

AN EXPLORATION OF THE RELATIONSHIP BETWEEN
CAREER SALIENCE, JOB SATISFACTION,
AND JOB INVOLVEMENT DURING
A RETAIL INTERNSHIP

By

ALAINE LILLI DYE

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

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Thesis Approved:

Laura S. Jolly

Thesis Adviser

Tana Stufflebean

Drane H. Jackman

Norman N. Durham

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Colleges and universities constantly seek methods of making curricula more practical and meaningful to students' future careers. Thus, internships have become a vital part of higher education. Educators recognize the need to provide students an opportunity for experience in the working world by offering on-the-job training in their chosen areas of study. Greenwood and Meszaros (1983) found almost two-thirds of the colleges they sampled required internships at the undergraduate level.

One of the areas in which students are utilizing internship programs is retailing. The objective of retail internship programs is to "enrich the academic experience and to prepare students for entry-level positions in retailing" (Neal, 1981, p.21). This type of on-the-job work experience can be invaluable to college and university students. Students, faculty, and retailers cite internships as important tools in exploring and developing a career as well as improving retail skills (Gifford, 1986). Kunz (1985) points out retailers agree the best preparation for a career in retailing is on-the-job experience.

Through retail internships students can utilize more

resources than are possible in most types of education. These resources include contact with skilled professionals, as well as exposure to up-to-date equipment and facilities used by retailers.

Although internships are popular in higher education, little research exists to aid educators in improving the internship experience. Management and behavioral literature emphasizes the importance of career salience, job satisfaction, and job involvement as perceived by workers (Greenhaus, 1974; Kelly, Gable, & Hise, 1981; Weissenberg & Gruenfeld, 1968). However, the relationship between these variables and their effects on student interns is unknown.

The choice of a career is an important process for a college student. During the college years much emphasis is placed on the importance of a career. Career salience, or the importance of a career, has been researched in many areas (Greenhaus, 1971, 1973, 1974). However, career salience and its relationship to the retail internship experience is unknown.

Job satisfaction is one variable which may affect students' internship experiences. For the college student, job satisfaction may be the extent to which that student perceives he will achieve success in a chosen career area (Greenhaus, 1974). Factors that may influence a retail interns' job satisfaction include career salience, and job involvement. The relationship between these variables is unclear.

Job involvement is also an important variable for research. Little is known about job involvement during internship programs. Lodahl and Kejner (1965) suggest the extent to which a person becomes involved in a job may be a result of that persons background or personal situation. In turn, job involvement may be influenced by job satisfaction and career salience. Whether a relationship exists between job involvement, job satisfaction, and career salience at the retail internship level is unknown.

Purpose

The purpose of this study is to explore the relationship between career salience, job satisfaction, and job involvement within the context of a retail internship. Research has been conducted on career salience, job satisfaction, and job involvement in areas such as marketing, vocational and occupational behavior, and science. However, research on these topics in relation to a retail internship does not exist. It is important to study the relationship among career salience, job satisfaction, and job involvement to better understand how these variables affect the internship experience. It is also important to establish this relationship so educators can identify problem areas which may prevent student interns from reaching their full potential.

Objectives

The objectives of this study are as follows:

1. To explore the relationship between overall job satisfaction and overall career salience.
2. To explore the relationship between the five subdimensions of job satisfaction (work, pay, promotion, co-workers, and supervisor) and overall career salience.
3. To explore the relationship between overall job satisfaction and the three subdimensions of career salience (relative importance of work and career, planning and thinking about a career, and general attitudes about work).
4. To explore the relationship between overall job satisfaction and job involvement.
5. To explore the relationship between the five subdimensions of job satisfaction and job involvement.
6. To explore the relationship between overall career salience and job involvement.
7. To explore the relationship between the three subdimensions of career salience and job involvement.

Hypotheses

The following hypotheses will guide the analysis of data:

1. There will be a positive relationship between overall job satisfaction and overall career salience.
2. There will be a positive relationship between each of the five subdimensions of job satisfaction and overall career salience.
3. There will be a positive relationship between overall job satisfaction and each of the three subdimensions of career

salience.

4. There will be a positive relationship between overall job satisfaction and job involvement.

5. There will be a positive relationship between each of the five subdimensions of job satisfaction and job involvement.

6. There will be a positive relationship between overall career salience and job involvement.

7. There will be a positive relationship between the three subdimensions of career salience and job involvement.

Definition of Terms

For the purpose of this study, the following terms will apply:

1. Career Salience - "the perceived importance of work and a career in one's total life" (Greenhaus, 1971, p. 209).

2. Internship - "a temporary period of supervised work experience providing an opportunity to further develop student skills and abilities in their chosen occupational field" (Greenwood & Meszaros, 1983, p. 93).

3. Job Involvement - "the internalization of values about the goodness of work or the importance of work in the worth of the person" (Lodahl & Kejner, 1965, p. 24).

4. Job Satisfaction - "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (Locke, 1969, p. 316).

Limitation of the Study

The study was limited to one institution, Oklahoma State University. The students involved in the study were completing an apparel merchandising internship.

Organization of the Study

Chapter I discusses the problem of exploring career salience, job satisfaction, and job involvement within the context of a retail internship. It covers the objectives of the study, significance of the problem, definitions, and the limitations of the study.

Chapter II reviews the literature concerning internships, career salience, job satisfaction, and job involvement. Topics include an overview of retail internships, literature covering career salience, job satisfaction, and job involvement in the areas of business, vocational behavior, and science. No research was discovered relating these topics to retail internships.

Chapter III states the procedures used in the study. It provides a description of the sample, methodology, instrumentation, collection of data, and analysis of data.

Chapter IV includes a summary and discussion of the study results. This chapter will be in manuscript form.

Chapter V includes a brief summary of the research, recommendations for further research and suggestions for curriculum.

CHAPTER II

REVIEW OF LITERATURE

This literature review is an overview of retail internships, career salience, job satisfaction, and job involvement. The clothing, textiles, and merchandising literature as well as literature from business and occupational behavior was reviewed in order to provide a variety of perspectives. Literature on career salience, job satisfaction, and job involvement is relatively nonexistent within the clothing, textiles, and merchandising area. More specifically there is no literature relating these variables to a retail internship.

This review describes retail internships and will identify factors related to career salience, job satisfaction, and job involvement. It will build a background for the study to establish a relationship between retail internships, career salience, job satisfaction, and job involvement. This relationship has not been previously established within the scope of a retail internship. There has been relatively little research linking career salience, job satisfaction and job involvement in the retail setting. Based on the researcher's review, this is the first attempt to explore the relationship of retail internships, career salience, job

satisfaction, and job involvement.

Retail Internships

The scope of this section is limited to a selection of literature specifically pertaining to Home Economics internships. The main sources were journals in the areas of home economics and retailing.

In the past, retail executives received their training by working their way up through the store ranks. However, present and future top executives will more often than not hold a college degree (Swerdlow, 1978). To keep up with the demand for college trained graduates, emphasis must be placed on programs that prepare students for retail merchandising careers. Many institutions of higher learning began to include internships in their curricula in the late 1970s (Scott, 1978). Scott found that 55 percent of the four year clothing and textiles programs in her study included internships.

Retail education is offered by community colleges, private trade schools, and four-year colleges and universities (Sheldon, 1984). It is typically offered in home economics and business departments.

Internships Defined

Many colleges and universities have begun to include internships in their curricula since retailers suggest that some type of on-the-job work experience program would help

students prepare for a career in retailing (Hudson, 1978; Lazarus, 1978). Work experience programs have been referred to as internships, practicum, field study, and apprenticeships. In this study, the term used for this type of work experience will be internship.

"An internship program is designed to provide supervised on-the-job training for students to apply academic knowledge to specific job situations" (Neal, 1981, p. 21). In addition, internships were developed to service specialized areas (deLaski-Smith & Hansen, 1983). The major objective of a retail internship is to give students practical knowledge and lay the foundation for entry-level positions in retail (Neal, 1981). Greenwood and Meszaros (1983) list the following as major benefits of internships: "contributions to students' career goals; inexpensiveness of learning media; possibilities of acquainting employees with academic programmes, and the opportunity to make application of theory" (p.93).

Importance of Internships

Internships are considered an indispensable part of retail education by retailers and educators (Sheldon, 1984). Garner and Buckley (1988) found fashion merchandising graduates rated internships at the retail management level as more important than did retailers or educators. Another study compared what retailers and educators perceived as important in retailing curricula and found faculty ranked internships fourth while retailers ranked them as the second most

important course (Swerdlow, 1978). Neal (1981) concluded that both retailers and graduates strongly recommend an internship prior to entry into a career in retailing. A common concept is that internships "help students learn faster and retain what they learn longer" (Neal, 1981, p. 22).

