

A CORRELATIONAL STUDY OF TRUST AND
JOB SATISFACTION IN EDUCATION

By

CAMILLE M. QUINN
"

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1979

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1983

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
December, 1984

Thesis
1984 D
Q7c
cop. 2



A CORRELATIONAL STUDY OF TRUST AND
JOB SATISFACTION IN EDUCATION

Thesis Approved:

Jerry L. Davis

Thesis Adviser

Ernie W. Duggan

Clyde B. Knight
W. J. Stankiewicz

Norman N. Murkum

Dean of the Graduate College

ACKNOWLEDGMENTS

In developing this dissertation, I have become especially indebted to Dr. Jerry G. Davis. With his assistance and insightful criticisms, this study was completed. I am also grateful to Dr. Cecil Dugger, Dr. Clyde Knight, and Dr. Walter Starks for their thoughtful suggestions. Closer to the heart, with tremendous respect I extend sincere thanks to my parents--Dr. Juanita Quinn for her encouragement, advice, and example, and to Terry Quinn for his support and unfaltering confidence. Gratitude is also owed Susie E. Taylor for her intermittent sanity and lucid humor.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem.	3
Purpose	3
Assumptions	4
II. REVIEW OF THE RELATED LITERATURE	5
Concept of Trust.	5
Psychological Aspects	5
Political View.	9
Industrial Organizational Concept	10
Summary	14
Job Satisfaction.	14
III. METHODOLOGY.	18
Population.	18
Data Gathering Instruments.	19
Collection of the Data.	22
Analysis of the Data.	23
IV. RESULTS.	25
Descriptive Statistics.	25
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	35
Summary	35
Conclusions	37
Recommendations	38
BIBLIOGRAPHY.	40
APPENDIXES.	42
APPENDIX A - STAFF SATISFACTION SCALE.	43
APPENDIX B - SSS INSTRUMENT PERMISSION CORRESPONDENCE.	48
APPENDIX C - SSS RELIABILITY INFORMATION	51

Chapter	Page
APPENDIX D - MULLER PILOT STUDY RESULTS.	54
APPENDIX E - MULLER TRUST PERMISSION CORRESPONDENCE. . .	56
APPENDIX F - MULLER TRUST INSTRUMENT	59
APPENDIX G - STATISTICAL COMPUTATIONS.	65

LIST OF TABLES

Table	Page
I. Muller Trust Pilot Study Results.	21
II. Demographic Responses as Reported by Study Participants.	26
III. Professional Teaching Experience Described in School Years Consisting of Nine Month Segments	28
IV. Muller's Trust Pilot Study Results.	55

LIST OF FIGURES

Figure	Page
1. Expectancy Model.	12
2. Scattergram of Combined Mean Scores	31
3. Range Distribution of Combined Mean Scores.	32
4. Scattergram of Subject Responses.	34

CHAPTER I

INTRODUCTION

Trust is a basic component in any successful organization. Management theorists have attempted to understand organizational behavior and in doing so have identified trust as a key concept. In recent years an increased emphasis has been placed by management on employee happiness. This stems from the theory that happy employees are more productive workers. One trait of a happy productive worker is the trust on the part of the employee that the rewards promised him will be delivered him by his employer. The absence of benefits such as trust may result in a lack of job satisfaction for the employee (Blau, 1964).

Ideally, the employee trusts his employer to keep his promise of some type of reward, be it pay, vacation, or money in return for the goods and/or services supplied by the worker during his employment. The employer shows his trust of his employee by supplying the (the organization's) equipment, materials, and other valuables into the care and/or operation of his employee.

A more intrinsic view of the trust between employer and employee reveals that a deeper trust must be present in many internal areas for job satisfaction levels to be high (Myers, 1981). The employee needs to know that the trust he has in his employer/supervisor is not unwarranted, this trust and reward system can be perceived in various ways. Blau's (1964) theory of reciprocal exchange inculcates trust and

distrust. His theory illustrates a reciprocation; as one person supplies rewarding service to another, the second feels obligated. To satisfy the need to pay back the obligation, the second must provide goods or services to the first. Blau refers to this exchange as the starting mechanism of social interaction. Since there is no concrete method to guarantee the even exchange of and pay back for rewards supplied, a degree of trust that the other will fulfill his obligation is required. Blau adds that if this exchange is not considered by both parties to be fair, lack of trust will become prevalent (Myers, 1981).

Trust may be seen in work settings as an equilibrium between what is expected and what is actually received. If in that balance of expectation and benefits the employees needs are met, and degree of satisfaction within the job has been reached. Job satisfaction has different connotations for each individual; however, common components can usually be generalized for groups of workers with similar characteristics. Among those factors are intrinsic and extrinsic rewards. Intrinsic rewards are those that are received internally from work and do not come from another person. Individual pleasure or pride in the task performed by the individual or a sense of accomplishment in completion are examples of intrinsic rewards. Extrinsic rewards are of a more concrete nature. Pay, praise, incentive payments, time off from the work setting, and other fringe benefits are extrinsic rewards since they come from others. Most work settings provide extrinsic rewards and many offer intrinsic rewards, dependent upon the individual and his needs. Trust remains as an integral part of any organization and must be maintained by management to some degree before even a low level of satisfaction can be achieved.

The search of the literature revealed reports on job satisfaction and levels of trust in organizations but none that drew a direct positive correlation of the two. Numerous studies indicated a relationship could possibly exist between trust levels and job satisfaction in numerous areas. This researcher found none that could successfully draw a positive correlation between high school teachers' trust for their principals and their level of job satisfaction. The research did reveal studies implying that a relationship could possibly exist between employer and employees.

Statement of the Problem

The problem of this study dealt with the lack of information concerning the relationship existing between the level of trust of educational supervisors and job satisfaction as perceived by secondary level teachers.

Purpose

The purpose of this study was to determine if there is a positive correlation between trust and job satisfaction existing in the relationship shared by secondary school principals and the teachers who work for them. An empirical investigation was conducted to answer the following question: "Are teachers who trust their principals more satisfied with their jobs than those who do not trust their principals?" One research model for this study used an experimental design to determine if there was a positive correlation between high levels of trust and greater degrees of job satisfaction. In order to test for the difference implied in this study's research question, the following null hypothesis

was tested: There is no correlation between reported levels of trust and job satisfaction as reported by high school teachers regarding the principals for whom they work.

Identification of Variables

A positive correlation was considered to exist if a respondent reported a high trust level and a high degree of job satisfaction (Myers, 1981). The independent variable was the level of trust measured for each respondent. The dependent variable was the reported level of job satisfaction for each respondent on the Staff Satisfaction Scale (SSS). Hence, once the level of trust was established for a subject, the job satisfaction score for the same subject was paired with it for the establishment of a relationship between the two distributions.

Limitations

This study was conducted with the following limitations:

1. The results of this study are limited to the population of teachers and principals employed at public high schools serving the metropolitan Tulsa area, thus the data cannot be generalized for other public high schools or working populations outside this area.
2. Nine percent of the total population declined to participate in the study; therefore, the sample population used in this study consisted of all those teachers who agreed to participate in the study.
3. Based on the number of teachers who elected to participate in the study, 76 percent responded to the questionnaire.

Assumptions

For the purpose of this study, the following assumptions were accepted by this researcher.

1. The school board, the school administrators, and the entire system of each school studied have a genuine interest in the happiness and contentment of their employees and feel that these components are vital as a determinant in job satisfaction.
2. Each respondent answered the questionnaire honestly.
3. The sample gathered in this study is representative of other schools in the area studied.
4. The school system and the area surrounding are representative of others comparable in size.
5. External factors remained constant in both groups.
6. The difference in overall satisfaction is assumed to be directly related to the trust the teachers studied had for their principals.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter II provides a review of related research studies and literature pertaining to the concept of trust. The first section deals with trust in three areas of relevance. The second section of the literature review deals with job satisfaction, factors that contribute to job satisfaction, and the perceived relationship between job satisfaction and trust.

The Concept of Trust

Trust is defined by Webster (1980) as a firm reliance; the person or thing in which confidence is placed. The concept of trust has been discussed in various ways by psychological, political, and organizational management theorists.

Psychological Aspects

The 1950's marked the beginning of numerous studies in the area of psychology. Various theories emerged and remain meaningful today. Erikson (1950) is known for his work with psychoanalysis. He conceived the ego to be a dipolar concept. This concept involved two aspects, how one sees himself and how others view one.

