strictly a matter  
of how much I accomplish for the  
school district. \_\_\_\_\_
42. the fringe benefits are very good. \_\_\_\_\_
43. salary increases are a matter of how  
much effort you put in. \_\_\_\_\_
44. the work might run out, but it is  
extremely interesting while it lasts. \_\_\_\_\_
45. the salary increases are regularly scheduled. \_\_\_\_\_
46. the school district is involved in heavy  
professional competition. \_\_\_\_\_
47. I have nice people for co-workers. \_\_\_\_\_
48. the job is insecure. \_\_\_\_\_
49. the climate is pleasant. \_\_\_\_\_

THE IDEAL JOB

People also differ greatly in the things they want in a job, and jobs differ greatly, even within the same school. This section is designed to gather information about things you consider important and desirable in an IDEAL JOB in the public schools now. Give an answer to every item on the questionnaire even if you have to guess. Work quickly.

Extremely undesirable. Would never take job . . . . .	1
Undesirable. Would avoid job . . . . .	2
Neither desirable or undesirable . . . . .	3
Desirable. Would favor the job . . . . .	4
Extremely desirable. Would favor job greatly . . . . .	5

Select the answer number that applies to you and write it in these lines:

IDEALLY, I PREFER A JOB IN WHICH

1. I could get fired easily, but the work would be very interesting. \_\_\_\_\_
2. salary increases would be strictly a matter of how much I accomplished in the school district. \_\_\_\_\_
3. I could not be sure I could keep my job as long as I want it. \_\_\_\_\_
4. the lighting would be good. \_\_\_\_\_
5. school related problems might come up that I would have to take care of myself outside regular hours. \_\_\_\_\_
6. the community would have good recreational facilities. \_\_\_\_\_
7. I would be involved in managing a small group of people doing routine jobs. \_\_\_\_\_
8. the school district would be involved in heavy professional competition. \_\_\_\_\_
9. the work might be excessive sometimes. \_\_\_\_\_

10. there would be opportunity for creative work. \_\_\_\_\_
11. the work would be routine, but not hard to do. \_\_\_\_\_
12. salary increases would be determined by the amount of effort exerted. \_\_\_\_\_
13. the climate would be pleasant. \_\_\_\_\_
14. the community would be a wonderful place to raise a family. \_\_\_\_\_
15. the schedule of hours might have to be flexible in response to the amount of work. \_\_\_\_\_
16. the work might run out, but it would be extremely interesting while it lasted. \_\_\_\_\_
17. persons would be terminated if they do not produce quality work. \_\_\_\_\_
18. I might sometimes have to take work home with me. \_\_\_\_\_
19. the physical working conditions would be attractive. \_\_\_\_\_
20. I would have an opportunity to really accomplish something, even if others wouldn't know about it. \_\_\_\_\_
21. I could get fired easily. \_\_\_\_\_
22. the work would be routine, but the initial salary would be high. \_\_\_\_\_
23. the work might build up "pressure" on me. \_\_\_\_\_
24. the amount of work would vary. \_\_\_\_\_
25. the fringe benefits would be very good. \_\_\_\_\_
26. the ventilation would be modern. \_\_\_\_\_
27. there would be emphasis on individual ability. \_\_\_\_\_
28. there would be little permanency of positions. \_\_\_\_\_
29. I would be under a tenure system. \_\_\_\_\_



30. the school district would encourage further specialized work. \_\_\_\_\_
31. there would be opportunities to earn bonuses. \_\_\_\_\_
32. promotions would come automatically. \_\_\_\_\_
33. competition would be open and encouraged. \_\_\_\_\_
34. the community would have a good social and cultural life. \_\_\_\_\_
35. I would have a chance to further my formal education. \_\_\_\_\_
36. I would get fired easily, but the rewards would be high. \_\_\_\_\_
37. the work would be routine, but highly respected in the community. \_\_\_\_\_
38. I would always have a chance to learn something new. \_\_\_\_\_
39. the supervisors would be nice people. \_\_\_\_\_
40. the job would be insecure. \_\_\_\_\_
41. the salary increases would be regularly scheduled. \_\_\_\_\_
42. the work might come in big pushes sometimes. \_\_\_\_\_
43. there would be emphasis on the actual production record. \_\_\_\_\_
44. I might be on call when there is pressure to get jobs done. \_\_\_\_\_
45. salary increases would be a matter of how much effort you put in. \_\_\_\_\_
46. rewards would be high, but if one loses his job it would be very difficult to get another one. \_\_\_\_\_