Benefits of Internships to Retailers

It is widely recognized that internships are beneficial to students. Also, through the use of interns, employers become familiar with theories and techniques from academia (Hite & Belizzi, 1986). Retailers get the opportunity to work with students who are ready to test their newly acquired knowledge of retailing and educators can use information gained from student work experiences in the classroom. Therefore, internships may be used as a reciprocal channel by retailers and educators.

Many retail organizations participate in internship programs because it helps them recruit future employees (Sheldon, 1984). Sheldon also points out retailers may observe students at work and determine their potential as an employee after graduation.

Retailers also become involved with internship programs because it is good public relations (Sheldon 1984). When students return to campus after a successful internship, they promote good will between the retailers and the educators.

Student Expectations of Internships

Communications, human relations, merchandising and management courses are recommended as preparation for internships (Sheldon, 1984). Fashion merchandising graduates suggest emphasis be placed in the area of self-presentation in business, such as resumes and interviewing skills (Garner & Buckley, 1988).

Hite and Belizzi (1986) report students perceive internships as a valuable learning tool to supplement course work. The following is a list of some student expectations of retail internship programs as reported by Hite & Belizzi (1986):

1. "Students expect a formal training program at the beginning of an internship, and the presence of organized training is a good indicator of the value of the work experience."
2. "Students expect direct supervision during an internship, particularly during the beginning of the work experience while they are being acclimated."
3. "Students agreed that they should be paid for an internship and receive a pass/fail grade rather than a letter grade."
4. "Students did not feel that a pure sales position should be considered an internship."(p. 46)

Problems Identified with Internships

Coates (1971) suggests greater emphasis be placed on

internship programs in order to develop a balance between theory and practical experience. Sheldon (1984) summarizes previously identified problems with retail internships as follows:

1. Not enough exposure to middle management activities. Too much emphasis is often placed on sales and routine jobs. Experiences necessary to achieve internship goals are not always available.

2. Expectations of educators and retailers are different. Educators must work on convincing retailers that students have the background and are capable of doing higher level activities. If retailers are made aware of college curricula, they may be more willing to let interns participate in higher level activities.

3. Educators find differences between student goals and work experiences. Career goals of students must be kept in mind when matching students to retail establishments. Students interested in buying careers may have a more relevant experience by working in the department store headquarters. Students more interested in a management career may get the most experience in a chain or specialty store.

In addressing problems with internships, Sheldon (1984) would recommend first, more communication between retailers and educators. Second, educators must stay abreast of needs of retailers in order for interns to have successful internship experiences. Finally, educators should play a bigger role in matching students and work sites in order to

meet student career goals.

Career Salience

Career salience may be defined as "the perceived importance of work and a career in one's total life" (Greenhaus, 1971, p. 210). High career salient persons may be described as those who place emphasis on work and a career, while low career salient persons are those for whom work and career are less important (Greenhaus & Simon, 1976).

Career salience and its relationship to certain variables such as job satisfaction, occupational choice, work values, and ideal occupation has been widely researched (Greenhaus, 1971, 1973, 1974; Greenhaus & Simon, 1976, 1977; Masih, 1967). Most of the studies were conducted in the areas of occupational and vocational behavior, and vocational choice. No research was discovered on career salience in the area of clothing and textiles.

This section of the literature review focuses mainly on the studies of Greenhaus, and Greenhaus and Simon, since they have conducted much research concerning career salience. The following discussion delineates selected variables that influence career salience.

Choice of an Ideal Occupation

Greenhaus and Simon (1976) discovered students' level of career salience was positively related to the choice of an ideal occupation. They define an ideal occupation as "that

which one really wants to enter, an occupation that has the capacity to satisfy one's needs" (p. 52). High career salient persons would be more highly motivated to fulfill themselves in an ideal occupation (Greenhaus, 1973). Moreover, high career salient persons are more likely to choose a career they perceive as being ideal for them, while low career salient persons may choose a career that is less than ideal (Greenhaus & Simon, 1976).

During the college years, job satisfaction may reflect the degree to which a student feels success can be achieved in their chosen area (Greenhaus, 1974). Greenhaus and Simon (1976) found a stronger relationship between satisfaction with life in general and satisfaction with career decision for high career salient students than for lower career salient students.

Greenhaus and Simon (1976) studied first and second year college students and came to the following conclusions regarding career salience:

1. Personal characteristics, such as self-esteem and career salience, in combination may influence whether or not a person chooses what they consider an ideal occupation.
2. Intrinsic work needs are satisfied by an ideal occupation.
3. Satisfaction is the result of choosing an ideal occupation.

Self-Esteem

Self-esteem may also be a moderator of the relationship between career salience and the choice of an ideal occupation. People employed in an ideal occupation may view their jobs as especially satisfying which reinforces the level of career salience as well as self-esteem (Greenhaus & Simon, 1976). In addition, persons high in self-esteem and career salience are more likely to choose an ideal occupation (Greenhaus & Simon, 1976).

Greenhaus (1971) studied college students in an attempt to investigate the relationship between career salience and other related variables. Greenhaus (1971) proposes that self-esteem is related to the degree to which a person's self-concept is consistent with their occupational choice. Self-esteem was found to be positively related to career salience among college students (Greenhaus, 1973). Greenhaus (1973) contends that although students may indicate high self-esteem, they may not place higher priority on a career or career advancement than on any other areas of life satisfaction. Still, high self-esteem students perceive work positively and as a means of self-expression.

Gender

One study found males to exhibit a much higher degree of career salience than females (Greenhaus, 1971). This supports Masih's (1967) data that work is more important to men than it is to women. Another finding of Greenhaus (1971) was that

career salience is positively related to job satisfaction for men and women.

Masih (1967) explored career salience and its relationship to certain needs, interests, and job values. The study included male and female college students at the junior and senior level. Masih reported that high career salient men did not have a higher need for achievement than low career salient men. High career salient men reported having less interest in social interaction with females, showed interest in career advancement, reported a higher need for working long hours and show interest in career advancement.

Masih (1967) discovered that high career salient women exhibit a high need for accomplishment and perseverance. They wish public esteem but have little regard for prestige. Low career salient women were not concerned with accomplishment, working long hours, prestige or public esteem. The highest number of women in the study fell into the low group.

Job Indecision

Greenhaus and Simon (1977) suggest college students may exhibit a low level of career salience because they have not yet decided on a career. The authors propose this may be because work is not yet a major part of their lives. These students may not have a strong motivation to make a career commitment. Job indecision was reported to be high among low career salient students with little difference found between students of medium and high career salience (Greenhaus &

Simon, 1977).

Greenhaus and Simon (1977) suggest job indecision may indicate lack of interest in the working world which may result in less preparation for a career. Low to medium career salient students that expressed preference for a particular job placed more emphasis on intrinsic job characteristics than those students who were undecided (Greenhaus & Simon, 1977). Yet, the undecided high career salient students who placed emphasis on intrinsic job characteristics may delay making a career decision. Greenhaus and Simon (1977) suggest the high career salient students who are undecided may still be investigating other career areas and do not want to make a commitment to a particular career. Greenhaus and Simon (1977) see job indecision as an important factor in determining career salience.

Job Satisfaction

Boak (1980) notes that research strategies have been designed to clarify the causes and determinants of job satisfaction. In the past, satisfaction research has focused on extrinsic factors. Recently, job satisfaction research has been focused on intrinsic factors, such as the needs of the individual and job content (Boak, 1980). This section of the literature review looks at studies conducted in retailing and other areas of business, since the literature in retailing on job satisfaction is limited. In fact, only one study was discovered linking clothing and textile graduates and job

satisfaction. The following discussion delineates a few of the many variables which can influence job satisfaction.

Job Characteristics

Dubinsky and Skinner (1984) studied retail salespeople in order to determine if certain job characteristics affected their reactions to their jobs. They note that previous research by Hackman and Lawler (1971) established four dimensions of job characteristics: variety, autonomy, task identity, and feedback.

Variety is the extent to which a job allows one to perform a number of tasks as well as different methods to complete these tasks. Autonomy refers to the amount of input one has in planning and completing work goals. Task identity refers to the ability one has to complete a whole job and be able to realize the outcome. Feedback is the amount to which employee work activities result in that person receiving information about his or her job performance.