Achieving ego identity gives one a sense of belonging. Erikson proposed that as one's past has meaning in terms of the future, there

is continuity in development, reflected by stages of growth; each stage is related to the other stages. Within this theory, the human life cycle was divided into the eight stages of development. Each stage was viewed by Erikson as developmental crisis. The first stage confronting the infant is the trust/distrust stage. The primary caregiver for the infant determines whether a basis for trusting future behavior will develop. Although Erikson sets up the trust/distrust dilemma in an either/or form, he is careful to add that variations of the same problem continue through the life cycle despite the precarious balancing between trust/distrust that occurs during the crucial infancy period. If the balance tips in the direction of trust, Erikson suggests that the infant gains a basis for expecting the virtue of hope in the future and sets the stage for the giving and receiving type behavior in the future.

Since the publication of Erikson's book, many developmental psychologists have viewed trust and distrust as the cornerstone of human development. His work in this area opened the door for further theory development. He stated, "If everything goes back to childhood, then everything is somebody else's fault, and trust in one's power of taking responsibility for oneself may be undermined" (p. 123).

The existential humanistic theory of psychology focuses on the human condition. Human beings are seen as capable of self-awareness and thus having the freedom to choose among alternatives. This freedom makes the individual responsible for his existence and destiny. The task of therapist in this school of thought is to assist individuals to discover how they are avoiding full acceptance of their freedom and to help them learn the risk in trusting the results of using their freedom.

Rogers (1961) expounded on the fundamentals of the existential

humanists in developing his client-centered therapy. Rogers (1964) found that in an effective helping relationship, the development of trust was a crucial initial factor and necessary continuing related element in such a relationship. Extensive research led him to determine that an increase in trust appeared to be casually related to rapid intellectual development, increased originality, increased self-control, increased emotional stability, and decreased psychological arousal to defend against threat.

Rogers (1981, p. 117) stated that, "Practice, theory, and research makes it clear that the person-centered approach rests on a basic trust in human beings and in all organisms." Rogers found that no matter what the setting or numbers of people involved, a successful and effective relationship could be formed if the authority figures were secure in themselves and trusted in the capacity of others to think and learn for themselves.

Similar to Rogers, Gibb (1961) found that the level of trust in a relationship affects the degree of defensiveness maintained by those involved. Maslow (1970), in discussing the meeting of human needs as a rationale for explaining motivational behavior, indicates that one of the lower level needs on the five step hierarchy is the safety need which includes consistency and predictability in one's environment. Predictability and consistency support the development of trusting behavior.

Kanter (1972), in a study of utopian societies, determined that trust was of central importance to the maintenance of the society. In those societies, one of the key values was egalitarianism, which implied that each person would apply discretion and could work autonomously without close supervision because they were trusted.

Political View

Gamson (1968) uses a political environment to present his theory on trust and influence. In the most simplistic sense, he defines trust to be the belief that the decision-makers will produce outcomes favorable to the individual's interest without the exertion of any influence by that person.

Easton (1965) reviewed the political environment as a dynamic system with a defined boundary and constant flow of inputs and outputs. He focused on the issue of support. Support is defined as an attitude toward the authorities developed by successive reward/punishment experiences. Partisan's demands for preferred outcomes together with this support combined to form the input into the system. The decision for allocation of the partisan's resources form the outputs. These outputs, when sensitive to the partisan's needs, will satisfy the demands and further increase the level of support. This idea of support is consistent with Gamson's views of trust.

Similar to the trust/distrust relationship that Erikson discusses, the literature on trust in the political milieu often views the concept of trust within a context of dichotomous sets of attitudes.

Dahl (1980) wrote that the extent to which citizens of a country are allegiant or alientated depends in some measure on the way government has responded in the future. He also notes that trust is built upon continual successful interaction with the authority.

Almond and Verba (1965) determined that if people believed that their government is being run in their interest they have high trust and feel little need to influence the government.

Lane (1962) found that when a population has reason to believe that the government in office was not trustworthy, the population thought that the government was not being operated in their interest.

Dahl (1980) discusses trust as an attitude built upon successful interaction with those in authority. In a cross cultural survey, he found that citizens of the United States and Great Britain had more confidence in their governments than citizens in Germany, Italy, and Mexico because they felt the United States and Great Britain did do something to prevent unjust laws. Dahl attributes the high levels of confidence (trust) to the historic record of how problems were dealt with in the past.

Industrial Organizational Concept

Management theorists, in their attempt to explain behavior in organizations, find trust a key concept. One of the elements in the expectancy models is trust.

The basis for the expectancy models can be traced back some 30 years to the work of psychologists such as Tolman and Lewin (1952). Tolman's cognitive theory of learning contradicted the prevailing reinforcements approach to motivation. Lewin's field theory of behavior emphasized internal psychological processes and de-emphasized the importance of one's past in determining behavior. The model suggests that in the process of seeking rewards which satisfy needs, the individual considers three things: (1) confidence (expectancy); (2) trust (instrumentality); and (3) value (valance). Expectancy theory suggests that an individual, in choosing a set of behaviors, will make decisions based on these factors and not solely on the expected reward (Lewin, 1952).

The level of satisfaction is derived from the importance of the reward (Figure 1). Argyris (1964) argued that motivation in work will be maximized when each worker pursues individual goals and experiences psychological growth and independence. Close supervision decreases motivation, retards psygrowth, and hampers personal independence and freedom. The supervisor must trust the worker to use his discretion in a manner that is consistent with the goals of the organization. He goes on to indicate that an egalitarian style of management is built on mutual trust.

Ouchi (1982) devoted almost a decade to a study of the Japanese practices in management. One of the primary directions of his research was determining how the Japanese companies could consistently produce a high volume of quality products. He believed strongly that there were essential characteristics apart from culture that could be identified and transferred to companies that produced a high volume of high quality products and compared the managment practices in those companies with the management practices in the Japanese companies. Ouchi found that there were commonalities. He determined that trust and productivity go hand-in-hand. He also found that in companies where there was mutual trust between management and staff, there was also high job satisfaction.

Barnes (1981) looked at the issue of organizational trust and indicated that development of mutual trust is more important to an organization's function than perhaps authority and/or power. This trust can be easily destroyed by invalid assumptions some managers hold to be true.

The three assumptions are, first, that important issues naturally fall into two opposing camps, exemplified by either/or thinking; second, that hard data and facts are

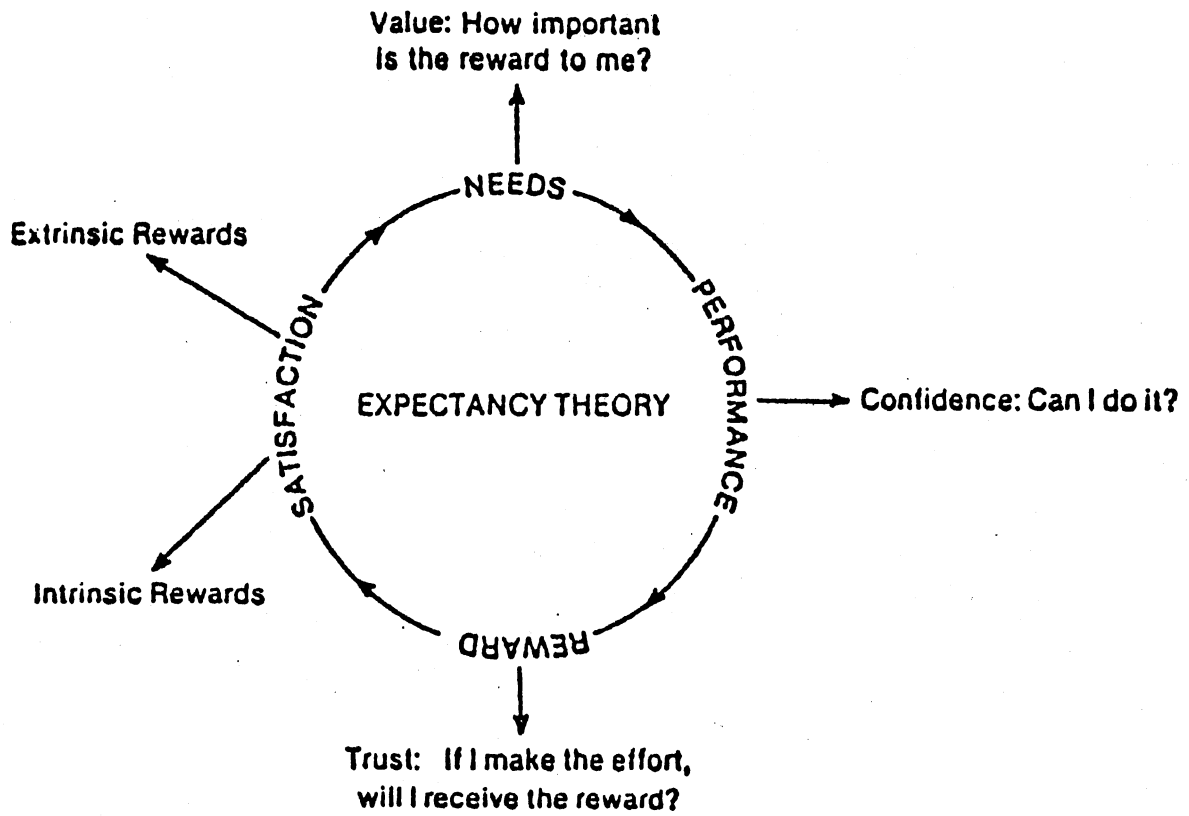


Figure 1. Expectancy Model

better than what appear to be soft ideas and speculation, exemplified in the 'hard drives out soft' rule, and finally, that the world in general is an unsafe place, exemplified by a person's having a pervasive mistrust of the universe around him or her (Barnes, 1981, p. 108).

