

THE HIERARCHICAL POSITION AND PERCEIVED NEED
SATISFACTION OF EDUCATORS IN OKLAHOMA

By

JUDITH ANN COE

Bachelor of Arts
Southeastern Oklahoma State University
Durant, Oklahoma
1967

Master of Education
Southeastern Oklahoma State University
Durant, Oklahoma
1973

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1985

Thesis
1985D
C672h
Cop.2



THE HIERARCHICAL POSITION AND PERCEIVED NEED
SATISFACTION OF EDUCATORS IN OKLAHOMA

Thesis Approved:

Kenneth H. Clark

Thesis Adviser

William E. Camp

A. Kenneth Steu

Judith E. Dobson

Norman N. Dunham

Dean of the Graduate College

PREFACE

I would like to extend my sincere appreciation to Dr. Kenneth St. Clair, chairman of the advisory committee. Without his support, patience, guidance, and encouragement, this study would not have been completed. His interest and understanding of the "whole" person build self-confidence within an individual and encourage one to pursue higher goals. Appreciation is also extended to the other members of the committee: Dr. Bill Camp, Dr. Judith Dobson, and Dr. Kenneth Stern.

One could not complete this endeavor without various support groups. Words of appreciation are extended to friends and colleagues who offered encouragement, loaned materials, and provided support during difficult times.

My sincerest appreciation goes to my family--my husband, James; my daughter, Jennifer; and my son, Andrew. Without their understanding and willingness to sacrifice, this goal could not have been achieved.

The above people have made a dream become a reality. Words fail to express my gratitude for this support.

TABLE OF CONTENTS

Chapter	Page
I. THE RESEARCH PROBLEM.	1
Introduction	1
Statement of the Problem	6
Purpose of the Study	6
Significance of the Study.	7
Definition of Selected Terms	8
Theoretical Background	11
Assumptions.	12
Limitations.	13
Summary.	13
II. REVIEW OF LITERATURE.	15
Introduction	15
Motivation Theories.	16
Situational Studies--Various Factors	21
Hierarchical Position and Job Satisfaction Studies	24
Intervening Variable Studies	27
Age and Job Satisfaction.	27
Experience and Job Satisfaction	28
Gender and Job Satisfaction	28
Summary.	29
Hypotheses	30
III. METHOD AND PROCEDURE.	32
Sample and Population.	32
Instrumentation.	34
Data Analysis.	38
IV. PRESENTATION AND ANALYSIS OF DATA	40
Introduction	40
Findings	41
Need Fulfillment of Educators in Oklahoma	41
Need Fulfillment by Hierarchical Position	43
Need Fulfillment by Role Position	46
Need Fulfillment by Gender.	47
Need Fulfillment by Years of Experience	52
Need Fulfillment by Age	52
Additional Analyses.	54

Chapter	Page
V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS .	58
Summary.	58
Conclusions.	61
Implications	62
Recommendations.	65
BIBLIOGRAPHY	67
APPENDIXES	71
APPENDIX A - CORRESPONDENCE	72
APPENDIX B - PORTER NEED SATISFACTION QUESTIONNAIRE . . .	75

LIST OF TABLES

Table	Page
I. Bureaucratic-Employee Expectations vs. Professional-Employee Expectations.	3
II. Herzberg's Two-Factor Theory	19
III. Composition of Administrators' Sample.	35
IV. Composition of Teachers' Sample.	35
V. PNSQ Mean Scores for All Educators by Individual Questions.	42
VI. PNSQ Mean Scores for All Educators	43
VII. PNSQ Mean Scores by Hierarchical Position by Individual Questions.	45
VIII. PNSQ Need Deficiency Means by Hierarchical Position by Need Categories.	46
IX. PNSQ Need Deficiency Means by Role Position by Individual Questions	48
X. PNSQ Need Deficiency Means by Role Position by Need Categories	49
XI. Scheffé Procedure for Role Position.	50
XII. PNSQ Need Deficiency Means by Gender	51
XIII. PNSQ Need Deficiency Means by Years of Experience.	53
XIV. PNSQ Need Deficiency Means by Age.	54
XV. PNSQ Need Deficiency Means by School District Size	55
XVI. Comparison of Two Studies: 1968 vs. 1984.	56

FIGURE

Figure	Page
1. A Comparison of Maslow's Need Hierarchy Theory and Herzberg's Two-Factor Theory.	20

CHAPTER I

THE RESEARCH PROBLEM

Introduction

Recent nationwide studies indicate that there is a crisis within education (Nation at Risk, 1983; Darling-Hammond, 1984; Goodlad, 1984). Dissatisfaction with the educational system is being voiced externally by the general public as well as internally by educators themselves. This dissatisfaction is a result of the discrepancy between the perception of what is happening and the perception of what should be happening. Educators and potential educators are feeling the effects and frustrations of these reports and are reacting accordingly. Forty percent of current teachers say that if they had it to do again, they would not choose teaching as a career (Darling-Hammond, 1984). Those in the areas of mathematics and science are leaving teaching in record numbers. Severe shortages exist in special areas and a general shortage of teachers in virtually all subject areas is expected by 1988. Women and minorities, who once chose teaching because they were barred from other occupations, are now choosing other vocational areas. In 1970, 36% of women's bachelor's degrees were in education; by 1981, 17% of women's bachelor's degrees were in education (Darling-Hammond, 1984).

What has caused these crises and dissatisfaction in education? A look at the foundations of the educational system may provide an insight into this problem.

Although the origins of the system of education in this country are founded in European culture, the general plan for organizing and administering schools in the United States was based upon the beliefs and attitudes of the nation's leaders and its people. As the nation developed, most people recognized the need for basic purposes and goals within education. Organizations evolved to achieve these basic purposes and goals. In the beginning, the organization was very small and simple. However, as communities became larger and the nation developed, more thought had to be given to problems of organization and administration.

The Weberian Bureaucratic Model emerged and became the basic model for organizing the public school systems of the United States (Morphet, Johns, and Reller, 1974). The characteristics of this model are: division of labor and specialization, impersonal orientation, hierarchy of authority, rules and regulations, and career orientation. Although the bureaucratic model has been criticized severely, it is the prevailing model of organization found in every advanced country of the world, regardless of the prevailing political philosophy or economic organization (Morphet, Johns, and Reller, 1974).

It is within this complex and formal organization that conflict occurs and may produce dissatisfaction. This conflict is between a bureaucratic orientation and a professional orientation. The degree of conflict within the organization is affected by the structure of the organization and varies systematically with different types of

organizations (Corwin, 1965) (Table I). This conflict is between "professional expertise and autonomy" and "bureaucratic discipline and control" (Hoy and Miskel, 1978, p. 72).

TABLE I
BUREAUCRATIC-EMPLOYEE EXPECTATIONS VS.
PROFESSIONAL-EMPLOYEE EXPECTATIONS

Bureaucratic-Employee Expectations	Professional-Employee Expectations
Loyalty to organization and superiors	Loyalty to professional association and clients
Task-centered orientation	Client-centered orientation
Disciplined compliance	Autonomy in decision making
Universal and specific rules	Diffuse and alternative rules
Authority from position	Authority based upon personal competence
Practice-based skill	Knowledge-based skill
Emphasis on efficiency of technique	Emphasis on achievement of goals
Stress on records and files	Stress on research and change
<u>Uniformity</u> of client's problems	<u>Uniqueness</u> of client's problems

Source: R. G. Corwin, "Professional Persons in Public Organizations," Educational Administration Quarterly (1965) and W. K. Hoy and C. G. Miskel, Educational Administration: Theory, Research, and Practice (1978).

Others have been even more emphatic in their attack upon this organizational structure. Argyris (1957) saw the bureaucratic organization as being in direct conflict with the psychological needs of a mature, healthy human personality. He observed the following:

If the principles of a formal organization are used, then employees will tend to work in an environment where (1) they are provided minimal control over their workaday world, (2) they are expected to be passive, dependent, subordinate, (3) they are expected to have a short-time perspective, (4) they are induced to perfect and value the frequent use of a few skin-surface, shallow abilities, and (5) they are expected to produce under conditions leading to psychological failure (p. 66).

There are some who see the teacher as inflicting a dual role upon himself/herself simply because of the nature of the job. The teacher becomes the bureaucrat in the classroom by establishing rules and regulations to maintain order. This results in a role conflict, as Naegle and Wilson (as cited in Bidwell, 1965) argue:

. . . since teaching is a form of socialization, the teacher must, in the nature of the process, interact affectively with students and develop particularistic relations with them. At the same time, his organizational and broader social obligation to produce competent recruits for adult roles, and the need for classroom order, impose on him the necessity to judge and to punish impartially and universalistically. Coupled, then, with the effects of the student society, are the inherent dilemmas of teaching itself. The teacher is required to be both interested and disinterested, concerned and disengaged. The act of teaching is at once compatible and incompatible with the bureaucratic setting (p. 993).

Another area of conflict that exists within the bureaucratic framework is the teacher's need for autonomy and the bureaucracy's requirement for disciplined compliance. As a result of this, teachers are anomalous:

Seen as professionals in organizations, then, teachers are anomalous. They have comparatively high discretion in manners of method, high job security, and freedom from

incessant review. As a collegial group, however, they exercise no appreciable greater power than those in other middle-range occupations such as news reporting, nursing, or police work and less than those in academics and medicine. Although teachers have built certain protections through their associations and unions, they do not exercise shared authority over instructional or personnel matters, and the individual teacher has limited ability to shape his or her own daily work (Lortie, 1977, p. 34).

One could give numerous examples of the conflicts within this model because there is an abundance of literature on the dysfunctions of the bureaucratic model. However, Bennis (1973) categorized the major criticisms of this model in the following way:

1. Bureaucracy does not adequately allow for the personal growth and the development of mature personalities
2. It develops conformity and 'group-think'
3. It does not take into account the 'informal organization' and the emergent and unanticipated problems
4. Its systems of control and authority are hopelessly outdated
5. It has no adequate juridical process
6. It does not possess adequate means for resolving differences and conflicts between ranks, and most particularly, between functional groups
7. Communication (and innovative ideas) are thwarted or distorted due to hierarchical divisions
8. The full human resources of bureaucracy are not utilized due to mistrust, fear of reprisals, etc.
9. It cannot assimilate the influx of new technology or scientists entering the organization
10. It modifies the personality structure such that man becomes and reflects the dull, gray, conditioned 'organization man' (p. 329).

As these quotations indicate, this organizational pattern appears to be in conflict with the norms of professional behavior.

Statement of the Problem

There is increasing evidence that an organizational pattern based on bureaucratic principles may be detrimental to the operational efficiency of professional educators. The research indicates that higher level needs for esteem, autonomy, and self-actualization are not being met for those lower in the educational hierarchy, namely teachers. They do not have hierarchical positions to achieve need satisfactions. As a result, few teachers are entering the teaching profession, more are leaving it, and shortages in critical areas of mathematics and science are becoming more apparent (Darling-Hammond, 1984).

Purpose of the Study

The purpose of this study is to investigate the perceived need satisfaction of educators in Oklahoma and to determine if hierarchical position, role position, gender, age, or years of experience have an effect upon this perceived need satisfaction. Specifically, the study will investigate perceived need satisfaction of elementary teachers, secondary teachers, and administrators serving as building principals. The specific questions to be answered are the following: "Does the educational hierarchy in Oklahoma provide need satisfaction in the five basic need areas for teachers and administrators?" and "Is need satisfaction of educators in Oklahoma affected by hierarchical position, role position, gender, age, and years of experience?" Porter's (1961) adaptation of Maslow's (1954) hierarchy of needs will be used as the conceptual framework for the study.

Significance of the Study

In order to improve our educational system, an investigation into the perceived need satisfaction levels of educators must be done so that measures can be taken to meet these needs and restore stability, excellence, and respect to the system. Since national reports have focused the nation's attention on education, it is an ideal time to look again at the needs of educators in Oklahoma to determine if changes should be made within the system which will fulfill basic needs of educators as well as encourage and promote excellence within the educational system.