The presence of certain job characteristics may lead to higher job satisfaction. Dubinsky and Skinner (1984) found job satisfaction to be high when retail salespeople perceived their job as being high in variety and low in task identity. Teas (1981) contends that a relationship exists between performance feedback and satisfaction with supervision and promotional opportunity. Salespeople have a more realistic idea of their chances for a promotion when they are informed of supervisors assessment of their performance (Teas, 1981).

Also, increasing autonomy of the retail salesperson may increase job satisfaction (Teas, 1981).

In a study of research scientists, Lawler and Hall (1970) found perceived job characteristics were related to higher order need satisfaction. This relationship assumes job satisfaction is a result of job characteristics. Job satisfaction is higher when employees perceive they have more control over what goes on, when they are allowed to be creative, and when they perceive a job to be suited to their abilities (Lawler & Hall, 1970).

Often entry level jobs are not challenging for retail graduates which is reflected in their performance and level of satisfaction (Mariotz, 1980). Kelly, Gable, and Hise (1981) discovered low job satisfaction among college educated retail managers when they perceived themselves as being overqualified for their jobs. Low job satisfaction may stem from a lack of promotional opportunity and the inability to utilize skills and training (Kelly, Gable, & Hise, 1981).

Teas (1981) found retail salespeople experience greater job satisfaction when they encounter supervision with high consideration and structure. Teas suggests that satisfaction with work increases when salespeople are closely supervised. Likewise, job satisfaction among salespeople was higher when they perceived themselves having greater responsibility and being valued by the company.

Job Performance

The nature of the relationship between job performance and job satisfaction is unclear. However, research indicates a positive relationship between the two variables (Petty, McGee, & Cavender, 1984).

In an analysis of correlational literature concerning the relationship between job satisfaction and job performance, a strong positive relationship was discovered (Petty, McGee, & Cavender, 1984). The authors posit that the relationship may be influenced by job level. Lawler and Hall (1970) found persons in higher level jobs reported a strong relationship between job satisfaction and job performance presumably since higher level jobs possess more of the characteristics associated with high satisfaction than lower level jobs. Petty, McGee, and Cavender (1984) suggest the relationship between performance and job satisfaction "may be circular with performance-causing-satisfaction serving as the first link in the process" (p. 719).

Education

Lucas (1985) studied retail store managers and found no significant relationship between job satisfaction and education. Further, no relationship was found between intrinsic job satisfaction and retail education. Since store managers may have formal education in areas other than retailing, their retailing skills may develop while on-the-job (Lucas, 1985). Employees with higher levels of education may

find that their jobs do not provide enough challenges which can lead to lower job satisfaction (Lucas, 1985). Likewise, some retail managers perceive themselves as being over-educated for their jobs, which leads to lower job satisfaction (Kelly, Gable, & Hise, 1981).

Role Ambiguity and Role Conflict

Retail salespeople perform different types of roles, interacting with consumers as well as other company employees, which can lead to contradictory demands (Dubinsky & Mattson, 1979). When the salesperson fails to meet the demands of the customer and the company, that person experiences role conflict (Dubinsky & Mattson, 1979). For example, when a salesperson attempts to wait on a customer while the company expects that person to spend more time with other tasks such as stock maintenance, role conflict occurs.

Retail salespeople who are not college educated, are unlikely to receive much formal training. Most training is done on-the-job. Retail salespeople often experience role ambiguity due to a lack of information about how to perform their jobs. Role ambiguity occurs when an employee receives conflicting demands from the employer (Dubinsky & Mattson, 1979). Lack of training is just one variable that is related to role ambiguity.

Dubinsky and Mattson (1979) propose an inverse relationship exists between job satisfaction, job performance, and organizational commitment. Moreover, they contend that

organizational commitment may be a substitute measure for job turnover. Dubinsky and Mattson (1979) suggest that retail managers should attempt to reduce role conflict, which in turn should reduce job turnover.

Job satisfaction of retail salespeople may also be related to age and education. Dubinsky and Mattson (1979) found role ambiguity and job satisfaction, and role ambiguity and organizational commitment were more highly correlated for older people than for younger people. Furthermore, a higher correlation exists between role conflict and job satisfaction, role ambiguity and job satisfaction, and role ambiguity and organizational commitment for salespeople with less formal education than for those with more formal education. The authors suggest retail managers can improve job satisfaction of retail salespeople by attempting to reduce role conflict and role ambiguity.

Job Satisfaction of Clothing and Textiles Graduates

Boak (1980) studied a group of clothing and textiles graduates and determined areas of satisfaction. The instrument Boak used was the Job Description Index (JDI). The study found clothing and textile graduates were employed in two areas: retailing or related areas (i.e. interior design, extension, teaching) or in unrelated areas (i.e. clerical and service positions). The graduates studied were most satisfied with type of supervision on-the-job, and least satisfied with pay. Persons in unrelated jobs were not as dissatisfied with

pay as they were with promotion potential. Overall job satisfaction was found to be slightly higher for those graduates employed in unrelated jobs than for those in related jobs (Boak, 1980). Boak suggests low pay in clothing and textiles positions is a major reason for employment of clothing and textile graduates in other fields.

Job Involvement

The job involved person is a person influenced by the whole job environment (work, co-workers, the company, etc.) and for whom work is an important part of life (Lodahl & Kejner, 1965). In contrast, the non-job involved person works only because he has to. This person's interests are somewhere else, and his work does not affect the vital part of his identity (Lodahl & Kejner, 1965).

Lodahl and Kejner (1965) found people whose work is mutually dependent on other people are more job involved than those who work alone. Furthermore, people who interact more with other people on-the-job are more satisfied with their jobs (Weissenberg & Gruenfeld, 1968). The study suggests that job involvement may be inherent to the person and not the job. It is an individual capacity a person carries from job to job (Lawler & Hall, 1970). Lodahl and Kejner (1965) suggest the degree to which people become job involved may result from personal background or situation. People become more job involved with a job that allows them more control and makes better use of their abilities than with jobs that lack these

attributes (Lawler & Hall, 1970).

Weissenberg and Gruenfeld (1968) explored the relationship between job satisfaction and job involvement in a study of civil service supervisors. The study also found levels of job involvement increased as levels of satisfaction with recognition, responsibility, and achievement increased. Lodahl and Kejner (1965) observed that high job involvement was linked to satisfaction with work, promotion, supervision, and people.

Weissenberg and Gruenfeld (1968) note that high job involvement does not necessarily indicate high job satisfaction, likewise high satisfaction may not be an indicator of high job involvement. Furthermore, job involvement was directly related to satisfaction with supervision. In addition, satisfaction with promotional opportunities was not significantly related to job involvement. Weissenberg and Gruenfeld (1968) note job satisfaction, in addition to job involvement is a determinant of employee turnover.

Cron and Slocum (1986) contend careers are played out in four stages: (a) exploration, (b) establishment, (c) maintenance, and (d) disengagement. They discovered persons in the exploration stage (those employed in entry-level positions) reported low levels of job involvement. Persons in the exploration stage also expressed less satisfaction with work, supervisors, and promotional opportunities.

Summary

The demand for college graduates in the field of retailing is on the rise. Many colleges and universities include internships in their curricula to help smooth the transition from academia to the retail industry. Internship programs are providing the opportunity for students to receive on-the-job training in retail organizations.

Career salience may be viewed as the importance of work in one's life. Variables such as job satisfaction, self-esteem, and job indecision are known to be significantly related to career salience. Persons who exhibit high career salience may also exhibit high job satisfaction. However, it is unclear whether these variables cause satisfaction or if satisfaction is a result of the variables working on the individual.

Finally, job involvement may be a characteristic inherent to an individual, and one that is carried from job to job. Moreover, people whose jobs are mutually dependent on other people may be more job involved than people who work alone.

CHAPTER III

METHODOLOGY

The purpose of the study was to explore the relationship between career salience, job satisfaction, and job involvement within the context of a retail internship. The specific objectives were as follows:

1. To explore the relationship between overall job satisfaction and overall career salience.
2. To explore the relationship between the five subdimensions of job satisfaction (work, pay, promotion, co-workers, and supervisors) and overall career salience.
3. To explore the relationship between overall job satisfaction and the three subdimensions of career salience (relative importance of work and career, planning and thinking about a career, and general attitudes about work).
4. To explore the relationship between overall job satisfaction and job involvement.
5. To explore the relationship between the five subdimensions of job satisfaction and job involvement.
6. To explore the relationship between career salience and job involvement.
7. To explore the relationship between the three subdimensions of career salience and job involvement.