It is Barnes' belief that trust can be created and maintained in an organization. Based on several studies that he reviewed, he concluded that trust seems important for both effective performance and high job satisfaction.

Other studies also indicate that the concept of trust is linked to job satisfaction. A study by Driscoll (1978) tested the hypothesis that ". . . people with more trust in outcomes under current decision-makers are expected to be more satisfied with the organization as a whole" (p. 45). In conducting his study, Driscoll examined the relationship between participation in decision-making and job satisfaction. He found that the exact relationship was not well understood and many factors can modify the effects of participants. Strauss (1963), Lewin (1968), Wood (1973), and Ritchi (1974) all researched various theoretical links between participation and satisfaction. Some of the specific links were desired and perceived participation, personal satisfaction the individual received from meeting his/her psychological need for responsibility and autonomy in the work environment, and the congruence between desired and perceived levels of participation. The literature shows support for each of these links to job satisfaction but also evidences studies that questions the implied relationship. Since there is substantial controversy over the exact link between participation and satisfaction, Driscoll directed his attention to the level of organizational trust as an alternative to participation in decision-making as the major variable that affects job satisfaction.

Summary

Based on the literature review, several conclusions can be expressed.

1. Trust can be established, maintained, and/or destroyed.
2. The level of trust an individual demonstrates has a direct relationship to the type of interaction that individuals have experienced with those persons having the power to control rewards/resources.
3. The individual's perception of the environment and relationship is an important factor in determining the level of trust.

In a 1981 study by Hall, VonEndt, and Parker (1981) job satisfaction was conceptualized as a fluctuating attitudinal state of an individual that is derived from subjective perceptions of situational factors. The perceptions is subjective because people have varying expectations of what they will receive from the work situation. Satisfaction thus becomes the balance between what one expects or wants and what one receives.

Trust, too, can be perceived as a balance between what one expects or wants and one receives. The level of trust is also determined by the subjective perceptions of the individual.

Job Satisfaction

In the relevant literature found on job satisfaction, certain factors were consistently reported as having an effect on job satisfaction. Those most often cited were sense of achievement, opportunity for professional growth, convenient working hours, pay, and job security. The focus of all the studies was the group rather than the

individuals who comprise the group.

Vroom (1964) pointed out that what accounts for an individual's job satisfaction may be greater than that accounted for by any factors thus far associated with job satisfaction and the studies of individual workers might yield better theories of job satisfaction than those so far developed. Vroom also notes that job satisfaction studies focus on the relationship between dissatisfaction and turnover/absenteeism and little effort has been devoted to demonstrating that satisfaction is correlated with such factors as productivity or quality, the two factors that management originally hoped to promote by increasing worker satisfaction. Herzberg (1966) developed a dual factor theory on job satisfaction. He found that no job satisfaction is the opposite of job dissatisfaction. He also noted that no job dissatisfaction is the opposite of job dissatisfaction. An individual normally experiences varying degrees of job satisfaction and job dissatisfaction simultaneously.

The Herzberg Theory essentially states that people are highly motivated to work by those things which they find satisfying or pleasing to themselves. The individual must have some kind of enriching experience associated with it if the individual is to be highly motivated to work. Placing emphasis on enriching experiences to work is essentially the solution to the problem of poor worker motivation and is the essence of Herzberg's study.

Herzberg concluded from his studies that the factors contributing to job satisfaction (achievement, recognition, the work itself, responsibility, and advancement) address what the individual does and his/her ability to grow from task capability. These factors contribute minimally to job dissatisfaction. Studies conducted have often looked at

these factors and the presence of absence of the factors mentioned have been consistent with Herzberg's (1966) theory in that they were indicators of job satisfaction or lack of job satisfaction. However, this did not preclude the presence of job dissatisfaction.

Herzberg identified factors that contributed to job dissatisfaction (company policy, administration, supervision, interpersonal relationships, working conditions, and security) and indicates that these factors concern the environment in which the worker does his job.

A study by Hines (1974) based on Herzberg's (1966) theory indicated that professional recognition, interpersonal relationship with peers and the relationship with supervisors were major dissatisfactors for those studied.

Another study by White and Maguire (1973) also found that the quality of supervision was a primary dissatisfier. Certain leader behaviors have been demonstrated to have an impact on job satisfaction/dissatisfaction (c.f., incompetent supervision, Longest (1974); quality of supervision, White and Maguire (1973); and relationship with supervisor, Hines (1974)).

Myers (1981) identified job enrichment as the deliberate effort to upgrade the responsibility, scope, and challenge perceived by the individual in doing his/her work. Hughes (1980) agrees with Myers that the work the individual does must have some kind of enrichment experience associated with it if the individual is to be motivated. It is by placing emphasis on these enriching experiences at work that is the solution to the problem of lack of worker motivation.

Since trust has been identified as a component of job satisfaction it is logical to assume the absence of trust may have a negative effect

upon the level of a worker's job satisfaction. Several of the leader traits identified previously are essential in maintaining an adequate trust level between employees and their supervisors. The concept identified by several theorists that happy employees are productive is directly associated with trust level and, consequently, job satisfaction.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine if there is a positive correlation between trust and job satisfaction existing in the relationship shared by secondary school principals and the teachers who work for them.

This chapter details the procedure for collecting data relevant to surveying employees with regard to job satisfaction and trust levels. Included are: (1) the selection of the subjects, (2) data gathering instruments, (3) collection of data, and (4) the procedures selected for analyzing the data.

Population

This study was conducted in three large high schools in a northeastern Oklahoma metropolitan city. Each school contained a student population of 2,000 or more. The high schools selected for the study had to maintain at least 10 academic departments as recognized by the Oklahoma State Department of Education and employ at least 50 full time teachers.

The study sample population included all Oklahoma certified teachers employed on a full time basis in three large high schools in the northeastern Oklahoma metropolitan area. The entire teacher population of the high schools selected for this study to gather data concerning

their attitudes toward the trust-job satisfaction relationship.

Data Gathering Instruments

Two questionnaires were adopted for use in this study. The instruments were questionnaires designed separately to provide data in the areas of trust and job satisfaction. The first questionnaire was the Staff Satisfaction Scale designed by Hall, et al., in 1981. The Staff Satisfaction Scale consisted of 42 items, 24 were adapted from the Index of Work Satisfaction, six were from the SRA Survey of Job Satisfaction, and 11 were developed by Hall (see Appendix A). The scale was divided into six relevant categories; pay, autonomy, task requirements, interaction, and job prestige/status. Items in each of these categories were arranged randomly throughout this section of the questionnaire so that the respondent would not become aware of the specific component being examined. The response mode was five point Likert-type scales with a neutral mid-point. The Staff Satisfaction Scale was found to have sufficient validity and reliability (.9133) for measuring job satisfaction among nursing staff in a hospital setting (Hall, 1981). See Appendix B for a letter granting permission to utilize the Staff Satisfaction Scale in this study. An attached information sheet included demographic data about the subjects, including age, gender, educational background, and education related work experience.

An instrument developed to measure employee trust was validated by Muller in 1983. It contained five leadership characteristic elements which were arranged randomly throughout the questionnaire so that the respondent would not be aware of the specific component being measured. Each of these elements was validated within the pilot study (Muller, 1983).

The results of that pilot study are presented in Table I.

Inspection of Table I's statistical results reveal the heaviest variance to be on the competency and communication factors. Consistency and predictable behavior (Factor #2), among leaders accounts for 8.7 percent of the variance. Factor #3, fairness, accounted for 7.5 percent of the variance. Factor #4, recognition, was composed of four items and accounted for 4.7 percent of the variance. Factor #5, sensitivity, accounted for 3.8 percent of the variance. Scoring information and reliability scales for grading the Staff Satisfaction Scale instrument were provided by the author of the instrument (see Appendix C).