Since there is increasing evidence that an organizational pattern based on bureaucratic principles may be detrimental to the successful functioning of professional educators, it is important to examine and evaluate its effects upon the profession and make recommendations for change. Bogue (1969) addressed this problem over 15 years ago by stating:

We have also seen that contemporary hierarchical organizational patterns tend to impede (1) the achievement of individual self-actualization, (2) the occurrence of change and innovation, (3) the effective use of specialists in decision making, and (4) the development of an organic view of the organization. While it is easier to verbalize about these limitations than it is to suggest remedies, the administrator must confront the challenge of designing organizational patterns and relationships so that a greater array of human abilities are called into play, of creating a sensitive balance between control and independence so that change and innovation are facilitated, of overcoming rigid notions of relationships so that efficient use of specialists in decision making is achieved, and of developing an organic perspective of organization so that the interdependence of organizational components is seen (p. 74).

This study will provide valuable data for identifying need deficiencies within educators in Oklahoma. If the organization's goals and the individual's goals are to be compatible, then the educational hierarchy must be examined, evaluated, and modified, if necessary.

Definition of Selected Terms

Need Satisfaction. Conceptually, need satisfaction is the congruence between how one views one's needs and the degree to which one perceives these needs being met by the organizational environment (Getzels and Guba, 1957). For this study, the need satisfaction concept is operationalized by the subject's response to 13 individual items on a questionnaire developed by Porter (1961) and adapted to education by Trusty and Sergiovanni (1966).

Need Deficiency. Conceptually, a need deficiency is the discrepancy between actual and desired need fulfillment. Operationally, a need deficiency score is obtained by subtracting the response to Part A (How much is there now?) of an item, from the response to Part B of the same item (How much should there be?). The higher the number, the greater the need deficiency.

Security Needs. Conceptually, security needs are those which make one feel safe and secure in his environment, those which provide structure, order, stability, and freedom from fear. This lowest need, when applied to educational settings, is associated with tenure, money, and benefits (Sergiovanni and Elliott, 1975).

Social Needs. Conceptually, love needs and a sense of belonging are those needs for membership and participation in one's peer and social group. The social needs are the second level of needs measured

by the questionnaire; these needs are related to the opportunity to give help to others and to develop close friendships within the school position. When applied to educational settings, this level of needs is associated with acceptance, belonging, friendship, formal work group, informal work group, and school membership (Sergiovanni and Elliott, 1975).

Esteem Needs. Conceptually, esteem needs are those needs for self-worth, achievement, recognition and acceptance by others, and status. The esteem needs are the third level of needs in the needs hierarchy measured by the questionnaire; they are associated with a feeling of self-esteem and prestige of the position inside and outside the school. In educational settings, esteem is associated with self-respect, respect by others as a person and as a professional, prestige, competence, confidence, and recognition (Sergiovanni and Elliott, 1975).

Autonomy Needs. Conceptually, autonomy needs are those needs for such concepts as authority, independent thought and action, and participation. This is the fourth level of needs measured by the instrument and is a departure from Maslow's (1954) hierarchy. These needs are considered to fall between esteem and self-actualization and are operationalized by items on the questionnaire related to authority within the position, independent thought and action, and participation in the decision making process for goals, methods, and procedures (Porter, 1961).

Self-Actualization Needs. Conceptually, self-actualization needs are those needs which provide for maximum self-development to become what we feel we can or should be. This is the fifth and highest level

measured by the questionnaire. These needs are operationalized by items on the instrument which relate to opportunity for personal growth and development, feelings of self-fulfillment, and worthwhile accomplishment in the school position (Sergiovanni and Elliott, 1975).

Hierarchical Position. Conceptually, a hierarchy is a group of people organized into orders or ranks, each subordinate to the one above it. Operationally, respondents were to answer a demographic question identifying one's self as an administrator or a teacher.

Role Position. Conceptually, this refers to the individual's role or function in the organizational structure. Operationally, a demographic question asked the respondents to identify his/her role as an elementary teacher, middle school/junior high teacher, mid-high/high school teacher, or administrator.

Elementary Teachers. School personnel who are employed as certified full-time teachers in an elementary school.

Secondary Teachers. School personnel who are employed as certified full-time teachers in middle schools/junior highs or mid-high/high schools.

Administrators. School personnel who are employed as certified full-time administrators. This would include principals in grades kindergarten through 12th (K-12). It does not include other administrative staff.

Dependent School District. A school district which offers grades kindergarten through eighth and has not met the minimum standards to be designated as an independent school district by the State Board of Education.

Independent School District. A school district which has maintained during the previous school year a school offering high school subjects fully accredited by the State Board of Education.

Theoretical Background

Maslow's (1954) theory of an internal need hierarchy has become one of the more popular conceptualizations for human motivation. Five basic needs form the foundation for this model. These needs are related to one another and are arranged in a hierarchy of prepotency. The higher level needs become activated as the lower level needs become satisfied. This hierarchy of needs, from lowest to highest, is as follows:

1. Physiological
2. Safety and Security
3. Belonging, Love, and Social Activity
4. Esteem
5. Self-Actualization

The succeeding emergence of higher needs is limited in that the lower level needs are never completely satisfied. Maslow stated:

. . . the average citizen is satisfied perhaps 85 percent in his physiological needs, 70 percent in his safety needs, 50 percent in his love needs, 40 percent in his self-esteem needs, and 10 percent in his self-actualization needs (p. 101).

However, Maslow believed that for the majority of professional educators, needs in the first three levels were regularly satisfied and no longer had much motivational effect. Esteem and self-actualization needs are rarely completely satisfied and must be sought after continually, as they become more important to the individual. Educational

organizations must develop methods to meet increasingly higher level needs of teachers. Lawler (1973) stated that Maslow's theory could be used to predict the following:

. . . a dynamic, step by step, causal process of human motivation in which behavior is governed by a continuously changing (though predictable) set of 'important needs.' An increase (change) in the satisfaction of the needs in one category causes the strength of these needs to decrease, which results in an increase in importance of the needs at the next higher level (pp. 28-29).

Porter's (1961) adaptation of Maslow's (1954) hierarchy is in agreement with Maslow, with two major exceptions. First, the physiological needs were eliminated from Porter's need hierarchy because he assumed that these lowest level needs would be satisfied among professional workers. The second deviation from Maslow's system was the addition of "autonomy needs." Porter felt that these needs were distinct from needs associated with "esteem" and placed them in the hierarchical order of needs between the esteem category and self-actualization category. This adapted version of Maslow's hierarchy provided the foundation for the "Porter Need Satisfaction Questionnaire" (PNSQ) and the basis for this study. With this as a theoretical base, this study will focus on the need satisfaction of educators in Oklahoma.

Assumptions

The following are the assumptions made for this study:

1. This study assumed that the discrepancy between actual and desired need fulfillment was an index of job satisfaction. It also assumed that the larger the deficiency in need fulfillment, the greater would be the dissatisfaction of respondents.

2. It was assumed that the sample population, composed of professional level school personnel, would have their physiological needs satisfied. Therefore, this level of needs would not serve as a motivator when measuring the satisfaction of a professional group. Because of this assumption, physiological needs were not included as a subscale in the "Porter Need Satisfaction Questionnaire" (Porter, 1961).

3. It was assumed that the teachers' and administrators' responses to the "Porter Need Satisfaction Questionnaire" were representative of the respondents' true perceptions of each statement (Porter, 1961).

Limitations

The following are the limitations of this study:

1. The first limitation of this study was the generalizability of the results. No attempt was made to represent proportionally all role positions or hierarchical levels within the organizational structure. The sample also excluded the 156 dependent school districts within the state. The sample of administrators included only those serving as full-time principals. Other administrators at the building level or in central office positions were not included. The sample also did not include other certified school employees (nurses, counselors, speech therapists, psychologists, etc.).

2. A second limitation of the study was its exclusion of educators in private schools.

Summary

Chapter I began with an overview of the general dissatisfaction

about and within education. It also was an overview of the sources of conflict within hierarchical organizations. Argyris (1957) saw it as a conflict between the organization and the individual. Naegle and Wilson (as cited in Bidwell, 1965) saw it as a conflict with the role itself. Hoy and Miskel (1978) and Lortie (1977) saw it as a conflict between a bureaucratic orientation and a professional orientation. A summary of the criticisms of the bureaucratic framework was given by Bennis (1973).

The statement of the problem, significance of the study, and definitions of selected terms were given to serve as a framework to guide the reader through the study. Another assist was given to the reader by a skeletal form of Maslow's (1954) "Hierarchy of Needs Model" upon which the study is based. The theory is based on a hierarchy of needs which are prepotent in nature. The lower needs must be satisfied before the higher order needs motivate the organism. Porter's (1961) adaptation of Maslow's hierarchy eliminated the physiological needs and added autonomy needs. The chapter concluded with a list of assumptions and limitations of the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Most adults have been familiar with the word "satisfaction" since early childhood. Yet, in attempting to define this word in relation to a job, one finds various definitions. Webster's Seventh New Collegiate Dictionary (1965, p. 765) defined it as "A fulfillment of a need or want." Hoppock (1935) defined job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to say "I am satisfied with my job" p. 47). Vroom (1964) defined job satisfaction as the affective orientations of individuals toward work roles that they are presently occupying. Smith (1967) asserted that the concept referred to an affective response of the worker to his job; satisfaction resulted when a worker's on-the-job experience related to his own values and needs. Locke (1969) defined overall job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's values" (p. 316). Getzels and Guba (1957) found that job satisfaction resulted when there was "congruence between individual needs and institutional role expectations" (p. 435). This definitional problem is one of the things that makes research in this area somewhat difficult.

Another difficulty that arises is that the science of educational administration is new and is still in its developing stages. Frederick Taylor (1929), the father of the scientific management movement, sought ways to use men in industrial organizations. He saw man as a machine and focused on physical production. He ignored the psychological and sociological variables. Taylor, and Gulick and Urwich,(1937) emphasized formal or bureaucratic organization. Division of labor, the allocation of power, and the specifications for each position were their major concerns. Individual idiosyncrasies and the social dynamics of people at work were neglected.

It was not until the Hawthorne studies in 1927-1932 (cited in Roethlisberger and Dickson, 1943) that attention was focused on the social relations of the work group. Experiments conducted by Mayo, Roethlisberger and Dickson (1943) were the first to question many of the basic assumptions that administrative managers had made in Taylor's (1929) time. Emphasis was now placed on the employee's motivation and satisfaction rather than on a concentration of the organizational structure.

Since the Hawthorne studies, a great deal of research has been conducted in the area of job satisfaction and the factors which increase this satisfaction. The definitional problems, as well as the embryonic stage of the study of educational administration, contribute to the inconsistencies found in the research on job satisfaction.

Motivation Theories

To review the research on job satisfaction, one needs to briefly examine some of the methods for studying human behavior and work

motivation which have had great influence on educational literature. Sociologists, behavioral psychologists, and cognitive psychologists have opposing views of explaining human behavior. The sociologists and behavioral psychologists believe that determinants of behavior lay outside of the person and in the social structure. The cognitive psychologists believe that internal motives are determinants of human behavior. Argyris (1957) and Maslow (1954) recognized the complexities of human behavior and were the forerunners in synthesizing these opposing views. As Maslow's need theory and Argyris' predisposition model evolved, others developed theories to describe and explain work motivation. Although there are various motivation theories, this study will examine three of these: Maslow's "Hierarchy of Needs Model," Herzberg's (1968) "Two-Factor Theory," and Morse and Lorsch's (1970) "Contingency Theory."