Selection of the Sample

The sample for the study was students enrolled in Clothing, Textiles and Merchandising 3994 Student Work Experience/Student Internship during 1987, 1988, or 1989 at Oklahoma State University. Students are required to complete an internship consisting of 320 hours of paid employment during the summer months. Responses were received from 44 of the 49 students enrolled in 1987 which yields a 90 percent response rate. For 1988, 50 of the 60 students responded yielding a response rate of 83 percent. While, 1989 saw 48 out of 53 students responding for a response rate of 90 percent. The average response rate for the three years was 87.6 percent. The study was conducted over the three year period in order to obtain a larger sample.

Collection of Data

A cover letter and questionnaire were mailed to the students nearing completion of their internship. A cover letter (Appendix A) identified the purposes of the questionnaire and provided instructions for its completion. The letter stated that completion of the questionnaire was voluntary and that the responses were strictly confidential. The 1987 questionnaires were printed on grey paper, the 1988 questionnaires were printed on beige paper, and the 1989 questionnaires were printed on blue paper so that the responses could be easily identified for data entry.

The questionnaires were addressed and mailed to students

at their respective work sites. A self-addressed stamped envelope was included for ease in returning the completed questionnaire. Deadlines were given for the return of the questionnaires. A second mailing was not conducted due to time constraints.

Development of the Instrument

A questionnaire was developed for the collection of data. The questionnaire was divided into five sections. For the purposes of this study only three of the sections were analyzed. The first section included the Work Role Salience scale (Appendix B) developed by Greenhaus (1971). The scale is designed to measure the importance of work and career in a person's life. The scale consists of 27 Likert-type items. Three dimensions were represented in the content of the items (a) general attitudes about work, (b) amount of career thought and planning, and (c) importance of work in one's life (Greenhaus, 1974). The second section consisted of the Job Description Index (JDI) (Smith, Kendall, & Hulin, 1969). The JDI (Appendix C) measures job satisfaction and consists of five subdimensions (a) work, (b) pay, (c) promotions, (d) co-workers, and (e) supervision. The JDI is the most frequently used measure of job satisfaction (O'Connor, Peters, & Gordon, 1978). The third section consisted of a job involvement measure (Appendix D) (Lodahl & Kejner, 1965). The items on this scale were obtained from comments by people about their jobs. All three sections of the questionnaire used in the

study consisted of Likert-type scales. A brief demographic questionnaire (Appendix E) was also included to gain further information about the respondents and the stores in which they completed their internships.

Analysis of Data

The responses were analyzed by computer using the Statistical Analysis System (SAS). Percentages and frequencies were obtained to better describe the characteristics of the sample and to summarize the demographic data.

Correlation analyses were used to investigate the relationship between the variables. Correlation analysis describes the amount to which two variables are associated. Correlation coefficients range from negative one to positive one. A positive coefficient means that high values of one variable will lead to high values of the other variable. A negative coefficient signifies that high values of one variable will result in low values of the other variable. When there is little or no relationship between two variables the coefficient will be zero or close to zero.

Prior to correlation analysis, analysis of variance (AOV) was performed to determine if the three years of data could be combined and treated as one group. However, AOV results indicated the three years of data were significantly different for some variables. Hence, data for each year were examined separately.

An overall summary score was calculated for each scale by summing the items on the individual scales. Thus, an overall score was obtained for career salience, job satisfaction, and job involvement. Previous research identified the subdimensions of career salience (Greenhaus, 1974), and job satisfaction (Smith, Kendall, & Hulin, 1969). Summary scores were also calculated for the three subdimensions of career salience and the five subdimensions of job satisfaction by summing the individual items on each subdimension.

First, overall scores for career salience, job satisfaction, and job involvement were correlated. Then, the overall score for career salience, job satisfaction, and job involvement were correlated with the summary scores of the three career salience subdimensions and the five job satisfaction subdimensions. Finally, the summary scores of the career salience subdimensions were correlated with the summary scores of the job satisfaction subdimensions. The subdimensions were used to further explore the relationship between the variables.

A matrix of correlation coefficients was constructed in order to determine which variables were significantly related. Relationships among the variables were established using Pearson product-moment correlation analysis. The Pearson correlation is used to measure the degree of association between interval level scores. The data collected from the Likert-type scales were treated as interval level data. Significance levels for hypotheses testing were set at $p < .01$ and $p < .05$.

CHAPTER IV

CAREER SALIENCE, JOB SATISFACTION, AND
JOB INVOLVEMENT AMONG
RETAIL INTERNS

AUTHORS:

Alaine L. Dye
Graduate Student
Department of Clothing, Textiles, and
Merchandising
College of Home Economics
Home Economics #315
Oklahoma State University
Stillwater, Oklahoma 74078
405-744-5035

Laura D. Jolly
Associate Professor
Department of Clothing, Textiles, and
Merchandising
College of Home Economics
Home Economics #315
Oklahoma State University
Stillwater, Oklahoma 74078
405-744-5035

Abstract

The importance of internships is widely recognized. Retail internships are utilized as educational tools by colleges and universities. Career salience, job satisfaction, and job involvement are factors which may affect students' retail internship experience. The relationship between these variables was examined. No significant relationship was found between career salience and job satisfaction. Data indicated that job involvement was related to job satisfaction. Findings suggest career salience is significantly related to job involvement.

CAREER SALIENCE, JOB SATISFACTION, AND
JOB INVOLVEMENT AMONG RETAIL INTERNS

Today's competitive retail environment challenges students to possess practical knowledge for entry-level positions in the retail industry. Institutions of higher education continually search for new ways of making curricula more practical and significant to students. Educators recognize the need to provide students a context for experience in the working world by offering on-the-job training in their chosen areas of study. Thus, internships have become a vital part of higher education. This type of work experience is often referred to as practicum, apprenticeship, field study or internship.

"An internship program is designed to provide supervised on-the-job training for students to apply academic knowledge to specific job situations" (Neal, 1981, p. 21). One major objective of an internship is to give students practical knowledge.

Retailing is one area in which student internships are utilized. Development of retail internship programs leads to broader academic experience and preparedness for entry-level positions in retailing. Many retailers and graduates strongly recommend an internship prior to beginning a career in

retailing (Kunz, 1985; Lazarus, 1978; Neal, 1981; Sheldon, 1984; Swerdlow, 1978). Students, faculty, and retailers cite internships as important tools in exploring and developing a career as well as improving retail skills (Gifford, 1986). Faster learning and longer retention of retailing concepts is a major strength of an internship (Neal, 1981).

While internships are known to be beneficial to students, employers benefit as well. Retailers have the opportunity to work with students who are ready to test retailing theories. In turn, educators may use information gained from student work experiences in the classroom. Hence, internships provide benefits for retailers, educators, and students.

Career salience, job satisfaction, and job involvement are important factors which may affect retail interns. Evidence of a relationship between the variables has not been established within the scope of a retail internship. A thorough understanding of the linkage is needed to help educators identify problem areas which may prevent interns from reaching their full potential.

Career salience may be defined as "the perceived importance of work and a career in one's total life" (Greenhaus, 1971, p. 210). High career salient persons may be described as those who place emphasis on work and career, while low career salient persons are those for whom work and career are less important (Greenhaus & Simon, 1976).

Research regarding the career salience of student interns was not uncovered by the researcher, although career salience

has been widely researched using other subjects (Greenhaus, 1971, 1973, 1974; Greenhaus & Simon, 1976, 1977; Masih, 1967).

During the college years much significance is placed on the importance of a career. Greenhaus and Simon (1976) found students' level of career salience to be positively related to choice of an ideal occupation. They define an ideal occupation as being one that a person has interest in and that has the ability to satisfy that persons needs. High career salient students are more likely to choose a career they perceive as being ideal for them, while low career salient students may choose a career that is less than ideal (Greenhaus & Simon, 1976).

Low levels of career salience may be displayed by college students if they have not yet decided on a career (Greenhaus & Simon, 1977). These students are not motivated to make a career commitment because work is not a major part of their lives. As a result, they may choose a career that is less than ideal for them.

For college students, job satisfaction may reflect the degree to which they feel success can be attained in their chosen career (Greenhaus, 1974). Greenhaus and Simon (1976) discovered high career salient students reported a stronger relationship between satisfaction with life in general and satisfaction with career decisions than did low career salient students.