The second questionnaire, the Muller Trust Instrument, measured levels of trust in a defined environment. The instrument was developed and validated by Muller (1983). See Appendix D for pilot study results. Specific elements linked to the presence or absence of trust were selected. These were related to job satisfaction and could reasonably be related to the concept of trust. The five elements identified in Muller's Trust Inventory were; (1) recognition, (2) open communication, (3) fairness, (4) sensitivity, and (5) competency. These were the leader behaviors identified by Muller and believed to have an influence on the level of trust between worker and supervisor. See Appendix E for a letter granting permission for use of the Muller Trust Instrument. Utilizing the results of the reliability test and the validation of the factors involved, an instrument was designed (see Appendix F). The response mode was a Likert-type scale similar to the Staff Satisfaction Scale previously identified. Each respondent was asked to read a statement and indicate the appropriate response concerning his principal on a questionnaire containing 35 specific items designed by Muller.

TABLE I
MULLER TRUST PILOT STUDY RESULTS

Factor	Percent Variance	Item Number
1. Competency/Communication	68.6	2,4,5,9,10, 13,17,18,21, 22, 27, 28, 31, 32,34
2. Consistency/Predictable Behavior	8.7	1,3,23,26, 33,35
3. Fairness	7.5	6,7,12,15, 20,29
4. Recognition	4.7	8,14,19,25
5. Sensitivity	3.8	11,16,24,30

Collection of the Data

The subjects selected were teachers employed in a full time capacity in large metropolitan high schools in northeastern Oklahoma. Each subject was certified and registered through the Oklahoma Department of Education.

An overview of this study and instruction for the conduction was presented to the department heads in each school involved in the study. During a brief discussion of the research being conducted, each department head was instructed as to the method of distribution desired and purpose of the questionnaires. Each department head then met with his own teachers and explained the research and administered the instruments.

Each subject was given the opportunity of declining involvement in the study. Department heads were chosen to act as mediator to avoid possible biasing of results by contact with the principals. Directions were given to return completed questionnaires to an unmarked school mailbox (located adjacent to regular faculty mailboxes).

Subjects were requested to return questionnaires within a two-week time, and at the end of the two week period subjects were contacted by a follow-up requesting the questionnaires be returned to the researcher. This procedure resulted in the return of an additional 40 percent of those not initially collected. The subjects who at that point had not returned questionnaires were send a second letter requesting return of the instruments along with the subject responses.

Total return rate was summed and recorded at 76 percent of the total distribution. This percentage represented an N of 80. The data were collected between January 11, 1984 and January 21, 1984. Time

involved for each respondent to complete each questionnaire was 20 to 30 minutes. In addition to the instruments the following demographic data were collected: age, gender, and educational preparation. The school identification was coded by colored paper on which each questionnaire was printed. These results were then converted to a letter coding system (A, B, C) then changed to correlating numbers (A=1, B=2, C=3). This was done to further assure each subject anonymity.

Analysis of the Data

To analyze the data, the questionnaires were first checked for completeness and the responses were then compiled in the following manner: (1) the demographic data were coded for further reference, (2) Trust levels were calculated for each response, (3) Each response was recorded for later computations. The trust levels were then used to compare with the results of the Staff Satisfaction Scale for each respondent. Each respondent was matched with his pair of scores, trust and job satisfaction.

The trust and job satisfaction scores consisted of two numbers, each score between one and 100. Each pair was representative of the reported trust and job satisfaction levels of the respondents. In order to cite a relationship between the two distributions, a Pearson Product Moment was selected to test the data. Each pair was then used in the statistical computations (see Appendix G).

The data collected describe the level of trust and the amount of job satisfaction as described by the respondent. A Pearson Product Moment was selected because it involves two distributions and the emphasis is on the measurement of the amount of relationship between

two distributions of scores (Bartz, 1981). The Pearson r is derived from the z scores of the two distributions to be correlated. The products of the pairs of z scores for each individual is computed. Each respondent's z score for trust was multiplied by his z score for job satisfaction. The final phase of the computation used consisted of finding the mean of the summed products, z_t, z_{js} , by dividing by N , the total number of pairs representative of the total population sample studied. The raw score formula was utilized in computing the correlation. The formula is as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

CHAPTER IV

RESULTS

The purpose of this study was to determine if there is a positive correlation between trust and job satisfaction existing in the relationship shared by secondary school principals and the teachers who work for them. The following research hypothesis was tested: those teachers who report a high level of trust for their principal, will also report a high level of job satisfaction. The independent variable was the reported level of job satisfaction by each respondent. The levels of job satisfaction and trust were analyzed using a Pearson Product Moment to determine if a relationship existed between job satisfaction and trust.

Descriptive Statistics

Eighty subjects participated in the study. All of them were certified Oklahoma public school teachers currently employed on a full time basis. Three large metropolitan school systems cooperated in the participation of the study. The level of job satisfaction and the level of trust in one's principal were calculated for each respondent.

Table II demonstrates the demographic data question which was asked of all respondents completing the questionnaire. Ninety-three percent of the respondents reported to be within the "below 40" age group. The reported education level of the respondents was found to be 67 percent and had achieved a Bachelor of Science degree as their highest level of

TABLE II
 DEMOGRAPHIC RESPONSES AS REPORTED
 BY STUDY PARTICIPANTS

Participant Responses	Percent	N
<u>Age</u>		
Below 40	93	74
Over 40	7	6
<u>Sex</u>		
Male	22	18
Female	78	62
<u>Education</u>		
Bachelor of Science (B.S.)	67	54
Master of Science (M.S.)	25	20
Doctor of Education (Ed.D.)	4	3
Other (Specialist)	4	3

formal education. Twenty-two percent possessed a Master of Science degree. Four percent has earned doctorates, while an additional four percent had earned Specialist degrees. Twenty-two percent of those who responded were male, while the remaining 78 percent were female.

The level of teaching experience varied. Seven percent responded that they were in their first year of teaching in a public school system. Sixty percent reported between one and five years of experience (see Table III). Below three percent had more than five years teaching experience.

A satisfaction score for each respondent was calculated using scoring criteria supplied by the author of the instrument. Similarly, a trust level score was calculated for each subject utilizing the method provided by, and recommended by Muller in 1983, consequently, each of the 80 respondents were paired with two scores. The subjects who retained a high combined mean score ($\bar{X}_T \bar{X}_{JS}$) were described further with regard to other relevant information provided by the demographic data collected. As recommended by Bartz (1981) when performing a correlation of job satisfaction and trust a strong correlation is that which is computed to be .60 to .80 and a "very high r" is .80 to 1.00. The combined mean scores were examined to determine whether a relationship among other factors exist. Among the mean combined scores ($\bar{X}_T \bar{X}_{JS}$) those which maintained .60 or above was found to be 46 percent of the total population. Within that 46 percent of the population it was found that 68 percent of these have been associated with secondary education for a time period of between one and five years. The respondents with a correlation coefficient of .80 and above mean combined score totaled 32 percent which assumes a normal distribution with regard to mean combined

TABLE III
PROFESSIONAL TEACHING EXPERIENCE DESCRIBED
IN SCHOOL YEARS CONSISTING OF
NINE MONTH SEGMENTS

Experience	Percent	N
Less than one year	7	6
1 -5 years	60	48
More than 5 years	33	26

score pairings. A normal distribution consists of 68 percent of the population rests between +1.0 and -1.0, each point measured in z scores on the base continuum of the distribution. With regard to a normal distribution, the mean = 0 with a standard deviation of 1 ($\bar{X} = 0$, $s = 1$).

It was found that among the respondents who reported a high mean combined score (.60 to .99) 40 percent had acquired more than five years of professional teaching experience within the spectrus of public education. Correlated closely to high combined mean scores is educational background of respondents with a combined mean score of .60 to .99, which is determined by previous research to be high, over half possessed earned graduate degrees (Bartz, 1981). Sixty-two percent of the respondents with the high combined mean score had earned degrees above the Bachelor of Science level. A correlated t-test was used to measure the response modes with regard to the subject categories identified by the authors of the instruments.

Questions relating to pay on both instruments yielded statistically significant results. With degrees of freedom of nine, a statistically significant t value was found at a probability level of $<.01$. The formula to test the categorical responses follows:

$$t = \frac{D}{s_x} \quad (t_{.01}, df = 9, = 3.250, \text{significant}, p < .01)$$

Items regarding recognition and job prestige also yielded a statistically significant t value when exposed to a correlated t-test. By utilizing the above formula a t-score of 1.78 was found ($t_{.05}$, $df = 18$, is 1.78, significant, $p < .05$). The values representative of these categories, recognition and job prestige, and pay have been shown to be indicative of a relationship to the sample population studied.