One of the more popular conceptualizations for human motivation is Maslow's (1954) theory of an internal need hierarchy. Five basic needs form the foundation for this model. These needs are related to one another and are arranged in a hierarchy of prepotency. As each lower level need becomes satisfied, a higher level need becomes activated and becomes the focus of motivation for the behavior of the individual. As each level of needs becomes satiated, higher level needs emerge. However, if a lower order need is deprived, it re-emerges and dominates behavior. These five needs, from lowest to highest, are: physiological needs; safety and security needs; belonging, love, and social activity needs; esteem needs; and self-actualization needs (Maslow, 1954).

Another central theory in the literature of work motivation which received great support in research findings was Herzberg's (1968) two-factor theory of job attitudes. According to Herzberg's theory, the work characteristics that contribute to job dissatisfaction but contribute little to satisfaction are the hygiene factors or dissatisfiers. These components satisfy the lower physiological, security, and sense of belonging needs. These are extrinsic to the work content and concern the worker's relationship to his job. Included are such components as salary, working conditions, status, and security. The second group in Herzberg's model is called "motivators" or "satisfiers." These components satisfy the higher needs of esteem and self-actualization. They are intrinsic to the work content and include achievement, recognition for achievement, and growth or advancement. They serve people's needs for achievement and growth. Herzberg's theory implies a need for more intrinsic rewards. Table II shows the two-factor theory graphically.

Herzberg's (1968) and Maslow's (1954) theories have a close, conceptual relationship. Herzberg's hygienes (interpersonal relations, working conditions, personal life, etc.) are related to Maslow's lower order physiological, safety, and social needs. The motivators (achievement, recognition, advancement, etc.) in Herzberg's theory are closely associated with Maslow's higher order needs for esteem and self-actualization. Both theories emphasized the same set of relationships. Maslow's focus is on the human needs of the psychological person, while Herzberg focuses on the psychological person in terms of how the job affects his basic needs. Figure 1 shows the comparison of the two theories.

TABLE II
HERZBERG'S TWO-FACTOR THEORY

Hygienes (Dissatisfiers)	Motivators (Satisfiers)
Salary	Achievement
Supervision	Recognition
Work Conditions	Promotion or Advancement
Company Policies	Responsibility
Relationship With Supervisor	Personal Growth
Status	Work Itself
Security	
Relationship With Peers	
Personal Life	
Relationship With Subordinates	

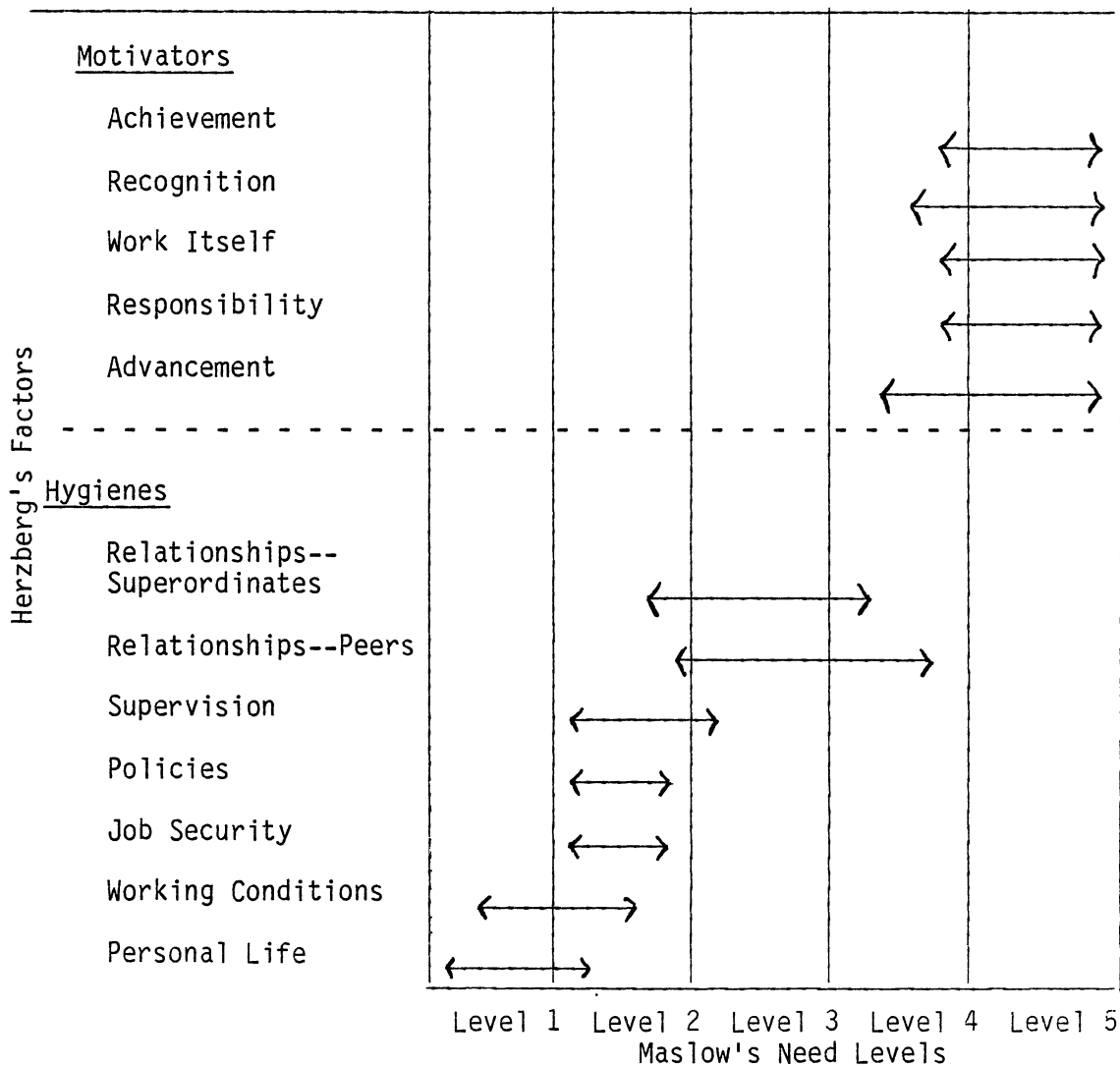
0

Source: F. Herzberg, "One More Time: How Do You Motivate Employees?" Harvard Business Review (1968).

Salary, growth possibilities, relationship with subordinates, and status were four components that contributed equally to satisfaction and dissatisfaction. As a result, these components do not appear in Figure 1.

A third theory relevant to studies on motivation is Morse and Lorsch's (1970) "Contingency Theory." This theory proposes that the most productive organization is one that fits the needs of its task and people in any particular situation. The theory has four basic assumptions:

1. Human beings bring varying patterns of needs and motives into the work organization, but one central need is to achieve a sense of competence.
2. The sense of competence motive, while it exists in all human beings, may be fulfilled in different



Source: W. K. Hoy and C. G. Miskel, Educational Administration: Theory, Research, and Practice (1978).

Figure 1. A Comparison of Maslow's Need Hierarchy Theory and Herzberg's Two-Factor Theory

ways by different people depending on how this need interacts with the strengths of the individuals' other needs--such as those for power, independence, structure, achievement, and affiliation.

3. Competence motivation is most likely to be fulfilled when there is a fit between task and organization.
4. Sense of competence continues to motivate even when a competence goal is achieved; once one goal is reached, a new, higher one is set (p. 67).

The implications of this model for managers is clear. The organization should be tailored to fit the task and the people. If such a fit is achieved, more effective unit performance and a higher sense of competence motivation will result.

Having a basic understanding of these major motivational theories enables one to look more closely at the factors affecting satisfaction. A review of the literature revealed that a variety of factors had an effect on the satisfaction levels. These variables can be categorized into two groups: situational variables and personality variables. Vroom (1964) supported this two group concept:

Job satisfaction must be assumed to be the result of the operation of both situational and personality variables. It is only through simultaneous study of these two sets of factors that the complex nature of their interaction can be revealed (p. 173).

A third group of variables can have an effect upon the situational and personality variables. These intervening variables may alter the relationship between an independent variable and a dependent variable. Several of these intervening variables are being examined in this study: age, gender, and years of experience.

Situational Studies--Various Factors

Carpenter (1971) conducted a study to determine if there was a

difference in job satisfaction with teachers from three organization structure groups: flat (one superintendent with 5-7 principals), medium (one superintendent, one assistant superintendent, 7-11 principals), and tall (one superintendent, one assistant superintendent, two directors, and 5-9 principals). His questionnaire consisted of 13 job satisfaction statements reflecting sociopsychological needs (Maslow, 1954), using a Likert type scale. His findings indicated that teachers in flat organizational groups perceived higher job satisfaction than their counterparts in medium and tall organization types in three areas: community prestige, professional authority, and participation in determining school goals. The more administrative levels existing between higher administrative positions and teaching positions, the more these positions were perceived by the respondents as restrictive, regimented, and formalized.

In 1972, Belasco and Alutto conducted a study in two school districts which explored the relationship between decisional participation and teacher satisfaction. The data indicated that decisional climate was a major factor influencing teacher satisfaction levels. Those experiencing highest levels of satisfaction felt less job tension and had far less militant attitudes. The authors stated the following:

To increase satisfaction levels there is a pressing need for differential participative management approaches to meet the differential participation desires of various substrata in the overall school population (p. 57).

Miskel, Glasnapp, and Hatley (1972) conducted a study with a random sample of 3,400 educators. Job satisfaction was measured with a series of six items. These items were presented in conjunction with

the primary life interest items and had Likert type responses, ranging from "strongly disagree" to "strongly agree." The data indicated that work pressure was negatively related to job satisfaction. To increase job satisfaction for teachers, administrators need to lower other work demands or at least increase other incentives such as recognition of achievement to counteract decreased job satisfaction levels (Miskel, Glasnapp, and Hatler, 1972).

In reviewing the literature on job satisfaction, Steers (1977) found that a clear, positive relationship existed between climate and job satisfaction. He also found that "more consultative, open, employee-centered climates are generally associated with more positive job attitudes" (p. 108).

Miskel, Fevurly, and Stewart (1979) found that effective schools, as perceived by teachers, were characterized by more participative organizational processes, less centralized decision making structures, more formalized general rules, and more professional activity. Centralization reduced morale and job satisfaction, according to this study.

Miskel, DeFrain, and Wilcox conducted a study of educators in 1980. The findings indicated that independent effects of expectancy work motivation, central life interests, voluntarism, and selected personnel and environmental characteristics were strongly related to job satisfaction. According to the authors:

Anticipation that successful performance will lead to important outcomes desired by the individual, perceived freedom to modify the job situation, and work attachment are necessary for job satisfaction in education. Both intrinsic and extrinsic rewards impact behavior. However, there are higher levels of motivation for the intrinsic (p. 88).

From these studies one sees that organizational structure, organizational climate, degrees of centralization, extrinsic rewards, and intrinsic rewards have an effect on the degrees of satisfaction among educators.

Hierarchical Position and Job Satisfaction Studies

Having summarized the literature through 1954 relevant to job satisfaction, Herzberg, Mausney, Peterson, and Capwell (1957, p. 20) concluded that "one unequivocal fact emerges from the studies of job satisfaction; the higher the level of occupation, the higher the morale." The studies done since 1954 seem to support that conclusion.

Rosen and Weaver (1960) and Rosen (1961) investigated the motivational commonalities that existed for the different levels of management. They found that job satisfaction was related to environmental factors which permitted managers to perform their duties effectively. In 1961, Rosen reexamined his data and found that "the higher one goes in the hierarchy, the greater are the rewards of the environment" (p. 158).

Porter (1961) conducted a study of perceived need satisfactions in bottom and middle management jobs. To obtain the data for this study, he devised a 13-item questionnaire ("Porter Need Satisfaction Questionnaire," PNSQ) based on Maslow's (1954) theory. This sample included 139 bottom- and middle-level management personnel from three companies. He found that: (1) there were significant differences between the management levels in the areas of esteem, security, and autonomy; (2) the bottom management positions had much greater need

deficiencies in these three areas than the middle management, and (3) differences in the categories of social and self-actualization were not statistically significant but were in the direction of more frequent deficiencies in bottom management.