Job satisfaction research tends to focus on causes and determinants of job satisfaction (Boak, 1980). Lawler and Hall

(1970) found higher order need satisfaction was related to perceived job characteristics. This relationship assumes job satisfaction is a result of job characteristics. They also note higher job satisfaction occurs when employees have more control over what goes on, are allowed to be creative, and perceive the job to be suited to their abilities. Lawler and Hall (1970) contend the degree to which higher order need satisfaction is met is dependent upon the extent of autonomy and growth that person perceives their job provides. Furthermore, college educated retail managers reported lower job satisfaction (Kelly, Gable, & Hise, 1981). These managers perceived themselves as being overqualified for their jobs. Kelly, Gable, and Hise (1981) suggest that low job satisfaction may stem from a lack of promotional opportunity and the inability to utilize skills and training.

Teas (1981) found retail salespeople experience greater job satisfaction when they encounter supervision with high consideration and structure. Teas suggests that satisfaction with work increases when salespeople are closely supervised.

Clothing and textile graduates employed in areas unrelated to clothing and textiles, reported higher job satisfaction (Boak, 1980). The study found clothing and textile graduates were employed in two areas: retailing or related areas (i.e., interior design, extension, teaching) or in unrelated areas (i.e., clerical and service positions). She found the total group most satisfied with supervision on-the-job and least satisfied with pay. Results also showed job

satisfaction was slightly higher for those employed in unrelated fields than for those employed in related fields. Low pay in clothing and textile positions appears to be a major reason for employment of clothing and textile graduates in other fields (Boak, 1980).

The final variable thought to affect student interns is job involvement. Lodahl and Kejner (1965) describe the job involved person as one who is influenced by the whole job environment, and for whom work is an important part of life. In contrast, the non-job involved person works only because he has to, and his work does not affect his identity (Lodahl & Kejner, 1965).

Job involvement is purported to be an individual capacity a person carries from job to job (Lodahl & Kejner, 1965). In addition, Lawler and Hall (1970) propose personal background may influence the degree to which people become job involved. One study suggests that people whose jobs are mutually dependent on interaction with other people are more job involved than those who work alone (Lodahl & Kejner, 1965). Further, job satisfaction is higher among people who interact with other people on-the-job (Weissenberg & Gruenfeld, 1968).

There is strong evidence of a relationship between job satisfaction and job involvement. Weissenberg and Gruenfeld (1968) discovered a positive relationship between satisfaction and performance among job involved people. They also propose that high job satisfaction does not necessarily indicate high job involvement, and high involvement may not indicate high

satisfaction.

Cron and Slocum (1986) contend careers are played out in four stages: (a) exploration, (b) establishment, (c) maintenance, and (d) disengagement. They discovered persons in the exploration stage (those employed in entry-level positions) reported low levels of job involvement and expressed less satisfaction with work, supervisors, and promotional opportunities.

The purpose of this study is to examine the relationship between career salience, job satisfaction, and job involvement among retail interns. Specifically it was hypothesized that:

1. There will be a positive relationship between overall job satisfaction and overall career salience.

2. There will be a positive relationship between each of the five subdimensions of job satisfaction (work, pay, promotion, co-workers, and supervisor) and overall career salience.

3. There will be a positive relationship between overall job satisfaction and the three subdimensions of career salience (relative importance of work and career, planning and thinking about a career, and general attitudes about work).

4. There will be a positive relationship between overall job satisfaction and job involvement.

5. There will be a positive relationship between the five subdimensions of job satisfaction and job involvement.

6. There will be a positive relationship between overall career salience and job involvement.

7. There will be a positive relationship between the three subdimensions of career salience and job involvement.

Methodology

Sample

The sample for the study consisted of 154 students enrolled in the clothing, textiles and merchandising department of a large southwestern university. The students were required to complete an internship course during the summer between their junior and senior year. Students were enrolled in an apparel merchandising internship during 1987, 1988, or 1989. The internship requires completion of 320 hours of paid employment in a retail establishment.

Collection of Data

A cover letter and questionnaire were mailed to students nearing completion of the internship program. The questionnaires were sent to students at their respective work sites. The response rate for 1987 was 90% (n=44), for 1988 it was 83% (n=52), and 1989 yielded a 90% (n=48) response rate. A second mailing was not conducted due to time constraints.

Research Instrument

A questionnaire was developed for the collection of data. The questionnaire was divided into three sections. The first section included the Work Role Salience scale developed by

Greenhaus (1971). It is designed to measure the importance of work and career in a person's life. The scale consists of 27 items. Three dimensions were represented in the content of the items (a) general attitudes about work, (b) amount of career thought and planning, and (c) importance of work in one's life. Greenhaus (1971) noted the work role salience scale had a high (.81) coefficient alpha for male and female subjects. While Greenhaus and Simon (1976) found a reduced version of the scale (six items) to have an alpha reliability of .83.

The second section consisted of the Job Description Index (JDI) which contains five subdimensions (a) work, (b) pay (c) promotions, (d) co-workers, and (e) supervision (Smith, Kendall, & Hulin, 1969). The JDI is the most frequently used measure of job satisfaction (O'Connor, Peters, & Gordon, 1978). Johnson, Smith, and Tucker (1982) found high internal consistency coefficients (.87) for the Likert-type format of the Job Description Index (JDI). They note that reliability analysis of the JDI is stable and relatively unbiased.

The third section measured job involvement (Lodahl & Kejner, 1965). The items on this scale were obtained from comments by people about their jobs. The six item job involvement scale is a shortened version of the twenty-item scale developed by Lodahl and Kejner (1965). A split-half correlation corrected with the Spearman-Brown correction formula, estimates the reliability of the six-item scale at .73 (Lodahl & Kejner, 1965). The six-item scale is an

acceptable substitute when space is a factor since about 76% of the variance is represented in the six-items (Lodahl & Kejner, 1965).

All three sections consist of Likert-type scales. A brief demographic questionnaire was also included to gain additional knowledge about the respondents and the stores in which they completed their internships.

Analysis

Pearson product-moment correlation analysis was used to describe the relationships between the variables. Percentages and frequencies were used to summarize the demographic data.

An overall summary score was calculated for each scale by summing the items on the individual scales. Thus, a score was obtained for career salience, job satisfaction, and job involvement. Summary scores were also calculated for the three subdimensions of career salience and the five subdimensions of job satisfaction. Previous research confirmed the subdimensions of these scales (Greenhaus, 1974; Smith, Kendall, & Hulin, 1969).

Analysis of variance showed responses to some variables in the three years of data to be significantly different. This prohibited merging the data sets for the three years.

Results

Demographic Characteristics

Respondent and store characteristics are reported in

Table 1. The three year period saw a change in the size of stores students worked in as measured by number of employees. The shift was from larger stores to smaller stores. Students were employed in stores with a wide variety of sales levels. Store sales levels ranged from \$999,999 or less to over \$25 million per year. Department stores employed the greatest percentage of students in 1987 (43.2%), and in 1988 (31.4%), while specialty stores employed the greatest percentage in 1989 (38.3%). The respondents were located in cities throughout the U.S. The majority of the students were employed in full-time positions in 1987 (81.8%), 1988 (75.0%), and in 1989 (62.5%). A large portion of the students reported previous retail experience. The percentage of students reporting more than one year experience was 45% in 1987, 63.2% in 1988, and 43.8% in 1989. Those students reporting less than one year experience was 55% in 1987, 36.8% in 1988, and 56.2% in 1989.

Insert Table 1 about here

Hypotheses

Hypothesis 1 predicted a positive relationship between overall job satisfaction and overall career salience. Pearson product-moment correlation analysis indicated no significant relationship between overall career salience and overall job satisfaction (See Table 2). Hypothesis 2 predicted a positive

relationship between each of the five subdimensions of job satisfaction and overall career salience. A significant positive relationship ($p < .05$) was found between career salience and the job satisfaction subdimension, promotion, in 1989. Yet, the relationship between career salience and the other four subdimensions of job satisfaction did not prove to be significant (See Table 3).

Insert Tables 2 and 3 about here

Hypothesis 3 predicted a positive relationship between overall job satisfaction and each of the three subdimensions of career salience. As reported in Table 4, analysis revealed a significant positive relationship between job satisfaction and the career salience subdimension, planning and thinking about a career. No significant relationship was discovered between job satisfaction and the other two subdimensions of career salience, relative importance of a career, and general attitudes about work. These results are found in Table 4.

Insert Table 4 about here

Hypothesis 4 predicted a positive relationship between overall job satisfaction and job involvement. Correlation analysis indicated a significant positive relationship between job involvement and overall job satisfaction for 1988 ($p < .01$), and 1989 ($p < .05$). However, this relationship was not

significant for 1987. Results are presented in Table 5. Hypothesis 5 predicted a positive relationship between the five subdimensions of job satisfaction and job involvement. Analysis revealed a significant positive relationship between job involvement and two of the job satisfaction subdimensions, work and supervisor, for all three years. Yet, a significant relationship was not indicated between job involvement and the other three job satisfaction subdimensions, pay, co-workers and promotion. These results are found in Table 5.