A scattergram illustrating the relationship of the combined mean scores is shown in Figure 2. Other relationships were tested by using a correlated t-test in a manner similar to that which is described above. These relationships were determined to be too small to be assumed to be significant. These were tested at the .01 and the .05 level of significance. For this reason the research assumes only the relationships described above (pay, job prestige, and recognition) are significant to this population.

A correlation coefficient is highly sensitive to the range of scores on which it is calculated. As the range becomes more restricted the size of the coefficient decreases. The range of raw scores collected in the study described herein is illustrated in Figure 3.

Statisticians referenced in the relevant literature will issue a caution to those interpreting correlation results. A correlation does not indicate causation. Utilizing the results of a Pearson r test one cannot assume that one factor identified by the researcher was not determined to be the cause of another factor or variable identified but only that a relationship exists between the variables in that particular study (Linton and Gallo, 1975; Bartz, 1981, and Popham, 1967).

The data were statistically analyzed using a Pearson r correlation coefficient. The Pearson r was chosen for use because traditionally, correlation has most often been used to express the strength of a relationship between two sets of scores obtained from the same subjects. Additionally, a correlation coefficient expresses the strength of a relationship between two variables. The variables, trust and job satisfaction were statistically measured and percentage scores interpreted for each subject responding in the study. The pair of scores

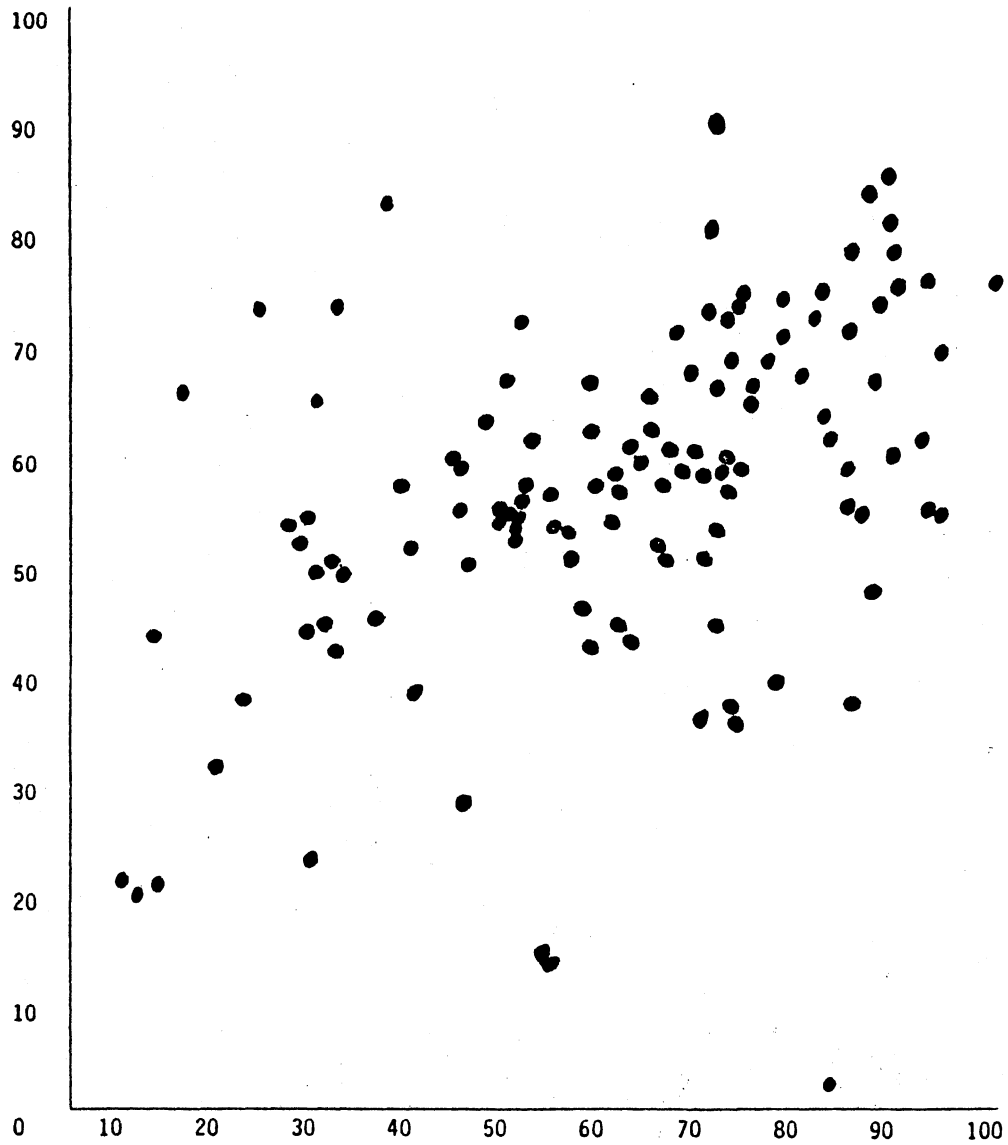


Figure 2. Scattergram of Combined Mean Scores

($t_{.01}$, $df = 9$, = 3.520, Significant, $p < .01$)

representative of trust and job satisfaction were calculated in determining the strength of the correlation.

In order to correctly measure the interrelationship described above, certain assumptions had to be met. The assumptions were:

1. Interval data must be used.
2. The sample must be normally distributed.
3. Randomness must be evident to insure representativeness in the sample.
4. A linear relationship must exist.
5. Homoscedasticity, which is the uniformity of means and standard deviations between two variables be present throughout the study.

The calculated r was compared to the suggested r in the pertinent literature (Linton, and Gallo, 1975; Bartz, 1981). The calculated r , $r = .73159$ with degrees of freedom 78, 2 was found to be greater than the table value indicated (.217). A comparison of these values would indicate the probability of the existence of a positive relationship. An illustration of this is available in the form of a scattergram in Figure 4. The null hypothesis was rejected at the .05 level of significance which indicates a significant relationship existed at the time the data were gathered. The Pearson r formula and significant r value computed for the sample population studied are illustrated below.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

$$r = .73159$$

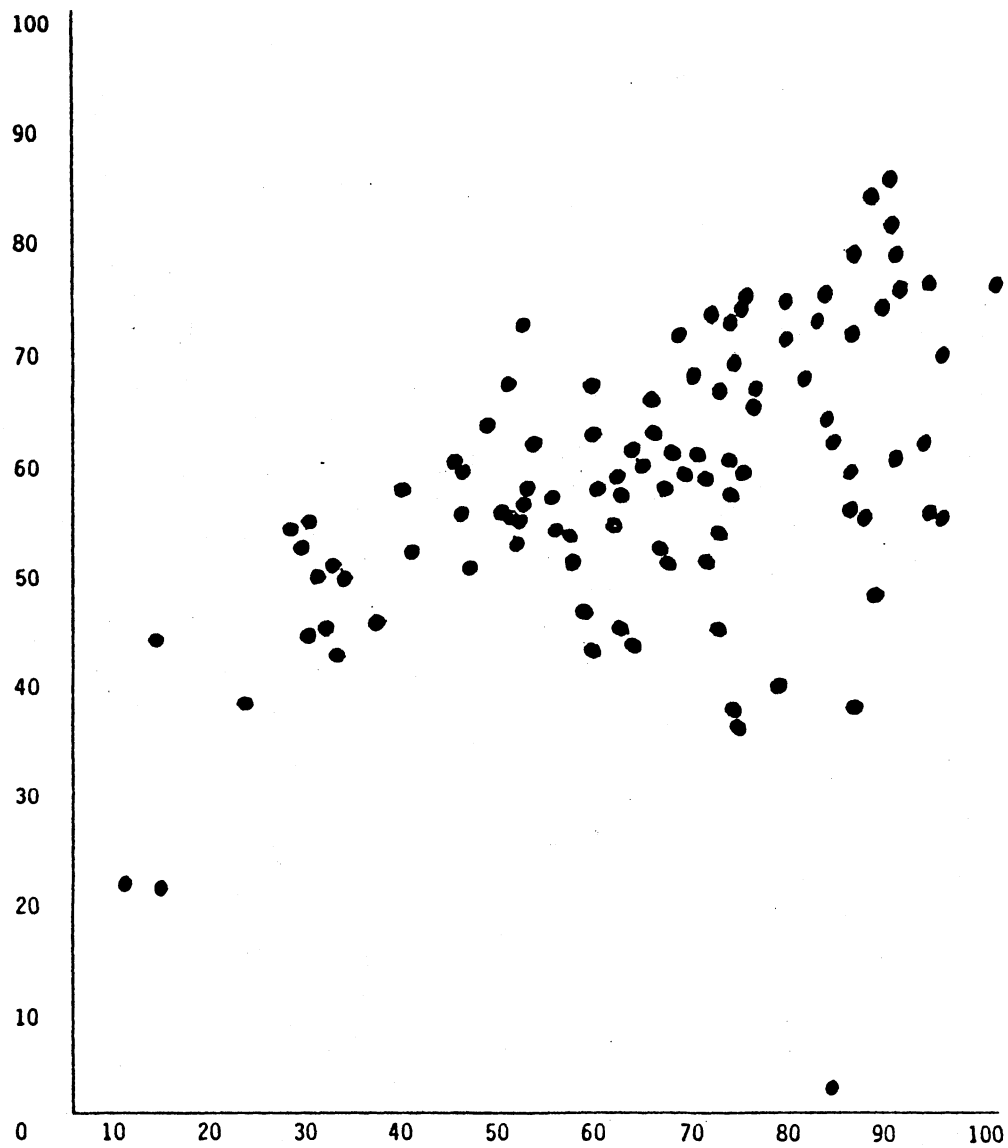


Figure 4. Scattergram of Subject Responses

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine if there is a positive correlation between trust and job satisfaction existing in the relationship shared by secondary school principals and the teachers who work for them. An empirical investigation was conducted to answer the following question: Are teachers who trust their principals more satisfied with their jobs than those who do not trust their principals?