In a follow-up study in 1962, Porter investigated differences in perceived need fulfillment at all levels of management from the first level of supervision to the presidential level. The questionnaire was distributed randomly to approximately 6,000 managers and executives throughout the United States. The results of this study indicated that need fulfillment tended to increase at each successive higher level of the management hierarchy. The results also indicated that at all levels of management, the most critical areas of need fulfillment were the areas of esteem, autonomy, and self-actualization.

Trusty and Sergiovanni (1966) adapted Porter's (1961) questionnaire to education and conducted a study of teachers and administrators in one school district. Their sample included 32 administrators and 191 teachers in grades K-12. Mean scores were computed for each question based on age, years of experience, sex, and professional role. Professional role appeared to be the variable most significantly associated with need deficiencies of educators. The areas of greatest need deficiencies for all educators categorized by professional role were the areas of esteem, autonomy, and self-actualization. Elementary teachers were more satisfied than secondary teachers. Administrators reported a higher level of satisfaction than did teachers. The teachers had the greatest need deficiencies in esteem. Administrators showed the greatest deficiencies in autonomy and self-actualization.

Another study was done by Carver and Sergiovanni (1968) using the Porter (1961) questionnaire. The sample was from 36 public high schools in Illinois. The findings suggested that teachers, while generally well satisfied with the two lower order needs, expressed less satisfaction on the three higher order needs. The least satisfaction was reported for the esteem need.

In 1972, Brown used the Porter (1961) questionnaire to research the relationship of hierarchical position on job satisfaction of school administrators in California. His findings supported Trusty and Sergiovanni's (1966) findings in that there was a strong relationship between job level and need satisfaction. However, a successive "stair step" hierarchy did not exist. Instead, two definite groups emerged with principals and directors on the bottom, while assistant superintendents and superintendents were on top. Principals and directors received similar satisfaction from their positions, while the same was true of assistant superintendents and superintendents.

Further research into job satisfaction was done by Chisolm, Washington, and Thibodeaux (1980) using the Porter (1961) questionnaire. Their sample included 728 educators from the southwestern part of the United States. The results were categorized by sex, hierarchical position, white and nonwhite, and aspirants and nonaspirants to promotional positions in educational organizations. Teachers were most deficient in esteem needs, while administrators were most deficient in self-actualization needs. Administrators scored greater job satisfaction in all five areas, as compared to teachers.

A study was done by Sweeney in 1981. His results indicated that teachers' need deficiencies were increasing. His other findings were

very similar to Carver and Sergiovanni's (1968) findings. Higher level needs of secondary teachers were unfulfilled, and the greatest need deficiency was in the area of esteem.

Intervening Variable Studies

Age and Job Satisfaction

Several studies have been conducted to examine the relationship between age and job satisfaction. In 1953, Morse conducted a study of job satisfaction for white-collar workers. From this study, she concluded that job satisfaction for white-collar workers was higher early in service and late in service, with lowest satisfaction occurring at the intermediate point, where aspiration is higher than achievement. This observation is consistent with Herzberg et al.'s (1957) review of job satisfaction. In his study, he found that workers between 20 and 30 years of age appeared to be more dissatisfied than younger or older workers.

This trend continues to be supported by research. In Trusty and Sergiovanni's (1966) study, need deficiencies tended to be smallest in the 20-24 age group, to be greatest in the 25-34 age group, to taper off in the 35-44 age group, and to be moderate in the 45 and over age group. Theophilides (1979) and Anderson (1980) also found that older educators were more satisfied and scored lower need deficiencies. In a study in 1982 which involved 600 teachers from six large urban high schools, Henderson (1982) found that teachers between the ages of 35 and 45 expressed the highest levels of need fulfillment. Figler (1979) explained this by saying that individuals between the ages of

30-55 realize that they are growing old; that their opportunities are only equal to what has gone before; and that "everyone's career, the status quo, and life itself are measureable and limited" (p. 35).

Experience and Job Satisfaction

In Trusty and Sergiovanni's (1966) research there was no significant difference in perceived need fulfillment when respondents were categorized according to years of experience. However, there were several trends: (1) educators with less than five years of experience had greater esteem needs, (2) educators with 5-12 years of experience had greatest need deficiencies in autonomy, self-esteem, and prestige, (3) respondents with 13-24 years of experience tended either to achieve more or expect less, and (4) the need for prestige appeared to diminish with increasing years of experience. In the study by Theophilides (1979), educators with more experience reported higher need satisfaction than those with less experience in all need categories except social. Kreis (1983) found a curvilinear relationship between experience and job satisfaction. As length of service increased from under 5 years to 11-20 years, job satisfaction decreased; from 21-30 years of service and more, job satisfaction increased.

Gender and Job Satisfaction

Trusty and Sergiovanni's 1966 study revealed that women appeared to be more satisfied with their professional roles than did men. In Brown's 1972 study of administrators, he found no significant differences in need deficiencies based on gender. Catherwood (1973) found that women were more dissatisfied than men. Sweeney (1981) and

Anderson (1980) found that need deficiencies of male and female teachers were very similar. Chapman and Lowther (1982) and Henderson (1982) found that female teachers regarded their working environments with far more positive feelings than did their male counterparts, and Kreis' (1983) study was also supportive. Although these findings are somewhat inconsistent, it appears that need deficiencies exist for both men and women.

Summary

In summary, research into job satisfaction is hindered by definitional problems and the embryonic development of research in educational administration. It is further complicated by the various motivational theories. A brief summary was given for three of these theories. It was found that job satisfaction appears to be influenced by several variables which can be categorized into situational, personality, and intervening. Organizational climate and structure, level of bureaucracy, hierarchical position, and role position are variables within the situational category. Age, sex, and years of experience are three intervening variables. Since this study is looking at five of these variables--hierarchical position, role position, gender, years of experience, and age--it appears from a review of the literature that several of the following findings are consistent and emerge throughout:

1. Need deficiencies for educators exist at all levels of Maslow's hierarchy
2. Need deficiencies are greatest at the three highest levels--esteem, autonomy, and self-actualization

3. Hierarchical position is an important variable in job satisfaction

4. Age is a variable in job satisfaction

5. Experience is a variable in job satisfaction

6. Sex is a variable in job satisfaction

These findings are consistent with the National Education Association Survey (Status of the American Public School Teacher, 1981), which indicated the following:

1. The percentage of teachers who probably would not or certainly would not teach again has increased from 10.7% in 1961 to 36% in 1981

2. Males and females expressed similar trends in dissatisfaction levels

3. Age was a factor in that the youngest and the oldest indicated higher levels of satisfaction

4. The four greatest hindrances in teaching fell into the three highest levels measured: esteem, autonomy, and self-actualization

Hypotheses

From the review of the literature, the following hypotheses are posed:

H1. There will be no significant difference in perceived need satisfaction in any of the five need categories when respondents are categorized by hierarchical position.

H2. There will be no significant difference in perceived need satisfaction in any of the five need categories when respondents are categorized by role position.

H3. There will be no significant difference in perceived need satisfaction in any of the five need categories when respondents are categorized by gender.

H4. There will be no significant difference in perceived need satisfaction in any of the five need categories when respondents are categorized by years of experience.

H5. There will be no significant difference in perceived need satisfaction in any of the five need categories when respondents are categorized by age.

CHAPTER III

METHOD AND PROCEDURE

Sample and Population

Since the purpose of this study was to investigate the need satisfaction of educators in Oklahoma, it was very important to do a randomized sample in order to generalize the results. The search was conducted by hand using the personnel records in the State Department of Education. A stratified sample of elementary school teachers, middle/junior high school teachers, mid-high/high school teachers, and administrators representative of the educators in Oklahoma was selected. The total sample consisted of 500 educators, distributed as follows: 200 elementary school teachers, 100 middle/junior high school teachers, 100 mid-high/high school teachers, and 100 principals.

The sample was selected using the following procedure and was continued until 400 teachers had been selected:

1. Using information from the Data Center at the State Department of Education, a list was made of the 615 school districts in Oklahoma. Since this study was limited to independent school districts, the dependent districts (159) were deleted from the list, which left a total of 456 independent school districts.

2. Using the 1983-84 Oklahoma Educational Directory (1983), the total number of elementary and secondary teachers was listed by each of the 456 school districts. These numbers were then totaled.

3. The number of teachers in each district was then divided by the total number of teachers in the state and multiplied by 400 (total number of teachers in the sample) to determine how many teachers would be selected from that district. For example, the directory indicated that Oklahoma City had 2,259 teachers in the district. That number was divided by 35,420, which is the total number of teachers in Oklahoma. That yielded the number .0639 times 400, which equaled 26. Therefore, 26 teachers were chosen from the Oklahoma City schools.

In order to have a representation of all size school districts, 32 teachers were selected randomly from districts with less than 40 staff members.

4. Once the number from each district was established, a random selection process was used to select 200 elementary schools, 100 middle school/junior high schools, and 100 mid-high/high schools.

5. In large districts with more than one elementary or secondary school, a random table was used to select the school.

6. After the school sample was completed, the personnel records at the State Department of Education were used to randomly select the individuals within each school.

The administrators for the study were chosen in a different manner. A listing of all principals in Oklahoma was obtained from Oklahoma State University. Those principals in dependent school districts were excluded from the sample. Using a random number table, 100 principals were selected for the study.

Once the sample was obtained, a cover letter, two-page questionnaire, and a stamped, self-addressed envelope were mailed in hand-addressed envelopes to each educator. Each questionnaire was numbered in order to send follow-up letters to those who did not respond by the deadline. These were mailed on November 26, 1984. Respondents were asked to return the questionnaire by December 10, 1984.

By December 10, 259 (51.8%) of the questionnaires had been returned. On December 11, a follow-up letter was sent to those who had not returned the questionnaire. By January 5, 1985, a total of 338 questionnaires (67.6%) had been returned. Upon studying the returned questionnaires, it was determined that those returned were representative of the sample population and no further attempts were made to collect the ones that had not been returned.

Of the 338 questionnaires returned, 73 (73% of those sent) were from administrators and 265 (66% of those sent) were from teachers. Of the number returned, 18 were unusable because of changes in role position and resignations. The composition of the group returning usable questionnaires is reported in Tables III and IV.

Instrumentation

The PNSQ was developed by Porter in 1961 for use in industrial settings. It was adapted for educational settings by Trusty and Sergiovanni in 1966. Since that time it has been used many times to assess need deficiencies of respondents that correspond to Maslow's (1954) hierarchy of needs. The validity was established by Porter (1961), Trusty and Sergiovanni (1966), Weber and Hadd (1974), and Chisolm et al. (1980); reliability was established by using the

TABLE III
COMPOSITION OF ADMINISTRATORS' SAMPLE
(N=67)

<u>Gender</u>		<u>Age</u>	
Males	54	Under 25	0
Females	9	25-34	8
		35-44	32
Total	63	45+	24
<u>Years of Experience in Education</u>		<u>School District Size</u>	
0-5 Years	0	0-1000 Students	35
6-11 Years	12	1001-5000 Students	22
12-17 Years	23	5001-10000 Students	2
18-23 Years	15	Over 10,000 Students	5
24+ Years	14		

TABLE IV
COMPOSITION OF TEACHERS' SAMPLE
(N=254)

<u>Gender</u>		<u>Role Position</u>	
Males	73	Elementary Teacher	125
Females	181	Mid/Jr. High Teacher	55
Total	254	Mid-High/High Teacher	69
<u>Age</u>		<u>School District Size</u>	
Under 25	3	0-1000 Students	35
25-34	69	1001-5000 Students	22
35-44	105	5001-10,000 Students	2
45+	77	Over 10,000 Students	5
<u>Years of Experience in Education</u>			
	0-5 Years		36
	6-11 Years		81
	12-17 Years		74
	18-23 Years		42
	24+ Years		22

test-retest method and determined to be .82 at the .001 level of significance.