47. there would be emphasis on satisfying supervisors by carrying out school policy. \_\_\_\_\_
48. I would have nice people for co-workers. \_\_\_\_\_
49. there would be emphasis on originality. \_\_\_\_\_

APPENDIX B

TEST ITEMS BY FACTOR CATEGORIES

EWCS\*    INC\*\*  
Question  
Numbers

Test Items by Factor Categories

Factor 1: Potential for Personal Challenge  
and Development

There would be emphasis on originality.	49	1
I would always have a chance to learn something new.	38	16
The school district would encourage further specialized work.	30	17
There would be emphasis on individual ability.	27	7
I would have a chance to further my formal education.	35	24
There would be opportunity for creative work.	10	6
I would have an opportunity to really accom- plish something, even if others wouldn't know about it.	20	4

Factor 2: Competitiveness Desirability  
and Reward of Success

Salary increases would be determined by the amount of effort exerted.	12	32
Salary increases would be a matter of how much effort you put in.	45	43
Salary increases would be a matter of how much I accomplished for the school district.	2	41

\*EWCS = Motivation Scale

\*\*INC = Incentive Scale

EWCS INC  
Question  
Numbers

There would be emphasis on the actual production record.	43	8
Competition would be open and encouraged.	33	30
The school district would be involved in heavy professional competition.	8	46
There would be opportunities to earn bonuses.	31	14
Persons would be terminated if they do not produce quality work.	17	13
<u>Factor 3: Tolerance for Work Pressure</u>		
The work might be excessive sometimes.	9	15
The work might come in big pushes sometimes.	42	9
I might sometimes have to take work home with me.	18	38
School related problems might come up that I would have to take care of myself outside regular hours.	5	37
I might be on call when there is pressure to get jobs done.	44	18
The work might build up "pressures" on me.	23	33
The amount of work would vary.	24	40
The schedule of hours might have to be flexible in response to amount of work.	15	39

EWCS INC  
Question  
Numbers

Factor 4: Conservative Security

The work would be routine but highly respected in the community.	37	22
The work would be routine but the initial salary would be high.	22	28
The work would be routine but not hard to do. Promotions would come automatically.	11	21
The salary increases would be regularly scheduled.	41	45
I would be involved in managing small groups of people doing routine jobs.	7	19
I would be under a tenure system.	29	29
There would be emphasis on satisfying superiors by carrying out school policy.	47	5

Factor 5: Willingness to Seek Rewards in  
Spite of Uncertainty vs.  
Avoidance of Uncertainty

I could get fired easily, but the rewards would be high.	36	20
I could get fired easily.	21	2
I could get fired easily, but the work would be very interesting.	1	27
The job would be insecure.	40	48

EWCS INC  
Question  
Numbers

Rewards would be high, but if one loses her job it would be very difficult to get another one.	46	36
There would be little permanency of positions.	28	34
The work might run out but it would be extremely interesting while it lasted.	16	44
I could not be sure I could keep my job as long as I wanted.	3	10
<u>Factor 6: Surround Concern</u>		
The ventilation would be modern.	26	31
The physical working conditions would be attractive.	19	23
The climate would be pleasant.	13	49
The lighting would be good.	4	12
The community would be a wonderful place to raise a family.	14	26
The community would have good recreation facilities.	6	11
The fringe benefits would be very good.	25	42
The community would have a good social and cultural life.	34	25
I would have nice people for co-workers.	48	47
The supervisors would be nice people.	39	35

**APPENDIX C**

**QUESTION ABOUT CAREER ASPIRATIONS**



Career Goals

Please answer the following question by putting the appropriate number next to each part of the question.

The code is as follows:

1. What I'm doing now.
2. What I'm doing now but in a different school or grade.
3. Have an administrative or supervisory position.
4. Have a position outside the field of education.
5. Work part time.
6. Not have any kind of a paying job.
7. Anything else? (Please specify.)