Summary

The subjects in this study were state certified teachers employed on a full time basis in three large high schools in northeastern Oklahoma. Research has indicated that workers who are satisfied with their jobs tend to be more productive. In the relevant literature found on job satisfaction, certain factors were consistently reported as having an effect on job satisfaction. Those most often cited were sense of achievement, opportunity for professional growth, convenient working hours, pay, and job security. The focus of all the studies was the group rather than the individuals who comprise the group.

Vroom (1964) pointed out that what accounts for an individual's job satisfaction may be greater than that accounted for by any factors thus far associated with job satisfaction. The studies of individual workers

might yield better theories of job satisfaction than those so far developed. Vroom (1964) also noted that job satisfaction studies focus on the relationship between dissatisfaction and turnover/absenteeism and little effort has been devoted to demonstrating that satisfaction is correlated with such factors as productivity or quality, the two factors that management originally hoped to promote by increasing worker satisfaction. Herzberg (1966) developed a dual factor theory on job satisfaction. He found that no satisfaction is the opposite of job dissatisfaction. He also noted that no job dissatisfaction is the opposite of job satisfaction. An individual normally experiences varying degrees of job satisfaction and job dissatisfaction simultaneously.

Two self-administered questionnaires were distributed to 80 study subjects to measure job satisfaction and trust levels. In addition to the questionnaires, demographic data were collected. The job satisfaction instrument was a Staff Satisfaction Scale (SSS) which contained 22 items. A Likert-type scale was used for rating the items. The data collected described the level of job satisfaction for the respondents. Decreases or increases in satisfaction with specific aspects of their jobs as well as total job satisfaction were recorded. The second questionnaire, a trust instrument measured levels of trust respondents reported for their supervising principal. Data collected from the trust tool were analyzed in a method similar to that of the Staff Satisfaction Scale described above. The pertinent aspects of job satisfaction and trust were assumed to be directly related to the findings for each subject.

Conclusions

Since trust has been identified as a component of job satisfaction it is logical to assume the absence of trust may have a negative effect upon the level of a worker's job satisfaction. Several of the leader traits identified previously are essential in maintaining an adequate trust level between employees and their supervisors. The concept identified by several theorists that happy employees are productive is directly associated with trust level and, consequently, job satisfaction.

A careful analysis of obtainable data projects the concept of trust as an integral component of job satisfaction. The results of this research, plus the current demand for a higher quality education in the public school system led this researcher to identify components of job satisfaction. By enhancing the job satisfaction levels of educators, it is believed that productivity will increase, thus achieving the goal of a higher quality of education demanded by tax payers.

The data obtained from testing the hypothesis demonstrates a relationship between trust for principals and job satisfaction. These data were limited to secondary educators. Many respondents work in the particular school by choice, so that could account for part of their job satisfaction level. Reasons for job satisfaction cannot be credited to any single factor. Most respondents indicated a high rate of satisfaction regarding their jobs. Many elements of one's personal life may have an impact on his view of his job situation. Aspects that affect contentment outside the job setting may also have had major impact on how each educator responded to the questionnaire.

Work hours similar to one's children's school hours, the opportunity

to return to school, afternoon and summer time to participate in leisure time hobbies in the home environment are all possible educational reasons for employee satisfaction. Another possibility lies in the concept that many educators would be satisfied with teaching regardless of the supervising principal and his policies. If the institution for which the respondent worked was receptive to his needs as an individual and treated each employee fairly, this may also have contributed to job satisfaction.

Educators are not the only group with which the results of this study could be useful. It could possibly provide different results if other groups of educators or workers were studied. Another method by which educators could be sampled with regard to job satisfaction is to separately sample those who use the income as the sole support of his family to determine if that could account for any job satisfaction. Some educators will achieve the same level of production merely because they enjoy the work without regard to environment or supervisory trust.

Recommendations

Because of the current demand placed by society upon tax supported educational institutions, school districts insist upon maximum production from each educator it employs. Research has shown that happy employees are more productive. In response the accountability education has to society, educators now more than in the past, must be more effective. In keeping with research findings trust is a component of job satisfaction. Therefore, it is imperative that instructors trust their principals to maintain high levels of productivity with respect to instruction. To reinforce this concept more extensive research

involving a number of educational institutions could be conducted.

An extension of this type of study might produce findings which would provide additional information relevant to increased satisfaction as it relates to supervisory trust levels of educators.

It is hoped that the conclusion of this study will provide a framework for further research. A successful educational institution may be one in which trust is a valued component within administration.

The present study provides a resource from which additional research can be drawn. Further research will add to these study results, as well as the existing body of knowledge in this and related field.

BIBLIOGRAPHY

- Almond, G.A. and Verba, S. The Civic Culture. Boston, MA: Little, Brown and Company, 1965.
- Argyris, C. Integrating the Individual and the Organization. New York, NY: Wiley and Sons, Inc., 1964.
- Barnes, L.B. "Managing the Paradox of Organizational Trust." Harvard Business Review, Vol. 59, No. 2 (March-April, 1981), p. 108.
- Blau, P.M. Exchange and Power in Social Life. New York, NY: Wiley and Sons, 1964.
- Dahl, R.A. Political Oppositions in Western Democracies. New Haven, CT: Yale University Press, 1966.
- Driscoll, J.W. "Trust and Participation in Organizational Decision-Making as Predictors of Satisfaction." Academy of Management Journal, Vol. 21, No. 1 (1978), pp. 44-56.
- Easton, D. A System Analysis of Political Life. New York, NY: Wiley and Sons, Inc., 1965.
- Erikson, E.H. Childhood and Society. New York, NY: W. W. Norton and Company, 1950.
- Gamson, W.A. Power and Discontent. Homewood, IL: The Dorsey Press, 1968.
- Gibb, J.R. "Defense Level and Influence Potential in Small Groups." in Leadership and Interpersonal Behavior. New York, NY: Holt, Rinehart, and Winston, 1961.
- Hall, B.A., VonEndt, L. and Parker G.A. "A Framework for Measuring Satisfaction of Nursing Staff." Nursing Leadership, Vol. 4, No. 4 (1981), pp. 29-33.
- Herzberg, F. Work and the Nature of Man. New York, NY: World Publishing Company, 1966.
- Hines, G.H. "Motivational Influences in Job Satisfaction." N. Z. Nursing Journal, Vol. 67, No. 6 (1974), pp. 18-20.