Insert Table 5 about here

Hypothesis 6 predicted a positive relationship between overall career salience and job involvement. Analysis identified a significant positive relationship ($p < .01$) between career salience and job involvement for all three years (See Table 6). Hypothesis 7 predicts a positive relationship between the three subdimensions of career salience and job involvement. A significant positive relationship ($p < .01$) exists between job involvement and the career salience subdimension, relative importance of a career, for 1988 and 1989. This relationship was not significant for 1987. A significant positive relationship ($p < .01$) exists between job involvement and the career salience subdimension, planning and thinking about a career, for all three years. Finally, no significant relationship was found between job involvement and the career salience subdimension, general attitudes about

work. Results are located in Table 6.

Insert Table 6 about here

Discussion

As predicted, all relationships between the variables studied were positive. Yet, not all of the relationships were statistically significant. The lack of a significant relationship between career salience and job satisfaction appears contrary to a study by Greenhaus (1974) in which high career salient students report high levels of job satisfaction. Presumably, as career salience increases job satisfaction increases. Yet, this was not the case for retail interns. Perhaps this is a consequence of the characteristics of an internship. Because of students' temporary employment, they may have little control over the job situation, which may influence job satisfaction (Lawler & Hall, 1970).

The relationship between overall career salience and each of the five subdimensions of job satisfaction did not prove to be significant (except for career salience and promotion in 1989). Perhaps this is because retail interns may be in the career exploration stage (entry-level positions) as described by Cron and Slocum (1986). Cron and Slocum (1986) note persons in the exploration stage expressed less satisfaction with work, supervisors, and promotional opportunities. Also, Greenhaus and Simon (1977) contend that the career salience of

college students may be influenced by whether or not they have made a career commitment.

The existence of a significant positive relationship between job satisfaction and the career salience subdimension, planning and thinking about a career, would suggest that students who report higher job satisfaction spend more time preparing for a career.

As expected, a significant positive relationship was observed between job involvement and job satisfaction during 1988 and 1989. This appears to support Weissenberg and Gruenfelds' (1968) proposition that job involvement may be influenced by job satisfaction. Although, the relationship between job involvement and job satisfaction is not significant for 1987, it is positive (as job involvement increases, job satisfaction increases).

Since job involvement, and the job satisfaction subdimensions, work and supervisor, were significantly related, this implies that the more involved students were with their jobs, the more satisfied they were with work itself and their supervisors. This appears to be consistent with Weissenberg and Gruenfelds (1968) proposition that people who interact more with other people on-the-job are more satisfied. Also, this result may support Weissenberg and Gruenfelds' (1968) contention that job involvement is inherent to the individual. Job involvement of retail interns may be influenced by satisfaction with work and supervisor.

Job involvement did not prove to be significantly related

to pay, co-workers, and promotion. This result may be due in part to the temporary job situation. Another reason might be that retail interns may have been less involved with co-workers. This result is contrary to Lodahl and Kejners' (1965) study in which job involvement was significantly related to work, promotion, supervisor, and people.

Since job involvement and overall career salience were positively related, this implies that career salience and job involvement may influence each other. Likewise, the amount of planning and thinking about a career done by students may influence the level of job involvement. Yet, students' general attitudes about work appear to be unrelated to job involvement.

Finally, although students are enrolled in specialized curricula, it is debatable whether they have made a concrete career commitment or merely expressed a tentative career preference. This may be a reflection of the lack of a significant relationship between career salience and job satisfaction. It is possible that satisfaction may be influenced by students' perceptions of other social factors.

In summary, several conclusions seem warranted. First, career salience is not significantly related to job satisfaction. Second, planning and thinking about a career is associated with job satisfaction. Third, students' rating of job involvement and job satisfaction were related. And fourth, as career salience increases, so does job involvement.

Since this study was correlational, the data offer no

evidence of causality. The researcher suggests investigation into the causes and determinants of career salience, job satisfaction, and job involvement of retail interns.

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Table 1
Characteristics of respondents and
store information

Student and store characteristics	Year					
	1987		1988		1989	
	No.	%	No.	%	No.	%
Number of employees in store						
1-10	8	18.2	13	25.0	19	39.6
11-70	14	31.8	13	25.0	15	31.3
71-200	7	15.9	12	23.1	7	14.6
More than 200	<u>15</u>	<u>34.1</u>	<u>14</u>	<u>26.9</u>	<u>7</u>	<u>14.6</u>
	44	100	52	100	48	100
Store sales volume						
\$0-999,999	14	31.8	22	42.3	22	45.8
\$1-5million	9	20.5	10	15.2	9	18.8
\$5.1-over 25 million	<u>21</u>	<u>47.7</u>	<u>20</u>	<u>38.5</u>	<u>17</u>	<u>35.4</u>
	44	100	52	100	48	100
Store type						
Department	19	43.2	16	31.4	11	23.4
Specialty chain	7	15.9	15	29.4	18	38.3
National chain	3	6.8	3	5.9	2	4.3
Regional chain	4	9.1	7	13.7	5	10.6
Mom & Pop	10	22.7	9	17.6	9	19.1
Other	<u>1</u>	<u>2.3</u>	<u>1</u>	<u>2.0</u>	<u>2</u>	<u>4.3</u>
	44	100	51	100	47	100
Student location						
In Oklahoma	29	65.9	31	59.6	38	79.2
Out of Oklahoma	<u>15</u>	<u>34.1</u>	<u>21</u>	<u>40.4</u>	<u>10</u>	<u>20.8</u>
	44	100	52	100	48	100
Work Status						
Full-time	36	81.8	39	75.0	30	62.5
Part-time	<u>8</u>	<u>18.2</u>	<u>13</u>	<u>25.0</u>	<u>18</u>	<u>37.5</u>
	44	100	52	100	48	100
Previous retail experience						
1 year or less	24	55.0	21	36.8	27	56.2
More than 1 year	<u>20</u>	<u>45.0</u>	<u>31</u>	<u>63.2</u>	<u>21</u>	<u>43.8</u>
	44	100	52	100	48	100

Table 2

Pearson Correlations Between Overall Career Salience
and Overall Job Satisfaction

Overall career salience	Year	Overall job satisfaction
Overall	1987	.340
career salience	1988	.274
	1989	.264

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

Table 3

Pearson Correlations Between Overall Career Salience
and the Job Satisfaction Subdimensions

Job satisfaction subdimensions	Year	Overall career salience
Work	1987	.307
	1988	.143
	1989	.079
Pay	1987	.045
	1988	.176
	1989	.088
Promotion	1987	.146
	1988	-.113
	1989	.326*
Co-workers	1987	-.004
	1988	.235
	1989	.017
Supervisor	1987	.297
	1988	.354
	1989	.233

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

Table 4

Pearson Correlations Between Overall Job Satisfaction
and the Career Salience Subdimensions

Career salience subdimensions	Year	Overall job satisfaction
Relative importance of work and career	1987	-.039
	1988	.065
	1989	.148
Planning and thinking about a career	1987	.452**
	1988	.366*
	1989	.303*
General attitudes about work	1987	.308
	1988	-.158
	1989	.178

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

Table 5

Pearson Correlations Between Overall Job Satisfaction, the Job
Satisfaction Subdimensions and Job Involvement

Job satisfaction	Year	Job involvement
Overall job satisfaction	1987	.310
	1988	.499**
	1989	.311*
Job satisfaction-work	1987	.408**
	1988	.355*
	1989	.321*
Job satisfaction-pay	1987	.019
	1988	.109
	1989	.194
Job satisfaction-promotion	1987	.109
	1988	.054
	1989	.099
Job satisfaction-co-workers	1987	.053
	1988	.268
	1989	.055
Job satisfaction-supervisor	1987	.429**
	1988	.493**
	1989	.315*

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

Table 6

Pearson Correlations Between Overall Career Saliency, the
Career Saliency Subdimensions and Job Involvement

Career saliency	Year	Job involvement
Overall career saliency	1987	.600**
	1988	.573**
	1989	.545**
Career saliency-relative importance of a career	1987	.299
	1988	.419**
	1989	.369**
Career saliency-planning and thinking about career	1987	.429**
	1988	.447**
	1989	.368**
Career saliency-general attitudes about work	1987	.168
	1988	.006
	1989	-.076

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

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research is an initial step in understanding students perceptions of variables affecting the retail internship experience. Educators have provided the context for this type of on-the-job training, now researchers must continue to explore the results in order to enrich the student internship experience.