The questionnaire consisted of 13 job-related statements in which respondents were asked to indicate, on a scale from 1-7 (1 representing low need fulfillment and 7 representing high need fulfillment) the extent to which they perceived a particular job-related characteristic to exist in their present school position. There were two scales for each question. The first scale measured perceived "actual" levels of need fulfillment. The second scale measured the perceived "ideal" levels of need fulfillment. The 13 questions were related to the five basic needs within Porter's (1961) adapted version of Maslow's (1954) hierarchy. One question related to security, two questions related to social needs, three questions related to esteem needs, four questions related to autonomy needs, and three questions related to self-actualization needs.

Porter (1961) departed from Maslow's (1954) hierarchy by eliminating the lowest needs--physiological--and adding an autonomy need level to this instrument. Porter assumed that the lower level needs (physiological) for food, clothing, and shelter would be satisfied among professional workers. He added autonomy because he felt that the esteem needs could be divided into two distinct categories since it seemed that they were logically distinct from other items more commonly associated with the word esteem. These autonomy needs were placed between the esteem and self-actualization needs. Listed below are the 13 items from the PNSQ as adapted to education by Trusty and Sergiovanni (1966):

Security Needs Category:

1. The feeling of security in my school position

Social Needs Category:

1. The opportunity, in my school position, to give help to other people
2. The opportunity to develop close friendships in my school position

Esteem Needs Category

1. The feeling of self-esteem a person gets from being in my school position
2. The prestige of my school position inside the school (that is, the regard received from others in the school)
3. The prestige of my school position outside of the school (that is, the regard received from others not in the school)

Autonomy Needs Category

1. The authority connected with my school position
2. The opportunity for independent thought and action in my school position
3. The opportunity, in my school position, for participation in the setting of goals
4. The opportunity, in my school position, for participation in the determination of methods and procedures

Self-Actualization Needs Category

1. The opportunity for personal growth and development in my school position
2. The feeling of self-fulfillment a person gets from being in my school position (that is, the feeling of being able to use one's own unique capabilities, realizing one's potentialities)
3. The feeling of worthwhile accomplishment in my school position (p. 170).

The 13 items were arranged randomly, with five demographic questions following the 13 items on the questionnaire. On the questionnaire, question 2 was related to security needs, questions 1 and 10

were related to social needs, questions 6, 7, and 12 dealt with esteem needs, questions 3, 5, 8, and 9 related to autonomy needs, and questions 4, 11, and 13 related to self-actualization needs.

The demographic questions requested information on sex of respondent, role position, school district size, age of respondent, and years of experience of respondent. The divisions for role position, age, and years of experience were the same divisions used in the first study by Trusty and Sergiovanni (1966). (A sample of the questionnaire may be found in Appendix B.)

Although the PNSQ has been used many times, a pilot study was conducted using 30 educators from one district as the sample. From this pilot study, two demographic questions were reworded to clarify the instrument. All of the original 13 questions were left intact.

Data Analysis

The data were analyzed in several ways. Initially, the mean was calculated on the "actual" perceived need fulfillment, the "ideal" perceived need fulfillment, and the need deficiency score for each question for all educators. The need deficiency score was obtained by subtracting the mean response to Part A of an item (How much is there now?) from the mean response to Part B of the same item (How much should there be?).

Next, the mean scores by hierarchical position were calculated for the "actual," "ideal," and need deficiency scores on each question. Analysis of variance was used to determine if differences existed. To test the null hypotheses, .05 was used as the level of

significance. The hierarchical position separated the sample into two groups: teachers and administrators.

The educators were further stratified by categorizing them into four role positions: elementary school teachers, middle/junior high school teachers, mid-high/high school teachers, and administrators. The need deficiency means were calculated for each question using these four role positions. Analysis of variance was used to examine differences where $p < .05$. A Scheffé Procedure was then calculated to determine which of the four role positions was significantly different from the others.

The 13 questions were then categorized into the five basic need areas of Maslow's (1954) hierarchy. Need deficiency means by hierarchical position for the five basic need categories were calculated to determine if there were differences in need fulfillment levels of teachers and administrators. Again, analysis of variance was used to treat the data with $p < .05$.

Means and analysis of variance were then calculated to determine the differences within need categories among educators when categorized by role position, gender, age, and years of experience. The Scheffé Procedure was used to identify the differences between role positions, age groups, and years of experience.

The raw data were analyzed using the SAS Program in the Oklahoma State University Computer Center. Tables showing the results of the data analysis are presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was twofold: first, to investigate the need fulfillment of educators in Oklahoma and second, to determine if hierarchical position, role position, gender, age, or years of experience had an effect upon need fulfillment. The findings relating to education in Oklahoma will be divided into six sections:

1. Need fulfillment
2. Need fulfillment by hierarchical position
3. Need fulfillment by role position
4. Need fulfillment by gender
5. Need fulfillment by years of experience
6. need fulfillment by age

It is important to remind the reader of two important points:

1. Low mean scores represent small need deficiencies, while high mean scores represent larger need deficiencies.

2. Each of the means was reduced to a one-item score by dividing the mean sum by the number of items in that dimension. For example, the area of esteem had three questions, so the mean sum was divided by three to obtain the single need deficiency score in the area of esteem.

Findings

Need Fulfillment of Educators in Oklahoma

The findings indicated that need deficiencies existed at all levels of Maslow's (1954) hierarchy for educators in Oklahoma. This was consistent with Maslow's theory that no needs are ever totally satisfied. However, some needs appeared to be more fulfilled than others. The question (number 2 on the questionnaire) dealing with security yielded a need deficiency score of 1.1666. In the next category (social needs), the two questions yielded need deficiency scores of .7169 and .7287, respectively, which are somewhat lower than the lowest level need of security. In the esteem area, two of the three questions yielded a greater need deficiency than any of the other 11 items on the questionnaire. The greatest area of need deficiency expressed was on question 6, which related to self-esteem and yielded a need deficiency score of 1.9179, and question 7, which related to the prestige of the school position outside of the school and yielded a need deficiency score of 2.2037. On the questions relating to autonomy, the greatest need deficiencies were expressed on questions 5 and 8, which involved the respondents' perceived levels of participation in determining goals, methods, and procedures. In the area of self-actualization needs, similar need deficiency scores were indicated on each question (1.4217, 1.4670, and 1.4245). Table V is a summary of the perceived "actual" levels of need fulfillment, the perceived "ideal" levels of need fulfillment, and the need deficiency score for each item on the questionnaire.

TABLE V
 PNSQ MEAN SCORES FOR ALL EDUCATORS
 BY INDIVIDUAL QUESTIONS
 (N=320)

Category	Question	Actual	Ideal	Need Deficiency Scores
Security I	Q2	5.1343	6.2987	1.1666
Social II	Q1	4.9937	5.7106	.7169
	Q10	5.5625	6.3123	.7287
Esteem III	Q6	4.6426	6.5615	1.9179
	Q7	4.1912	6.3949	2.2037
	Q12	4.9623	6.2288	1.2664
Autonomy IV	Q3	4.7341	5.9299	1.1974
	Q5	4.6614	6.2649	1.6151
	Q8	4.6802	6.1937	1.5109
	Q9	5.0843	6.0752	.9968
Self-Act. V	Q4	5.2169	6.6325	1.4217
	Q11	5.9310	6.3981	1.4670
	Q13	5.0906	6.5188	1.4245

When these scores were grouped into the five major need categories (Table VI), the following observations were made:

1. The greatest need deficiency score for all educators was in the area of esteem (1.7771)
2. Educators' social needs were the most satisfied of the five need areas (.6937)
3. Security needs appeared to be more deficient than social needs (1.1666 compared to .6937)

4. Although need deficiencies existed in the areas of autonomy (1.3007) and self-actualization (1.3843), these needs were less deficient than the need for esteem (1.7771)

TABLE VI
PNSQ MEAN SCORES FOR ALL EDUCATORS
(N=320)

Category	Actual	Ideal	Need Deficiency Scores
Security	5.1343	6.2987	1.1666
Social (N ÷ 2)	5.2703	5.9640	.6937
Esteem (N ÷ 3)	4.5843	6.3614	1.7771
Autonomy (N ÷ 4)	4.7679	6.0687	1.3007
Self-Act. (N ÷ 3)	5.0635	6.4479	1.3843

Need Fulfillment by Hierarchical Position

The findings of this study were consistent with those attained by Trusty and Sergiovanni (1966), Carver and Sergiovanni (1968), Porter (1961), Herzberg (1968), and others--the higher one goes in the organizational hierarchy, the greater the level of satisfaction. Administrators had smaller need deficiency scores in all five basic categories. In fact, administrators scored lower deficiency scores

than teachers on all 13 questions. The question which indicated the greatest need deficiency (1.1492) for administrators was question 7, which related to the prestige of the school position outside the school. Question 2, which related to security within the position, was the second greatest need deficiency for administrators. Social needs (questions 1 and 10) and authority connected with the school position (question 3) were the smallest areas of need deficiencies for administrators, with scores of .6865, .2985, and .5522, respectively.

For teachers, the question related to the prestige of the school position outside the school (question 7) received the greatest need deficiency score of 2.4960. Two other questions (questions 5 and 6) received high marks in need deficiency scores for teachers. Question 5 related to the opportunity for participation in the setting of goals (1.8040) and question 6 related to the feeling of self-esteem a person receives from being a teacher (2.1640). Teachers' lowest deficiency needs appeared in the social category, with questions 1 and 10 yielding need deficiency scores of .7309 and .8427, respectively. Table VII summarizes the findings on each question.

When the scores were grouped into the five basic need areas, administrators showed the greatest need deficiency in the area of security. Teachers showed the greatest need deficiency in the area of esteem. The area of social needs was the least deficient for both teachers and administrators. Although administrators scored lower need deficiencies than teachers in all five areas, the areas of esteem, autonomy, and self-actualization were significantly different. Table VIII indicates the need deficiency scores for teachers and administrators, as well as the level of significance for each category.

TABLE VII
PNSQ MEAN SCORES BY HIERARCHICAL POSITION
BY INDIVIDUAL QUESTIONS

Category	Question	Administrators			Teachers		
		Actual	Ideal	Need Deficiency	Actual	Ideal	Need Deficiency
Security I	Q2	5.0895	6.2121	1.1212	5.1354	6.3400	1.2080
Social II	Q1	4.8507	5.5373	.6865	5.0240	5.7550	.7309
	Q10	6.1492	6.4477	.2985	5.4023	6.2701	.8427
Esteem III	Q6	5.3939	6.4000	1.0307	4.4382	6.6120	2.1640
	Q7	5.2388	6.3880	1.1492	3.9120	6.4080	2.4960
	Q12	5.5522	6.4179	.8656	4.8040	6.1880	1.3840
Autonomy IV	Q3	5.6119	6.1641	.5522	4.4979	5.8734	1.3795
	Q5	5.4626	6.4090	.9696	4.4382	6.2360	1.8040
	Q8	5.4477	6.2537	.8059	4.4560	6.1832	1.7240
	Q9	5.3432	6.1641	.8208	5.0000	6.0440	1.0520
Self-Act. V	Q4	5.5223	6.4393	.9393	5.1204	6.6816	1.5632
	Q11	5.4477	6.5223	1.0746	4.7760	6.3600	1.5840
	Q13	5.4626	6.4925	1.0298	4.9840	6.5220	1.5341

Based upon this study, H₁ was rejected. There is a significant difference in need fulfillment when respondents are categorized by hierarchical position.

TABLE VIII
PNSQ NEED DEFICIENCY MEANS BY HIERARCHICAL
POSITION BY NEED CATEGORIES

Category	Teachers (N=254)	Administrators (N=67)	P
Security	1.2080	1.1212	.7082
Social	.7490	.4925	.0775
Esteem	2.0039	.9701	.0001*
Autonomy	1.4611	.7574	.0001*
Self-Act.	1.5019	.9751	.0030*

*Denotes areas where significant differences exist.