- Kanter, R.M. Commitment and Community. Cambridge, CT: Harvard University Press, 1972.
- Lane, R.E. Political Idiology. New York, NY: The Free Press, 1962.
- Lawler, E.E. Pay and Organizational Effectiveness. New York, NY: McGraw Hill and Company, 1963.
- Lefkowitz, J. "Personnel Turnover." in Progress in Clinical Psychology. Ed. L.E. Abt, and B.F. Reiss. New York, NY: Gurne and Shatton, 1971.
- Lewin, Kurt. "Patterns of Aggressive Behavior in Social Climates." Journal of Social Psychology, Vol. 10 (1968), pp. 271-299.
- Longest, B.B. "Job Satisfaction for Registered Nurses in the Hospital Setting." Journal of Nursing Administration, (May-June, 1974), pp. 46-52.
- Maslow, A.H. Motivation and Personality. New York, NY: Harper and Row, 1970.
- Ouchi, W.G. Theory Z. New York, NY: Avon Books, 1982.
- Popham, W. James and Sirotnik, Kenneth A. Educational Statistics: Use and Interpretation. New York, NY: Harper and Row, 1967.
- Ritchi, R.J. Supervision--Organizational Behavior: Research and Issues. Madison, WI: Industrial Relations Research Association, 1974.
- Rogers, C.R. On Becoming a Person. Boston, MA: Houghton-Mifflin, 1981.
- Strauss, G. "Some Notes on Power and Equalization." in Social Science of Organizations. Ed. J. J. Leavitt. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1963.
- Vroom, V.H. Work and Motivation. New York, NY: Wiley and Sons, Inc., 1964.
- White, C.H. and Maguire, M.C. "Job Satisfaction and Dissatisfaction Among Hospital Nursing Supervisors: The Applicability of Herzberg's Theory." Nursing Research, Vol. 22, No. 1 (1973), pp. 25-30.
- Wood, M.T. "Power Relationships and Group Decision-Making in Organizations." Psychological Bulletin, Vol. 79 (1973), pp. 280-293.
- Zand, D.E. "Trust and Managerial Problem Solving." Administrative Science Quarterly (June, 1972), pp. 229-238.

APPENDIXES

APPENDIX A

STAFF SATISFACTION SCALE

PLEASE CHECK ONE OF THE FOLLOWING CATEGORIES
ACCORDING TO HOW WELL YOUR JOB EXPECTATIONS
ARE PRESENTLY BEING MET:

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The people I work with are friendly.	()	()	()	()	()
2. My classroom provides an atmosphere of independence in daily work activities.	()	()	()	()	()
3. There is no doubt that this school cares a great deal about the welfare of the faculty	()	()	()	()	()
4. I could be a more effective teacher if I had more time with each student.	()	()	()	()	()
5. My principal gives praise, credit, and recognition by letting me know about work I do well.	()	()	()	()	()
6. I perceive my occupational status as high in this school.	()	()	()	()	()
7. I am not satisfied with the way teaching is organized and is done.	()	()	()	()	()
8. I have the freedom in my work to make important decisions.	()	()	()	()	()
9. I am really doing something worthwhile in my job.	()	()	()	()	()
10. I feel I am supervised more closely than I need to be.	()	()	()	()	()
11. My school does its best to provide good benefits and working conditions.	()	()	()	()	()
12. My particular job doesn't require much skill or know-how.	()	()	()	()	()
13. There is ample opportunity for faculty to participate in policy and procedure planning.	()	()	()	()	()
14. I feel I have too many people who give me directions.	()	()	()	()	()
15. A lot of what I do each day could just as well be done by someone with less skill and training.	()	()	()	()	()
16. The present rate in pay for teachers at this school is satisfactory.	()	()	()	()	()

	Agree	Agree	Opinion	Disagree	Disagree
7. What I do in my job doesn't add up to anything significant.	()	()	()	()	()
8. There are not many opportunities for advancement of teachers at this school.	()	()	()	()	()
9. My job doesn't provide satisfying opportunities to develop formal and informal social contact.	()	()	()	()	()
10. The amount of time I spend on clerical and paperwork required of teachers here is reasonable.	()	()	()	()	()
11. My principal does not plan activities to get maximum utilization out of our facilities, equipment, and people.	()	()	()	()	()
12. I have little opportunity to use my abilities on my job.	()	()	()	()	()
13. The teaching personnel in my department do not help one another when things become hectic.	()	()	()	()	()
14. Even if I could make more money in another teaching situation, I am more satisfied here because of the working conditions.	()	()	()	()	()
15. My present salary is not satisfactory.	()	()	()	()	()
16. I spend as much time as I'd like actually in instruction.	()	()	()	()	()
17. There is a good deal of teamwork and cooperation between various levels of teaching on staff.	()	()	()	()	()
18. I have little control over my own work - other people decide things for me in my job.	()	()	()	()	()
19. They expect too much from us around here.	()	()	()	()	()
20. The teachers at my school are not as outgoing and friendly as I would like.	()	()	()	()	()
21. It makes me proud to talk to other people about what I do on my job.	()	()	()	()	()

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
22. From what I hear from and about educators at other schools, we at this school are not being satisfactorily paid.	()	()	()	()	()
23. My principal effectively communicates goals and priorities.	()	()	()	()	()
24. It is my general impression that most of the teachers like the way work is organized and done here.	()	()	()	()	()
25. I can't help but feel that others don't really appreciate my job and what I have to do.	()	()	()	()	()
26. In my opinion, this school is not organized with the needs of the student given top priority.	()	()	()	()	()
27. My principal gets employees to work together as a team.	()	()	()	()	()
28. I feel free to discuss complaints and issues with my principal.	()	()	()	()	()
29. I can't think of many other jobs I'm capable of doing that are more important to people than being a teacher.	()	()	()	()	()
30. This type of questionnaire would help administrators to evaluate job satisfaction.	()	()	()	()	()
31. Quality student care and treatment are important to my school.	()	()	()	()	()
32. This school supports a philosophy of promoting "quality instruction"	()	()	()	()	()

33. List any other factors that are important to you in achieving a positive attitude in your position.

34. List any factors that restrict.

35. Additional comments:

APPENDIX B

SSS INSTRUMENT PERMISSION CORRESPONDENCE

September 10, 1982

Lorelei Von Endt, R.N., M.N.
Psychiatric Clinical Specialist
Providence Medical Center
500 17th Avenue
Seattle, WA 98124

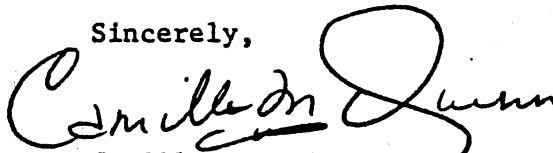
Dear Ms. Von Endt:

Please send a copy of the Staff Satisfaction Scale as described in "A Framework for Measuring Satisfaction of Nursing Staff" in December, 1981, Nursing Leadership.

I am interested in using the scale for measuring job satisfaction of graduate nurses in the intensive care unit.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Camille M. Quinn". The signature is written in black ink and is positioned above the typed name.

Camille M. Quinn
Oklahoma State University
Graduate Student

PROVIDENCE
MEDICAL CENTER

500 17th AVENUE • C-34008
SEATTLE, WASHINGTON 98124
PHONE: (206) 326-5555



SERVING IN THE WEST SINCE 1856

Dear Ms. Quinn,

I am in receipt of your letter requesting a copy of the "Staff Satisfaction Scale" as described in the December 1981 Nursing Leadership.

Enclosed is a copy of the scale, sample demographic face sheet, cover letter and categorization of questions. It is recommended that the demographic face sheet and cover letter be adapted to fit your particular organization and needs.

Suggestions for utilization of the tool are outlined in the article. Due to our continued interest in this area, we would request that you provide to us summarized results of your research.

We extend best wishes to you in your research endeavors.

Sincerely,

Lorelei Von Endt
Lorelei Von Endt, R.N., M.N.
Psychiatric Clinical Specialist

LV:yb
Enclosure

MEMBERS OF THE SISTERS OF PROVIDENCE CORPORATION - ALASKA: PROVIDENCE HOSPITAL ANCHORAGE - WASHINGTON: PROVIDENCE MEDICAL CENTER SEATTLE - THE O'PAUL RETIREMENT RESIDENCE AND MOUNT ST. VINCENT NURSING CENTER SEATTLE - PROVIDENCE HOSPITAL EVERETT - ST. PETER HOSPITAL OLYMPIA - ST. ELIZABETH HOSPITAL YAKIMA - OREGON: PROVIDENCE HOSPITAL MEDFORD - PROVIDENCE MEDICAL CENTER PORTLAND - PROVIDENCE CHILD CENTER PORTLAND - ST. VINCENT HOSPITAL AND MEDICAL CENTER PORTLAND - CALIFORNIA: PROVIDENCE HOSPITAL OAKLAND - PROVIDENCE HIGH SCHOOL BERRANK - SAINT JOSEPH MEDICAL CENTER BERRANK

APPENDIX C

SSS RELIABILITY INFORMATION

(N=285)

<u>Scale</u>	<u>Alpha</u>
Task Requirement	0.6421
Autonomy	0.7880
Pay	0.7976
Organizational Requirements	0.8530
Job Prestige	0.7250
Interaction	0.7090
Total Scale	0.9133

Reliability: The SSS was sent by its author to 497 staff members in a hospital setting; 285 responded. Reliability for the total scale was 0.9133 as measured by Cronbach's Alpha. Reliability for six subscales to somewhat lower due to alpha size being somewhat dependent upon having a large number of items.