The primary purpose of this study was to explore the relationship between career salience, job satisfaction, and job involvement within the context of a retail internship. A review of literature conducted by the researcher revealed studies concerning career salience, job satisfaction and job involvement employing such subjects as blue collar workers, clerical workers, college students, scientists and retail managers. Yet, no research was discovered utilizing retail interns as subjects.

Summary of Procedures and Findings

A three part instrument was compiled using the Work Role Salience scale (Greenhaus, (1971)), the Job Description Index (JDI) (Smith, Kendall, & Hulin, 1969), and a scale measuring job involvement (Lodahl & Kejner, 1965). Also, a brief

demographic questionnaire was included. The questionnaires were sent to students nearing the completion of a retail internship in 1987, 1988, or 1989.

Percentages and frequencies were obtained to describe the demographic data. Then, Pearson product-moment correlation analysis was applied to the career salience, job satisfaction, and job involvement data. Overall scores for career salience, job satisfaction, and job involvement were correlated, as well as the scores for the subdimensions.

Overall career salience and overall job satisfaction were not significantly related. In addition, no relationship was discovered between overall career salience and the five subdimensions of job satisfaction, with the exception of overall career salience and job satisfaction in 1987. Overall job satisfaction was found to be directly related to the career salience subdimension planning and thinking about a career.

A significant relationship exists between job involvement and overall job satisfaction for 1987 and 1988, but not for 1989. Job involvement was directly related to two of the job satisfaction subdimensions; work and supervisor. Yet, no significant relationship was discovered between job involvement and the other three subdimensions of job satisfaction; pay, promotion, and co-workers.

A significant relationship between job involvement and overall career salience was discovered. Job involvement was found to be related to the career salience subdimension,

relative importance of career, only in 1988 and 1989. Also, a significant relationship exists between job involvement and the career salience subdimension, planning and thinking about a career. Finally, no significant relationship exists between job involvement and the last subdimension of career salience, general attitudes about work.

Conclusions

Based upon the results of this study, the following conclusions are offered by the researcher:

1. The importance of a career is unrelated to the level of overall job satisfaction experienced.
2. The amount of planning and thinking about a career is related to overall job satisfaction.
3. Job involvement is positively related to the degree of career importance.
4. Job involvement is unrelated to general attitudes about work.
5. Job involvement is related to the level of job satisfaction with work and supervisor.
6. Job involvement has no relation to job satisfaction with pay, promotion, and co-workers.

Recommendations for Further Research

This study should be used as a foundation for further research on variables affecting students retail internship experiences. The researcher suggests the following for future

research:

1. Conduct a follow-up study of retail interns after graduation (those employed in retail positions). Examine and compare their perceptions of the variables at the retail intern level and current job level.

2. Discover causes and determinants of career salience, job satisfaction, and job involvement among retail interns.

3. Conduct a comparison study of retail interns employed in different store types using the same variables. Examine whether differences exist among store types. Are career salience, job satisfaction, and job involvement influenced by store type?

4. Conduct the same study with student interns in other areas of study. Are the relationships contingent upon the unique characteristics of retail jobs?

Suggestions for Curriculum

Based on the findings of this study, the researcher suggests the following for curriculum enhancement:

1. Educators could emphasize activities related to planning and thinking about a career since this was related to job satisfaction. Such activities might include interviewing persons employed in various retailing positions.
2. Educators might explore methods of increasing the involvement of merchant supervisors during the internship since job involvement was related to

satisfaction with the supervisor. Efforts to improve and enhance supervision might increase job involvement.

3. Educators could help students clarify values regarding job involvement and career salience. Questionnaires pertaining to these topics could be filled out and analyzed by students.
4. Educators could help students increase awareness of the career stage process.
5. Educators could work with students to explore career expectations. Educators who work with internship programs may help guide students to investigate different types of stores, thereby matching student career goals with the type of store that would help meet those goals.

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APPENDICES

APPENDIX A

COVER LETTER



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 312
(405) 624-3034

Dear

I hope your work experience has been enjoyable and that you have learned a great deal about merchandising. The comments on your weekly progress reports have been interesting. I think our discussions this fall will be exciting.

I am enclosing a survey for your completion. The purpose of the survey is to determine factors associated with work experience satisfaction. The information you provide will help in the placement of future intern students and in the improvement of the internship program.

Your response to the questionnaire is voluntary and will be kept confidential. In order that the results are reliable and representative of student interns, your response is encouraged. Your completion of the questionnaire will indicate your consent to participate in the study.

I appreciate your assistance and cooperation in completing the questionnaire. I look forward to hearing all about your internship. Please return the questionnaire in the enclosed stamped, self-addressed envelope by August 5, 1988.

Sincerely,

Laura D. Jolly

LJ/sc



Celebrating the Past . . . Preparing for the Future

APPENDIX B

WORK SCALE ROLE SALIENCE

Please circle the response to the far right of the statement that best describes your answer.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5
1. I intend to pursue the job of my choice even if it cuts deeply into the time I have for my family.	1	2	3	4	5
2. It is more important to have some leisure time after work than to have a job in your chosen field, be devoted to it, and be a success at it.	1	2	3	4	5
3. If you work very hard on your job, you can't enjoy the better things in life.	1	2	3	4	5
4. Work is one of the few areas in life where you can gain real satisfaction.	1	2	3	4	5
5. I intend to pursue the job of my choice, even if it limits my personal freedom to enjoy life.	1	2	3	4	5
6. To me, a job should be viewed primarily as a way of making good money.	1	2	3	4	5
7. I enjoy thinking about and making plans about my future career.	1	2	3	4	5
8. It is difficult to find satisfaction in life unless you enjoy your job.	1	2	3	4	5
9. Work is one of those necessary evils.	1	2	3	4	5
10. Deciding on a career is just about the most important decision a young person makes.	1	2	3	4	5
11. I don't think too much about what type of job I'll be in ten years from now.	1	2	3	4	5
12. I'm ready to make many sacrifices to get ahead in my job.	1	2	3	4	5
13. I look at a career as a means of expressing myself.	1	2	3	4	5
14. I would consider myself extremely "career minded."	1	2	3	4	5
15. I could never be truly happy in life unless I achieved success in my job or career.	1	2	3	4	5
16. I intend to pursue the job of my choice, even if it allows only very little opportunity to enjoy my friends.	1	2	3	4	5
17. I want to be able to pretty much forget my job when I leave work in the evenings.	1	2	3	4	5
18. I started thinking about jobs and careers when I was young.	1	2	3	4	5
19. I intend to pursue the job of my choice, even if it leaves me little time for my religious activities.	1	2	3	4	5
20. It is more important to have a job in your chosen field of interest, be devoted to it, and be a success at it than to have a family that is closely knit and that shares many experiences.	1	2	3	4	5
21. The whole idea of working and holding a job is kind of distasteful to me.	1	2	3	4	5
22. Planning for and succeeding in a career is my primary concern.	1	2	3	4	5
23. I often find myself thinking about whether I will enjoy my chosen field.	1	2	3	4	5
24. It is more important to be liked by your fellow man, devote your energies for the betterment of man, and be at least some help to someone than to have a job in your chosen field of interest, be devoted to it, and be a success at it.	1	2	3	4	5
25. Planning for a specific career usually is not worth the effort; it doesn't matter too much what you do.	1	2	3	4	5
26. I would move to another part of the country if I thought it would help advance my career.	1	2	3	4	5
27. I never really thought about these types of questions very much.	1	2	3	4	5