Need Fulfillment by Role Position

The need deficiency scores for each need area were categorized into four role positions: elementary school teachers, middle/junior high school teachers, mid-high/high school teachers, and administrators. Junior high school teachers scored the greatest need deficiencies of the four groups in the security area (1.3636), the social needs

area (.9363), and the area of autonomy (1.7409). High school teachers indicated the greatest need deficiency scores in the areas of esteem (2.2608) and self-actualization (1.8647). Elementary school teachers were more satisfied than secondary teachers in all five basic categories. Analysis of variance indicated that needs differed significantly among the role positions in three need areas: esteem at the .0001 level of significance, autonomy at the .0001 level of significance, and self-actualization at the .0003 level of significance.

A Scheffé Procedure was used to determine where the significance occurred between the role positions. In the area of esteem, the significance occurred between elementary school teachers and administrators, middle/junior high school teachers and administrators, and mid-high/high school teachers and administrators. In the area of autonomy, the differences in deficiency need were significant between junior high school teachers and administrators and between high school teachers and administrators. The area of self-actualization yielded differences between elementary school teachers and high school teachers and between high school teachers and administrators.

The means for individual questions and by need category are shown in Tables IX and X. Results of the Scheffé Procedure are given in Table XI. Based on this study, H2 was rejected. There is a significant difference in need fulfillment when respondents are categorized by role position.

Need Fulfillment by Gender

When the respondents were categorized by gender, it was found that women expressed greater need deficiencies than men in all five

TABLE IX
 PNSQ NEED DEFICIENCY MEANS BY ROLE POSITION
 BY INDIVIDUAL QUESTIONS

Category	Question	Administrators (N=67)	High School Teachers (N=69)	Jr. High School Teachers (N=55)	Elementary School Teachers (N=125)
Security I	1 Q2	1.1212	1.1449	1.3636	1.2016
Social II	1 Q1	.6865	.8985	.8333	.6048
	2 Q10	.2985	.8676	1.1296	.7120
Esteem III	1 Q6	1.0307	2.4927	2.3454	1.8960
	2 Q7	1.1492	2.6470	2.7636	2.3200
	3 Q12	.8656	1.6811	1.5555	1.1440
Autonomy IV	1 Q3	.5522	1.4705	1.6792	1.2213
	2 Q5	.9696	1.9275	2.0925	1.6400
	3 Q8	.8059	1.7971	2.1111	1.5200
	4 Q9	.8208	1.0000	1.2727	.9838
Self-Act. V	1 Q4	.9393	1.9852	1.8679	1.1951
	2 Q11	1.0746	1.8840	2.0181	1.2338
	3 Q13	1.0298	1.8550	1.7358	1.2800

TABLE X
 PNSQ NEED DEFICIENCY MEANS BY ROLE POSITION
 BY NEED CATEGORIES

Category	Administrators (N=67)	High School Teachers (N=69)	Jr. High School Teachers (N=55)	Elementary School Teachers (N=125)	P
Security	1.1212	1.1449	1.3636	1.2016	.0591
Social	.4925	.8333	.9363	.6360	.1884
Esteem	.9701	2.2608	2.2121	1.7866	.0001*
Autonomy	.7574	1.5434	1.7409	1.3060	.0001*
Self-Act.	.9751	1.8647	1.7090	1.2266	.0003*

*Denotes areas where significant differences exist.

TABLE XI
SCHEFFE PROCEDURE FOR ROLE POSITION

Esteem				
	Gr 3	Gr 2	Gr 1	Gr 4
Role Position	(H.S. Teachers) (N=69)	(J.H. Teachers) (N=55)	(Elem. Teachers) (N=125)	(Admin.)
Mean*	2.2608	2.2121	1.7866	.9701

*The difference in means is significant between groups 4-1, 4-2, and 4-3.

Autonomy				
	Gr 2	Gr 3	Gr 1	Gr 4
Role Position	(J.H. Teachers) (N=55)	(H.S. Teachers) (N=69)	(Elem. Teachers) (N=125)	(Admin.) (N=67)
Mean*	1.7409	1.5434	1.3060	.7574

*The difference in means is significant between groups 4-2 and 4-3.

Self-Actualization				
	Gr 3	Gr 2	Gr 1	Gr 4
Role Position	(H.S. Teachers) (N=69)	(J.H. Teachers) (N=55)	(Elem. Teachers) (N=125)	(Admin.) (N=67)
Mean*	1.8647	1.7090	1.2266	.9751

*The difference in means is significant between groups 1-3 and groups 4-3.

categories. Men and women showed the greatest need deficiencies in the area of esteem. Men scored a need deficiency score of 1.5963 in esteem, while women scored a need deficiency score of 1.904 in this area. This difference was significant at the .05 level of significance. The area of social needs was the least deficient of the five need areas for both men and women, with need deficiency scores of .6757 and .7094, respectively. The need deficiency scores and level of significance for each category are shown in Table XII. Based upon this study, H3 was rejected. There is a significant difference in need fulfillment when respondents are categorized by gender.

TABLE XII
PNSQ NEED DEFICIENCY MEANS BY GENDER

Category	Males (N=127)	Females (N=190)	P
Security	1.1181	1.2052	.6542
Social	.6757	.7094	.7806
Esteem	1.5963	1.9040	.0353*
Autonomy	1.1757	1.3926	.1360
Self-Act.	1.2630	1.4712	.1599

*Denotes areas where significant differences exist.

Need Fulfillment by Years of Experience

The respondents were categorized into five groups based upon years of experience to determine whether experience was a factor in need fulfillment. Although analysis of variance revealed that the differences in need fulfillment based upon years of experience were not significant at the .05 level of significance, several trends emerged, as follows:

1. Respondents with five years or less experience in education expressed the greatest need deficiencies of all groups in the areas of security (1.8888), esteem (2.2037), autonomy (1.7222), and self-actualization (1.5925)

2. The area with the greatest need deficiency for each experience group was the area of esteem

3. Social need deficiencies tended to peak (.8859) in the group of respondents with 18-23 years of experience

4. The five basic levels of needs tended to decrease as years of experience increased

Table XIII summarizes the need deficiency scores, as well as the level of significance for each basic need category by experience groups. Based upon this study, H4 failed to be rejected. There is no significant difference in need fulfillment when respondents are categorized by years of experience.

Need Fulfillment by Age

The respondents were categorized into four age groups: under 25, 25-34, 35-44, and 45 years of age and over. Means and analysis of

variance were calculated to determine the effects of age upon need fulfillment. Since there were only three respondents in the under 25 age group, it was difficult to generalize from these results. When the data were analyzed, it was found that there were no significant differences in need fulfillment when respondents were categorized by age. However, several trends emerged, as stated below:

1. The greatest area of need for those under 25 was security (2.000)
2. The greatest area of need for those 25 and older was the area of esteem
3. The area with the smallest need deficiencies for all ages, except for those under 25, was the area of social needs

TABLE XIII
PNSQ NEED DEFICIENCY MEANS BY YEARS
OF EXPERIENCE

Category	Years of Experience					P
	0-5 (N=36)	6-11 (N=93)	12-17 (N=97)	18-23 (N=57)	24+ (N=36)	
Security	1.8888	1.0000	1.0824	1.0000	1.2777	.0762
Social	.7916	.5161	.6958	.8859	.6944	.3021
Esteem	2.2037	1.7992	1.7869	1.5730	1.5555	.1613
Autonomy	1.7222	1.3521	1.1572	1.2763	1.1319	.2007
Self-Act.	1.5925	1.4408	1.3833	1.2631	1.1851	.6554

Table XIV gives the need deficiency means and level of significance for each age group by need category. Based upon this study, H5 failed to be rejected. There is no significant difference in need fulfillment when respondents are categorized by age.

TABLE XIV
PNSQ NEED DEFICIENCY MEANS BY AGE

Category	Age				P
	Under 25 (N=3)	25-34 (N=77)	35-44 (N=137)	45+ (N=101)	
Security	2.0000	1.1558	1.0588	1.3300	.0817
Social	1.1666	.5064	.7883	.6930	.3802
Esteem	1.8888	1.9783	1.7323	1.6831	.3362
Autonomy	1.3333	1.3116	1.2773	1.3242	.9916
Self-Act.	1.1111	1.5367	1.3625	1.3168	.7719

Additional Analyses

By way of additional analysis, the researcher was interested in seeing if the school district size had any effect upon need fulfillment of educators. Means were calculated for each need area by respondents grouped according to school district size. Analysis of variance revealed that there was no significant difference in need

fulfillment at the .05 level of significance when respondents were categorized by school district size. Table XV summarizes these findings.

TABLE XV
PNSQ NEED DEFICIENCY MEANS BY
SCHOOL DISTRICT SIZE

Category	School District Size				
	0-1000 (N=116)	1001-5000 (N=106)	5001-10000 (N=40)	10001+ (N=53)	
Security	1.1739	1.0094	1.1750	1.4807	.4416
Social	.5818	.7924	.7500	.6981	.5017
Esteem	1.6637	1.6886	1.9500	2.0251	.2482
Autonomy	1.1702	1.2948	1.3625	1.5377	.3687
Self-Act.	1.2758	1.2704	1.7000	1.5786	.1572

To analyze these data further, a comparison was made between Carver and Sergiovanni's (1968) study and the present study. Since the sample in the study in 1968 consisted of only high school teachers, the data were compared to the high school teacher data in this study. The mean scores for each need area were compared. Although these studies were in different states and could have been affected by various factors, it appears from Table XVI that several observations

might be made:

1. All basic need areas for high school teachers appear to have increased, with the exception of social needs
2. Although these studies were done 16 years apart, the esteem needs were and are the most deficient level of needs for high school teachers
3. Esteem needs for high school teachers appear to have increased more than the other basic needs

TABLE XVI
COMPARISON OF TWO STUDIES: 1968 VS. 1984

Category	1968 Study	Current Study
Security	.67	1.1449
Social	.89	.8333
Esteem	1.45	2.2608
Autonomy	1.25	1.5434
Self-Act.	1.34	1.8647

In summary, need deficiencies exist in the five basic need categories for all educators. The greatest areas of need deficiencies are in the three higher level needs: esteem, autonomy, and self-

actualization. Of these three areas, the greatest need deficiencies for all educators exist in the area of esteem. Hierarchical position has an effect upon need fulfillment. Administrators are significantly more fulfilled than teachers in the areas of esteem, autonomy, and self-actualization. Role position has an effect upon need fulfillment with elementary teachers being more satisfied than secondary teachers. Gender has an effect upon need fulfillment with females being more dissatisfied than men in all five basic need areas, with a significant difference in the area of esteem. Although several trends emerged, years of experience, age, and school district size do not have a significant effect upon need fulfillment of educators in Oklahoma. It was also noted that the basic needs deficient in previous studies are very similar to need deficiencies of educators today. Indeed, it is possible that some needs are even more deficient now than they were 16 years ago.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate need satisfaction among educators in Oklahoma. The study also examined the effects of hierarchical position, role position, gender, years of experience, age, and school district size upon need satisfaction.

A review of the literature revealed that various factors may affect need fulfillment. These factors were categorized into two sets: situational factors and personality factors. Previous studies indicated that hierarchical position and role position affected need fulfillment. Results of studies on the effects of gender, years of experience, and age were somewhat inconsistent. However, trends emerged which indicated that need fulfillment increased with age and years of experience.

A random sample of 500 educators in independent school districts in Oklahoma was selected for the study. The sample included 200 elementary teachers, 200 secondary teachers, and 100 administrators serving as principals. A copy of Porter's (1961) "Need Satisfaction Questionnaire" was mailed to each of the subjects, along with directions for completing the instrument and a stamped, self-addressed

envelope. Sixty-seven percent of the sample returned the questionnaire within a six week period after a follow-up letter. Since those responding appeared to be representative of the total sample, no further attempts were made to collect additional questionnaires.