Question: Careerwise, what would you like to be doing in

one year? \_\_\_\_\_

three years \_\_\_\_\_

five years? \_\_\_\_\_

ten years? \_\_\_\_\_

APPENDIX D

BACKGROUND INFORMATION QUESTIONNAIRE

## Background Information

1. What is your age? \_\_\_\_\_

2. Your marital status? Select the answer number that applies to you and write it in this space.

Single.....	1
Married.....	2
Separated.....	3
Divorced.....	4
Widowed.....	5

3. How many children do you have? \_\_\_\_\_

4. In what grade is your youngest child?

This child is too young to attend school.....	1
This child is in nursery school..	2
This child is in kindergarten....	3
This child is in elementary school.....	4
This child is in junior or senior high school.....	5
This child has completed high school .....	6
I have no children .....	7

Select the answer number that applies to you and enter it in this space

5. If your child is in grades one through six, please specify which grade it is. \_\_\_\_\_

6. Do you have a ten- or twelve-month position?

Ten month ....	1
Twelve month..	2

Select the answer number that applies to you and write it in this space.

7. What is the total number of years you have been teaching? \_\_\_\_\_

8. If you have children, how long have you been teaching since the birth of your youngest child?  
 If you have no children, do not answer this question.
9. How would you describe your work pattern?

I have worked continuously since graduation from college.....	1
I worked until my first child was born and then stayed home until my youngest child was in school....	2
I worked until my first child was born, stayed home for a while, and then returned to work <u>before</u> my youngest child was in school ...	3
I have taken only short-term maternity leave (less than a year) when my child(ren) was (were) born .....	4
Other. If you select "other," please describe in the space provided .....	5

Select the answer number that applies to you and write it in this space.

Other: \_\_\_\_\_

APPENDIX E

EXPLANATORY LETTER

9016 Rouen Lane  
Potomac, Maryland 20854  
February, 1976

Dear Colleagues:

I am, as you are, a female, married teacher employed by the Montgomery County Public Schools. I am pursuing a doctoral degree at The American University and the subject that I have chosen for my dissertation should be of interest to you. It concerns the motivation, job satisfaction, and career aspirations of married women teachers.

Considering the number of women who are employed today, there have been few meaningful studies dealing with working women. This is particularly true in the realm of education although it is predominantly a woman's field. Researchers tend to draw general conclusions about all people from studies of males even though evidence tells us that needs, aspirations, and job satisfactions are different for men and women. Even when studies are primarily directed towards women, rarely are such factors as re-entry into the work force or children in the family considered as variables.

For these reasons, I feel that the results of my research will be extremely important to women in general and particularly to women teachers. I believe that it will benefit them in several ways. First of all, it will reveal the least satisfying aspects of teaching from a woman's point of view so that efforts could possibly be made to rectify the situation. Secondly, it will enable administrators to understand that the motivation, job satisfaction, and aspirations of some women are different from other women depending upon age, experience, and family responsibilities. Perhaps this knowledge will effect a change in organizational policy so that women teachers can successfully combine career and family in a productive and satisfying way. Lastly, this study may assist in countering the conscious and unconscious discrimination against women who aspire to administrative positions.

Please answer the questionnaire completely and accurately and return it as soon as possible in the envelope that has been provided. In a similar fashion, you will be informed of the results upon completion of the research.

This project is quite important to me and I feel that it will be of inestimable value to all women and to women teachers in particular. Your utmost cooperation is necessary in order that this study be valid and statistically sound.

Sincerely,

/s/ Elissa Weinroth

Elissa Weinroth

EW:sea

Approved: /s/ Richard E. Wagner  
Richard E. Wagner  
Associate Superintendent  
for Administration

APPENDIX F

ADVERTISEMENT IN BULLETIN



## DOCTORAL DISSERTATION

Several months ago, Elissa Weinroth, a fifth grade MCPS teacher asked some female elementary teachers to participate in her doctoral dissertation by completing a questionnaire about the motivation, job satisfaction, and career aspirations of married, female teachers. She has not received many responses and hopes that those teachers will complete the questionnaire and return it to the Research Department, ESC, by pony mail. If anyone has lost her questionnaire, Research will provide a duplicate copy. Call 279-3610.

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