APPENDIX C

JOB DESCRIPTION INDEX

Please circle the response to the far right of the statement that best describes your answer.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
WORK						CO-WORKERS					
1. Fascinating	1	2	3	4	5	1. Stimulating	1	2	3	4	5
2. Routine	1	2	3	4	5	2. Boring	1	2	3	4	5
3. Satisfying	1	2	3	4	5	3. Slow	1	2	3	4	5
4. Boring	1	2	3	4	5	4. Ambitious	1	2	3	4	5
5. Good	1	2	3	4	5	5. Stupid	1	2	3	4	5
6. Creative	1	2	3	4	5	6. Responsible	1	2	3	4	5
7. Respected	1	2	3	4	5	7. Fast	1	2	3	4	5
8. Hot	1	2	3	4	5	8. Intelligent	1	2	3	4	5
9. Pleasant	1	2	3	4	5	9. Easy to make enemies	1	2	3	4	5
10. Useful	1	2	3	4	5	10. Talk too much	1	2	3	4	5
11. Tiresome	1	2	3	4	5	11. Smart	1	2	3	4	5
12. Healthful	1	2	3	4	5	12. Lazy	1	2	3	4	5
13. Challenging	1	2	3	4	5	13. Unpleasant	1	2	3	4	5
14. On your feet	1	2	3	4	5	14. No privacy	1	2	3	4	5
15. Frustrating	1	2	3	4	5	15. Active	1	2	3	4	5
16. Simple	1	2	3	4	5	16. Narrow interests	1	2	3	4	5
17. Endless	1	2	3	4	5	17. Loyal	1	2	3	4	5
18. Gives sense of accomplishment	1	2	3	4	5	18. Hard to meet	1	2	3	4	5
PAY						SUPERVISION					
1. Income adequate for expenses	1	2	3	4	5	1. Asks my advice	1	2	3	4	5
2. Satisfactory profit sharing	1	2	3	4	5	2. Hard to please	1	2	3	4	5
3. Barely live on income	1	2	3	4	5	3. Impolite	1	2	3	4	5
4. Bad	1	2	3	4	5	4. Praises good work	1	2	3	4	5
5. Income provides luxuries	1	2	3	4	5	5. Tactful	1	2	3	4	5
6. Insecure	1	2	3	4	5	6. Influential	1	2	3	4	5
7. Less than I deserve	1	2	3	4	5	7. Up-to-date	1	2	3	4	5
8. Highly paid	1	2	3	4	5	8. Doesn't supervise enough	1	2	3	4	5
9. Underpaid	1	2	3	4	5	9. Quick tempered	1	2	3	4	5
PROMOTIONS						10. Tells me where I stand	1	2	3	4	5
1. Good opportunity for advancement	1	2	3	4	5	11. Annoying	1	2	3	4	5
2. Opportunity somewhat limited	1	2	3	4	5	12. Stubborn	1	2	3	4	5
3. Promotion on ability	1	2	3	4	5	13. Knows job well	1	2	3	4	5
4. Dead-end job	1	2	3	4	5	14. Bad	1	2	3	4	5
5. Good chance for promotion	1	2	3	4	5	15. Intelligent	1	2	3	4	5
6. Unfair promotion policy	1	2	3	4	5	16. Leaves me on my own	1	2	3	4	5
7. Infrequent promotions	1	2	3	4	5	17. Lazy	1	2	3	4	5
8. Fairly good chance for promotion	1	2	3	4	5	18. Around when needed	1	2	3	4	5
9. Regular promotions	1	2	3	4	5						

APPENDIX D

JOB INVOLVEMENT SCALE

Please circle the response to the far right of the statement that best describes your answer.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I am very much involved personally in my work.	1	2	3	4	5
2. I am really a perfectionist about my work.	1	2	3	4	5
3. The most important things that happen to me involve my work.	1	2	3	4	5
4. I live, eat, and breathe my job.	1	2	3	4	5
5. Most things in life are more important than work.	1	2	3	4	5
6. The major satisfactions in my life come from my work.	1	2	3	4	5

APPENDIX E

DEMOGRAPHIC QUESTIONNAIRE

SUMMARY OF STUDENT WORK EXPERIENCE

I. Store Information

1. Approximately how many employees worked in your store? _____
in your department? _____

2. Please check the range that best represents the annual sales volume of the store where you worked.*

- | | |
|--|--|
| <input type="checkbox"/> \$100,000 - 250,000 | <input type="checkbox"/> \$4.1 - 5 million |
| <input type="checkbox"/> \$250,000 - 500,000 | <input type="checkbox"/> \$5.1 - 10 million |
| <input type="checkbox"/> \$500,000 - 999,999 | <input type="checkbox"/> \$10.1 - 15 million |
| <input type="checkbox"/> \$1 - 2 million | <input type="checkbox"/> \$15.1 - 20 million |
| <input type="checkbox"/> \$2.1 - 3 million | <input type="checkbox"/> \$20.1 - 25 million |
| <input type="checkbox"/> \$3.1 - 4 million | <input type="checkbox"/> over \$25 million |

3. Please check the range that best represents the annual sales volume of the department where you worked.*

- | | |
|--|--|
| <input type="checkbox"/> \$25,000 or less | <input type="checkbox"/> \$200,001 - 300,000 |
| <input type="checkbox"/> \$25,001 - 50,000 | <input type="checkbox"/> \$300,001 - 400,000 |
| <input type="checkbox"/> \$50,001 - 75,000 | <input type="checkbox"/> \$400,001 - 500,000 |
| <input type="checkbox"/> \$75,001 - 100,000 | <input type="checkbox"/> \$500,001 - 600,000 |
| <input type="checkbox"/> \$100,001 - 125,000 | <input type="checkbox"/> \$600,001 - 700,000 |
| <input type="checkbox"/> \$125,001 - 150,000 | <input type="checkbox"/> \$700,001 - 800,000 |
| <input type="checkbox"/> \$150,001 - 200,000 | <input type="checkbox"/> \$800,001 - 900,000 |
| | <input type="checkbox"/> \$900,000 - 1 million |
| | <input type="checkbox"/> over \$1 million |

4. What was your immediate supervisor's job title? (check only one)

- | | |
|---|---|
| <input type="checkbox"/> department manager | <input type="checkbox"/> personnel director |
| <input type="checkbox"/> area sales manager | <input type="checkbox"/> store manager |
| <input type="checkbox"/> assistant manager | <input type="checkbox"/> owner of store |
| <input type="checkbox"/> buyer | <input type="checkbox"/> other (please specify) _____ |

*This information will be used for summary purposes only. Individual stores will not be identified by sales volume in any reports.

I. Student information

1. What was your job title during your student work experience?

- | | |
|---|---|
| <input type="checkbox"/> sales associate | <input type="checkbox"/> assistant manager |
| <input type="checkbox"/> department manager | <input type="checkbox"/> merchandiser |
| <input type="checkbox"/> area sales manager | <input type="checkbox"/> store manager |
| | <input type="checkbox"/> other (please specify) _____ |

2. Did you work for the company where you completed your internship prior to your Student Work Experience?
 Yes No

If no, skip to question 3.

If yes, how many months (excluding SWE)

- | | |
|---|--|
| <input type="checkbox"/> 0 to 3 months | <input type="checkbox"/> 19 to 24 months |
| <input type="checkbox"/> 4 to 6 months | <input type="checkbox"/> more than 24 months |
| <input type="checkbox"/> 7 to 12 months | (Please specify #) _____ |

3. How many total months of retail experience applicable to your major field (not general work experience) do you have? (Exclude your SWE)

- | | |
|--|--|
| <input type="checkbox"/> 0 to 3 months | <input type="checkbox"/> 19 to 24 months |
| <input type="checkbox"/> 4 to 6 months | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 7 to 12 months | <input type="checkbox"/> more than 3 years |
| <input type="checkbox"/> 13 to 18 months | |

4. Where did you live during your SWE?

- | | |
|---|---|
| <input type="checkbox"/> with parents | <input type="checkbox"/> with friend(s) |
| <input type="checkbox"/> with relative(s) other than parent | <input type="checkbox"/> alone |

5. Did you work part-time or full-time?

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Full-time | <input type="checkbox"/> Part-time |
|------------------------------------|------------------------------------|

6. What is the name of your hometown? _____

VITA

Alaine Lilli Dye

Candidate for Degree of

Master of Science

Thesis: AN EXPLORATION OF THE RELATIONSHIP BETWEEN CAREER SALIENCE, JOB SATISFACTION, AND JOB INVOLVEMENT DURING A RETAIL INTERNSHIP

Major Field: Clothing, Textiles, and Merchandising

Biographical:

Personal Data: Born in Tulsa, Oklahoma, October 24, 1961, the daughter of Averd and Peach Dye.

Education: Graduated from Chelsea High School, Chelsea, Oklahoma, in May 1979; received the Bachelor of Science Degree in Home Economics from Oklahoma State University, Stillwater, Oklahoma in December, 1983; studied Vocational Home Economics at Northeastern State University, Tahlequah, Oklahoma, 1986-1987; completed the requirements for the Master of Science Degree at Oklahoma State University, in December, 1990.

Professional Experience: Co-manager for the Limited, Inc. 1984-1985; Sales Associate for Sanger-Harris Department Stores 1985-1986. Graduate teaching assistant, Clothing, Textiles, and Merchandising Department, OSU, Stillwater, OK 1987-1989.

Professional Organizations: American Home Economics Association; Oklahoma Home Economics Association.