To test the hypotheses, the sample subjects were categorized according to hierarchical position, role position, gender, years of experience, age, and school district size. The data were analyzed by calculating the mean scores for individual questions and by the five basic need groups for each of these categories. Using these means, analysis of variance was calculated to determine if the means of these various categories differed significantly. The .05 level of significance was used throughout the study. When comparing more than two groups, the Scheffé Procedure was used to determine where the variance occurred. The findings are summarized as follows:

1. Need deficiencies existed at all levels of Maslow's (1954) hierarchy for educators in Oklahoma.
2. The greatest area of need for all educators was the area of esteem. Social needs were the most satisfied of the five need levels. Security needs were more deficient than social needs.
3. There was a significant difference in need satisfaction when respondents were categorized according to hierarchical position. Administrators were more satisfied than teachers in all five basic need areas with significant differences between administrators and teachers in the areas of esteem, autonomy, and self-actualization.
4. There was a significant difference in need satisfaction when respondents were categorized according to role position. Elementary teachers were more satisfied than secondary teachers in all five basic

need areas. There were significant differences among role positions in the areas of esteem, autonomy, and self-actualization. In the area of esteem, the significance occurred between all teachers and administrators. In the area of autonomy, the differences in deficiency needs were significant between junior high school teachers and administrators and between high school teachers and administrators. The area of self-actualization yielded significant differences between elementary school teachers and high school teachers and between high school teachers and administrators.

5. There was a significant difference in need satisfaction when respondents were categorized according to gender. Women expressed greater need deficiencies in all five areas of needs, with a significant difference noted in the area of esteem.

6. There was no significant difference in need fulfillment when respondents were categorized according to years of experience. However, several trends emerged:

- a. Respondents with five years or less of experience expressed the greatest need deficiencies
- b. The area of greatest need deficiency for each experience group was the area of esteem
- c. Need deficiency scores tended to decrease as years of experience increased

7. There was no significant difference in need satisfaction when respondents were categorized by age. However, several trends emerged:

- a. The greatest area of need for those under 25 was security
- b. The greatest area of need for those over 25 was esteem
- c. Social needs were the most fulfilled for all ages, except those under 25

8. There was no significant difference in need fulfillment when respondents were categorized by school district size.

Conclusions

The design of this study prohibits the establishment of cause and effect relationships in the findings of the research study. Gay (1981) cautioned that only pure experimental designs can establish cause and effect. Recognizing this as a limitation, the following conclusions were derived from this study:

1. Administrators are more satisfied in the five basic need areas than teachers. The administrative position offers more opportunities for need fulfillment--greater pay, more esteem, more autonomy in decision making, and greater opportunities for advancement in the profession.

2. Need satisfaction differs based upon hierarchical position, role position, and gender. As more women enter the job market and become more career-oriented, it appears that organizations must provide greater incentives to fulfill higher level needs for men and women.

3. Educators' needs are most deficient in the areas of esteem, autonomy, and self-actualization. Changes must occur within the organization and within the environment to provide greater need fulfillment in the higher level needs for educators.

4. Security, the lowest level need in Porter's (1961) adapted version of Maslow's (1954) hierarchy, has reemerged as a dominant need. This may be a result of two factors in Oklahoma: educators have not had an increase in pay in over two years, and the Attorney

General has ruled that administrators do not have tenure rights. This pattern must be reversed. Security needs for educators must be satisfied so that higher level needs can emerge and become motivators for educators.

5. Elementary teachers are more satisfied than secondary teachers. This may be a result of the characteristics of the elementary child, the size of the organization, or other factors.

6. Based upon similar studies that have been conducted in need satisfaction in education since 1966, it appears that very few changes have been made within the organization to offer opportunities for the satisfaction of higher level needs for teachers.

Implications

It appears from this study that the national reports and the public's general discontent with the educational system have had an impact upon the need fulfillment of educators in Oklahoma. In Chapter I, the following question was asked: "What has caused these crises and dissatisfaction in our educational system?" One could conclude that educational policy makers have built an organizational system that is weak structurally. Measures have not been taken in the past nor are being taken at this time to fulfill the five basic areas of need. In fact, the various factors that contribute to dissatisfaction are being increased: restrictive bureaucratic controls, greater centralization, less input into professional decision making, higher certification standards, more rigid supervision, less administrative support, and increased paper work because of elaborate accountability schemes (Darling-Hammond, 1984). As policy makers respond to the

recent barrage of commission reports, they are increasing standards and bureaucratic controls and ignoring those who will implement these changes--teachers. Darling-Hammond (1984) summarized the results of these actions as follows:

In short, as we have adopted a factory model of schooling in which teachers are semiskilled, low-paid workers who merely implement procedures prescribed from above; we have deprofessionalized teaching. This not only reduces the monetary and other attractions of teaching, it reduces the ability of creative and committed teachers to perform their jobs effectively (p. 1).

This study has provided additional data that support the problem statement in Chapter I--the organizational structure in education does not provide need satisfaction for teachers. The present structure offers few opportunities for teachers to advance, except by: (1) leaving the classroom and going into administration or (2) leaving the profession. This organizational pattern must be restructured to provide opportunities for vertical advancement within teaching. Trusty and Sergiovanni (1966) suggested a separate hierarchy for teachers based upon professional training and teaching skills. This would allow experienced teachers who have demonstrated their competence to be involved in supervision, formulation of goals, and curriculum development.

It was also apparent from this study that security needs are reemerging as dominant needs for educators in Oklahoma. It is time for educators in Oklahoma to be recognized and paid as professionals. Beginning salaries for teachers should be consistent with beginning salaries for other professionals (lawyers, engineers, accountants) and should provide career incentives for those who have demonstrated their expertise. Teaching should be a 12 month job rather than a 9 month

job. Although this would require extensive funding, it would release teachers from seeking summer employment and provide time for in-service training, planning, renewal, laboratory experience, curriculum development, and various learning experiences. To provide these security needs, funding of education must become a planned, developmental priority in the State of Oklahoma rather than a yearly battle and afterthought (after prisons, highways, Department of Human Services, etc.).

The results of this study provided further conclusive evidence that higher level needs for teachers are not being satisfied. Esteem, autonomy, and self-actualization needs of teachers must be addressed. Opportunities must be provided for fulfillment of these higher level needs. This might involve a more participatory type of management in which teachers become involved in decision making, supervision, etc. It might also involve release time for workshops, laboratory experiences, and continued education. Schools should build strong public relations within the community and state. These efforts might diminish the great need deficiency within the area of esteem. Paraprofessionals should be hired to handle the nonteaching responsibilities of teachers. This would give the teacher additional time to prepare and to teach.

Although the above implications are not inclusive, they do provide a rationale and need for immediate changes within the educational profession. Now is the time to address these areas of need. Recommendations for additional research are discussed below.

Recommendations

As a result of the present study, the following recommendations for additional research are made:

1. Research should be conducted comparing need deficiency scores of other professionals (lawyers, doctors, accountants, etc.) with need deficiency scores of educators.

2. Research should be conducted to determine if need deficiencies among other educators (counselors, psychometrists, librarians, etc.) are consistent with the results of this study.

3. Research should be conducted identifying factors which will increase esteem fulfillment for all educators.

4. Need satisfaction of school personnel in other types of school settings should be investigated. The need satisfaction of educators in private schools, vocational schools, and business schools should be assessed to determine if there are significant differences in need satisfaction among these groups of educators.

5. Research should be conducted comparing need satisfaction of educators in dependent school districts with need satisfaction of educators in independent school districts.

6. Research should be conducted to determine why elementary teachers appear to be more satisfied than secondary teachers.

7. It is recommended that studies be conducted to determine if needs of higher education teachers differ from those in public schools.

8. Research should be conducted which will examine the relationship of the leadership style of the principal to need satisfaction of teachers.

9. It is recommended that the PNSQ be expanded to 20 questions, with four questions for each need area. This would provide responses to an equal number of questions for each need category and strengthen the validity of the instrument (Sergiovanni, 1984; Weber and Hadd, 1974).

There is an alarming tendency within education to quickly make sweeping reforms based upon public opinion. As a result, actions are taken with little consideration for future consequences. Many times the reform measure is poor, creates a multitude of problems, and further plunges education into the mire of confusion and public disenchantment. One must remember that, because of the complexities and uniqueness of individuals, there is no simple solution to the problems within education.

Finding ways to improve education must be a steady, developmental process based upon research and inquiry. The present study has shown that basic needs for educators in Oklahoma are not being met and that measures need to be taken to provide more opportunities for fulfillment of these basic needs. Educators must work collectively with the policy makers to insure that the measures taken will bring a greater congruence between the organization's task and the individual's needs.

BIBLIOGRAPHY

- Anderson, M. B. G. "A Study of the Differences Among Perceived Need Deficiencies, Perceived Burnout, and Select Background Variables for Classroom Teachers." (Unpub. Ph.D. dissertation, University of Connecticut, 1980.)
- Argyris, C. Personality and Organization: The Conflict Between the System and the Individual. New York: Harper, 1957.
- Belasco, J. A. and Alutto, J. A. "Decisional Participation and Teacher Satisfaction." Educational Administration Quarterly, 8, Winter, 1972, 44-58.
- Bennis, W. G. "Organizational Developments and the Fate of Bureaucracy." In: Readings in Organizational Behavior and Human Performance, W. E. Scott, Jr. and L. L. Cummings, Eds. Homewood, Illinois: Richard D. Irwin, 1973, 327-339.
- Bidwell, C. E. "The School as a Formal Organization." In: Handbook of Organizations, J. G. March, Ed. Chicago: Rand McNally, 1965, 972-1023.
- Bogue, E. G. "The Context of Organizational Behavior: A Conceptual Synthesis for the Educational Administrator." Educational Administration Quarterly, 5, Spring, 1969, 58-75.
- Brown, F. "Need Satisfaction of Educational Administrators." (Paper presented at the 1972 AERA Annual Meeting, Chicago, Illinois, April, 1972.)
- Carpenter, H. H. "Formal Organizational Structural Factors and Perceived Job Satisfaction of Classroom Teachers." Administrative Science Quarterly, 16, 1971, 460-465.
- Carver, F. D. and Sergiovanni, T. J. "The School as a Complex Organization: An Analysis of Three Structural Elements." Mimeograph, University of Illinois Department of Educational Administration, June, 1968.
- Catherwood, L. K. "A Study of Hierarchical Position and Need Satisfaction of Professional School Personnel." (Unpub. Ed.D. dissertation, Oklahoma State University, 1973.)
- Chapman, D. and Lowther, M. "Teachers' Satisfaction With Teaching." Journal of Educational Research, 75, 1982, 241-247.

- Chisolm, G. Personal telephone call, October 4, 1984.
- Chisolm, G. B ; Washington, R.; and Thibodeaux, M. "Job Motivation and the Need Fulfillment Deficiencies of Educators." (Paper presented at the 1980 Annual Meeting of AERA in Boston, April, 1980.)
- Corwin, R. G. "Professional Persons in Public Organizations." Educational Administration Quarterly, 1, Autumn, 1965, 1-22.
- Darling-Hammond, L. "Our Teacher Crisis." Tulsa World, September 9, 1984, Section I, p. 1.
- Figler, H. R. "The Midlife Crisis: Will It Create Danger or Opportunity for You?" The Rotarian, October, 1979, 34-37.
- Gay, L. R. Educational Research. Columbus, Ohio: Charles E. Merrill, 1981.
- Getzels, J. W. and Guba, E. G. "Social Behavior and the Administrative Process." School Review, 65, Winter, 1957, 423-441.
- Goodlad, J. E. A Place Called School. New York: McGraw-Hill, 1984.
- Gulick, L. and Urwich, L. (Eds.). Papers on the Science of Administration. New York: Institute of Public Administration, Columbia University, 1937.
- Henderson, R. L. "Perceptions of Urban Teachers About Specific Characteristics in Their Work Environment That Relate to Need Deficiencies." (Unpub. Ph.D. dissertation, University of Illinois, 1982.)
- Herzberg, F. "One More Time: How Do You Motivate Employees?" Harvard Business Review, 1968, 53-62.
- Herzberg, F.; Mausney, B.; Peterson, R. O.; and Capwell, D. F. Job Attitudes: Review of Research and Opinion. Pittsburg: Psychological Service of Pittsburg, 1957.
- Hoppock, R. Job Satisfaction. New York: Harper, 1935.
- Hoy, W. K. and Miskel, C. G. Educational Administration: Theory, Research, and Practice. New York: Random House, 1978.
- Kreis, K. "The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers." (Paper presented at the 1983 Annual Meeting of the AERA in Montreal, Quebec, Canada, April, 1983.)
- Lawler, E. E., III. Motivation in Work Organizations. Monterey, California: Brooks-Cole, 1973.

- Locke, E. A. "What is Job Satisfaction?" Organizational Behavior and Human Performance, 4, 1969, 309-336.
- Lortie, D. C. "Two Anomalies and Three Perspectives: Some Observations on School Organization." In: Perspectives on Organizations: The School as a Social Organization, R. T. Corwin and R. A. Edelfelt, Eds. Washington, D.C.: American Association of Colleges for Teacher Education, 1977, 20-38.
- Maslow, A. H. Motivation and Personality. New York: Harper and Brothers, 1954.
- Miskel, C.; Glasnapp, D.; and Hatley, R. Public School Teachers' Work Motivation, Organizational Incentives, Job Satisfaction, and Primary Life Interests: Final Report. Washington, D.C.: U.S. Department of Health, Education, and Welfare, June, 1972.
- Miskel, C.; Fevurly, R.; and Stewart, J. "Organizational Structures and Processes, Perceived School Effectiveness, Loyalty and Job Satisfaction." Educational Administration Quarterly, 15, Fall, 1979, 97-118.
- Miskel, C.; DeFrain, J.; and Wilcox, K. "A Test of Expectancy Work Motivation Theory in Educational Organizations." Educational Administration Quarterly, 16, Winter, 1980, 70-92.
- Morphet, E. L.; Johns, R. L.; and Reller, T. L. Educational Organization and Administration. Englewood Cliffs, New Jersey: Prentice Hall, 1974.
- Morse, N. C. Satisfactions in the White-Collar Job. Ann Arbor, Michigan: University of Michigan, Survey Research Center, Institute for Social Research, 1953.
- Morse, J. J. and Lorsch, J. W. "Beyond Theory Y." Harvard Business Review, 1970, 61-68.
- Nation at Risk. Washington, D.C.: National Commission on Excellence in Education, 1983.
- Oklahoma Educational Directory. Oklahoma City: State Department of Education, 1983.
- Porter, L. W. "A Study of Perceived Need Satisfactions In Bottom and Middle Management Jobs." Journal of Applied Psychology, 45, February, 1961, 1-10.
- Porter, L. W. "Job Attitudes in Management: Perceived Deficiencies In Need Fulfillment As a Function of Job Level." Journal of Applied Psychology, 46, December, 1962, 375-384.
- Roethlisberger, F. J. and Dickson, W. J. Management and the Worker. Cambridge: Harvard University Press, 1943.

- Rosen, H. "Desirable Attributes of Work: Four Levels of Management Describe Their Job Environment." Journal of Applied Psychology, 45, 1961, 156-160.
- Rosen, H. and Weaver, D. G. "Motivation In Management: A Study of Four Managerial Levels." Journal of Applied Psychology, 44, 1960, 386-392.
- Sergiovanni, T. J. Personal telephone call, October 4, 1984.
- Sergiovanni, T. J. and Elliott, D. L. Educational and Organizational Leadership in Elementary Schools. Englewood Cliffs, New Jersey: Prentice Hall, 1975.
- Smith, P. C. "The Development of a Method of Measuring Satisfaction: The Cornell Studies." In: Studies in Personnel and Industrial Psychology, E. A. Fleishman, Ed. Homewood, Illinois: Dorsey, 1967, 343-350.
- Status of the American Public School Teacher, 1980-81. Washington, D.C.: NEA Research Division, 1981.
- Steers, R. M. Organizational Effectiveness: A Behavioral View. Santa Monica, California: Goodyear, 1977.
- Sweeney, J. "Teacher Dissatisfaction On the Rise: Higher Level Needs Unfulfilled." Education, 102, Winter, 1981, 203-207.
- Taylor, F. W. Scientific Management in American Industry. New York: Harper, 1929.
- Theophilides, C. "Perceived Need Fulfillment Deficiencies of Cyprus Elementary Educators As a Function of Some Personal Attributes, and Selected Organizational Properties." (Unpub. Ed.D. dissertation, University of New York, 1979.)
- Trusty, F. M. and Sergiovanni, T. J. "Perceived Need Deficiencies of Teachers and Administrators: A Proposal for Restructuring Teacher Roles." Educational Administration Quarterly, 1, Autumn, 1966, 168-180.
- Vroom, V. Work and Motivation. New York: Wiley, 1964.
- Weber, J. R. and Hadd, T. A. "A Factor-Analytic Examination of the Internal Structure of a Maslow-Type Need Satisfaction Instrument." (Paper presented at the 1974 Annual Meeting of the American Psychological Association, Washington, D.C., n.d.)
- Webster's Seventh New Collegiate Dictionary. Springfield, Massachusetts: G & C Merriam, 1965.

APPENDIX A
CORRESPONDENCE

11509 Windmill Road
Oklahoma City, Oklahoma
November 26, 1984

Dear Educator:

As a doctoral student in educational administration at Oklahoma State University, I am involved in a research project investigating job satisfaction among educators in Oklahoma. This work is being done under the auspices of Dr. Kenneth St. Clair and has been endorsed by the Oklahoma Public School Research Council. Job satisfaction is a vital concern within our society today since so much attention has been focused on education by the National Reports.

You have been chosen as an educator to participate in this study. A statewide sample of 500 educators was randomly chosen by using the personnel records from the Data Center at the State Department of Education. I am asking you to take ten minutes of your time to complete the enclosed questionnaire and return it to me in the stamped, self-addressed envelope by December 10. Your response will make a valuable contribution to the future of education in Oklahoma.

I can assure you that all responses that you make to the questionnaire will remain confidential. Neither you nor your school will be identified during this study or in the written results; therefore, please feel free to express your perceptions to the items on the questionnaire.

Thank you very much for completing the questionnaire and returning it to me. Upon doing so, you will know that you have taken a role in research to improve and promote excellence in education in Oklahoma.

Sincerely,



Judith Coe

Enclosure

11509 Windmill Road
Oklahoma City, Oklahoma
December 10, 1984

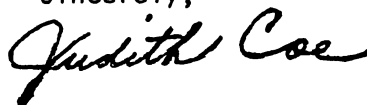
Dear Educator:

Recently you received a 13-item questionnaire regarding your job satisfaction as an educator in Oklahoma. As of this date, I have not received your response to the questionnaire.

I know that this is an extremely busy time of the year. However, your response to this questionnaire will only take ten minutes and is a valuable part of this research.

Please take a few minutes of your time to help a colleague and further educational research in Oklahoma. Thank you for your attention to this matter today.

Sincerely,

A handwritten signature in cursive script that reads "Judith Coe".

Judith Coe

P.S. If your response is in the mail, please disregard this letter.
Have a Merry Christmas!

APPENDIX B

PORTER NEED SATISFACTION QUESTIONNAIRE

QUESTIONNAIRE

Below will be listed several characteristics or qualities connected with your school position. For each such characteristic, you will be asked to answer the following questions:

- (a) How much of the characteristic is there now connected with your school position?
 (b) How much of the characteristic do you think should be connected with your school position?

Each rating will be on a seven-point scale, which will look like this:

(minimum) 1 2 3 4 5 6 7 (maximum)

You are to circle the number on the scale that represents the amount of the characteristic being rated. Low numbers represent low or minimum amounts, and high numbers represent high or maximum amounts. If you think there is "very little" or "none" of the characteristic presently associated with the position, you would circle number 1. If you think there is a "great deal but not a maximum amount," you would circle number 6. For each scale, circle only one number. Please do not omit any scales.

1. The opportunity to develop close friendships in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7
2. The feeling of security in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7
3. The authority connected with my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7
4. The feeling of worthwhile accomplishment in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7
5. The opportunity, in my school position, for participation in the setting of goals:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7
6. The feeling of self-esteem a person gets from being in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7
7. The prestige of my school position outside of the school (that is, the regard from others not in the school):
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7
8. The opportunity, in my school position, for participation in the determination of methods and procedures:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? 1 2 3 4 5 6 7

9. The opportunity for independent thought and action in my school position:
- a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
- b) How much should there be? 1 2 3 4 5 6 7
10. The opportunity, in my school position, to give help to other people:
- a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
- b) How much should there be? 1 2 3 4 5 6 7
11. The opportunity for personal growth and development in my school position:
- a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
- b) How much should there be? 1 2 3 4 5 6 7
12. The prestige of my school position inside the school (that is, the regard received from others in the school):
- a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
- b) How much should there be? 1 2 3 4 5 6 7
13. The feeling of self-fulfillment a person gets from being in my school position (that is, the feeling of being able to use one's own unique capabilities, realizing one's potentialities):
- a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
- b) How much should there be? 1 2 3 4 5 6 7

Please place a check in the appropriate space.

POSITION:

Teacher (Elementary)
 Teacher (Middle School/Jr. High)
 Teacher (Mid-High/High School)
 Administrator
 Other _____

SEX:

Male
 Female

AGE:

Under 25
 25-34
 35-44
 45-over

YEARS OF EXPERIENCE
AS AN EDUCATOR:

0-5 years
 6-11 years
 12-17 years
 18-23 years
 24 years or more

SCHOOL DISTRICT SIZE:

0-1000 students
 1001-5000 students
 5001-10,000 students
 10,001-over students

VITA 2

Judith Ann Coe

Candidate for the Degree of

Doctor of Education

Thesis: THE HIERARCHICAL POSITION AND PERCEIVED NEED SATISFACTION
OF EDUCATORS IN OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Durant, Oklahoma, February 20, 1946, the daughter of Mr. and Mrs. Robert Steakley.

Education: Graduated from Durant High School, Durant, Oklahoma, in May, 1964; attended Southeastern Oklahoma State University during the period of 1964-67; received Bachelor of Arts degree from Southeastern Oklahoma State University in 1967, with a major in English; attended Fresno State College, Pepperdine University, and Southeastern Oklahoma State University during the period of 1967-73; received Master of Education degree from Southeastern Oklahoma State University in 1973, with a major in Guidance and Counseling; completed requirements for the Doctor of Education degree with a major in Educational Administration at Oklahoma State University in May, 1985.

Professional Experience: Elementary Teacher, Wayside Elementary School, Bakersfield, California, 1967-68; Elementary Teacher, Ramona Elementary School and Secondary Teacher, Roosevelt Junior High School, Bellflower, California, 1968-70; Secondary Teacher, Durant High School, Durant, Oklahoma, 1972-73; Elementary Teacher, McCord Elementary School, Osage County Schools, 1975-76; Elementary Counselor, Lincoln Elementary School, Ponca City, Oklahoma, 1976-79; Secondary Counselor, East Junior High School, Ponca City, Oklahoma, 1980-81; Secondary Counselor, Yukon Mid-High School, Yukon, Oklahoma, 1981-82; Assistant Principal, Edmond Mid-High School, Edmond, Oklahoma, 1982-84; full-time graduate work, Oklahoma State University, 1984-85.