SCORING INFORMATION

Categorization of Questions

Task Requirements: 4, 15, 20, 29

Interaction: 1, 5, 19, 23, 27, 30, 33

Pay: 16, 24, 25, 32

Autonomy: 2, 8, 10, 14, 28, 38

Job Prestige: 6, 9, 12, 17, 22, 31, 35, 39

Organization Requirements: 3, 7, 11, 13, 18, 21, 34, 36, 37, 40, 41

Scoring

Positive Statements:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
4	3	2	1	0

Negative Statements:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
0	1	2	3	4

Scoring Ranges and Medians

Components:	<u>Range</u>	<u>Median</u>
Task Requirements	0-20	10
Interaction	0-28	14
Pay	0-16	8
Autonomy	0-24	12
Job Prestige	0-32	16
Organizational Requirements	0-48	24
Total Satisfaction Score	0-168	84

APPENDIX D

MULLER PILOT STUDY RESULTS

TABLE IV
MULLER'S TRUST PILOT STUDY RESULTS

Factor	Percent Variance	Item Number
1. Competency/Communication	68.6	2,4,5,9,10, 13,17,18,21, 22,27,28,31, 32,34
2. Consistency/Predictable Behavior	8.7	1,3,23,26, 33,35
3. Fairness	7.5	6,7,12,15, 20,29
4. Recognition	4.7	8,14,19,25
5. Sensitivity	3.8	11,16,24,20

APPENDIX E

MULLER TRUST PERMISSION CORRESPONDENCE

January 5, 1984

Patricia Muller, R.N., Ed.D.
Director of Education
St. Francis Hospital
6161 S. Yale
Tulsa, Oklahoma 74145

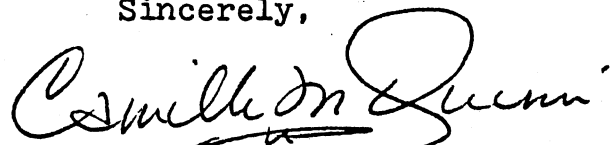
Dr. Muller:

After reading your study concerning trust, I am interested in conducting a similar study. I would like to, with your permission, utilize the trust instrument which you piloted and later validated.

I'm interested in doing work with trust and public secondary school teachers. The trust levels will be measured and evaluated with regard to other variables inherent in public education.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Camille M. Quinn". The signature is written in dark ink and is positioned above the printed name.

Camille M. Quinn

January 10, 1984

Camille M. Quinn
15115 East 35th St. South
Tulsa, Oklahoma 74134

Ms. Quinn:

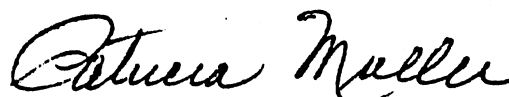
I am in receipt of your letter requesting a copy of the trust instrument I used in research recently.

Enclosed is a copy of the instrument, sample demographic face sheet, cover letter and a copy of my results. It is recommended that the demographic face sheet be adapted to fit your particular needs.

Suggestions for utilization of the tool are outlined in the accompanying information. Due to continued interest in this area, I would request you provide me and interested others summarized results of your research.

Best wishes to you in your research endeavors.

Sincerely,



Patricia Muller, Ed.D.
Director of Education
St. Francis Hospital

PM/st
Enclosure

APPENDIX F

MULLER TRUST INSTRUMENT

January 11, 1984

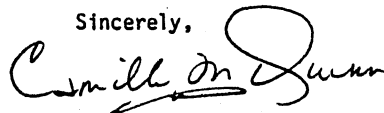
Dear Participant:

In an effort to measure job satisfaction levels of teachers, the attached instruments were developed. An attempt will be made to show a relationship between levels of trust for supervisor and job satisfaction. The data gathered from these questionnaires will be compiled and used in a research project for graduate study at Oklahoma State University. The results of this investigation will be available upon request to any participant. In an effort to gather candid responses, the use of names associated with particular schools has been abandoned. Anonymity is assured by the researcher.

Please take a few minutes to complete the attached instruments. For convenience of the participants, a mail box (located adjacent the faculty mailboxes) will be utilized for return of the questionnaires.

Your cooperation in responding to each statement is appreciated.

Sincerely,



Camille M. Quinn
Graduate Student,
Oklahoma State University

GENERAL INFORMATION

Education Level: B.S. () M.S. () Ed.D. () Other ()

Age: Below 40 () Over 40 ()

Length of Present Employment: Less than 1 year ()
1 - 5 years ()
Over 5 years ()

QUESTIONNAIRE

Please check one of the following categories according to how true the statement is in your work situation.

- | | <u>Strongly</u>
<u>Agree</u> | <u>Agree</u> | <u>No</u>
<u>Opinion</u> | <u>Disagree</u> | <u>Strongly</u>
<u>Disagree</u> |
|--|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 1. When decisions affecting you are being made, your supervisor presents the concerns and ideas of those on the unit. | | | | | |
| 2. Your supervisor coaches you in ways that help you do your job more effectively. | | | | | |
| 3. You can predict how your supervisor will react to a problem presented to her/him. | | | | | |
| 4. Your supervisor shares information about the organization to help you expand your understanding of the organization. | | | | | |
| 5. Your supervisor lets you know when there are areas of your performance that need improvement. | | | | | |
| 6. Your supervisor recognizes your professional expertise and encourages you to be self-directed. | | | | | |
| 7. Your supervisor will recommend you for committee activities that will make you visible to others within the organization. | | | | | |
| 8. When problems occur on the unit, your supervisor is willing to take them forward to see if they can be resolved. | | | | | |
| 9. Your supervisor can help you solve problems that relate to your job because of his/her knowledge. | | | | | |
| 10. Your supervisor provides clear explanations concerning policies and procedures. | | | | | |

- | | <u>Strongly</u>
<u>Agree</u> | <u>Agree</u> | No
<u>Opinion</u> | <u>Disagree</u> | <u>Strongly</u>
<u>Disagree</u> |
|--|---------------------------------|--------------|----------------------|-----------------|------------------------------------|
| 11. Your supervisor tries to approve individual special requests whenever possible. | | | | | |
| 12. Even though your supervisor may not agree with you, he/she is willing to present your concerns and requests to the decision-making body. | | | | | |
| 13. Your supervisor can answer your questions regarding various aspects of your job because of his/her experience. | | | | | |
| 14. Your supervisor will answer all of your questions regarding how decisions were reached in a manner that satisfies you. | | | | | |
| 15. Your supervisor recommends individuals for promotion who demonstrate superior performance. | | | | | |
| 16. Your supervisor will support your attendance at education programs that enhance your ability to do your job. | | | | | |
| 17. Your supervisor understands how demanding your job is. | | | | | |
| 18. Your supervisor understands human behavior and can explain why people act the way they do in stressful situations. | | | | | |
| 19. Your supervisor stays well informed on changes in the organization and shares this information with you. | | | | | |
| 20. Your supervisor will listen to all sides of an issue before making a decision. | | | | | |
| 21. Your supervisor recognizes positive changes you have made in your work or in yourself. | | | | | |

- | | <u>Strongly</u>
<u>Agree</u> | <u>Agree</u> | <u>No</u>
<u>Opinion</u> | <u>Disagree</u> | <u>Strongly</u>
<u>Disagree</u> |
|---|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 22. Your supervisor has good interpersonal skills. | | | | | |
| 23. Your supervisor involves you in decisions. | | | | | |
| 24. Your supervisor encourages you to try out new ideas even if they may not be successful. | | | | | |
| 25. Your supervisor gives the employees the same answer to a question. | | | | | |
| 26. Your supervisor would give you a positive recommendation if you needed a recommendation because of his/her knowledge of the quality of your work performance. | | | | | |
| 27. Your supervisor is the kind of manager you would like to be. | | | | | |
| 28. Your supervisor evaluates employees in the same manner. | | | | | |
| 29. Your supervisor lets others in the organization know how much you contribute to the unit. | | | | | |
| 30. If a new employee asked you how your supervisor will react to her request you could tell her/him. | | | | | |
| 31. Your supervisor lets you know how you will be evaluated. | | | | | |
| 32. Your supervisor looks for ways to improve the work environment on your unit that will assist you. | | | | | |
| 33. Your supervisor will react in the same manner in similar situations. | | | | | |
| 34. Your supervisor tells you all you need to know to function effectively. | | | | | |
| 35. Your supervisor will support decisions or judgments you have made when they are correct. | | | | | |

APPENDIX G

STATISTICAL COMPUTATIONS

$$N = 80$$

$$\sum X = 4654$$

$$\sum Y = 5015$$

$$\sum XY = 307,431$$

$$\sum X^2 = 284,450$$

$$\sum Y^2 = 347,917$$

$$(\sum X)^2 = 21,659,716$$

$$(\sum Y)^2 = 25,150,225$$

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

$$r = .73159$$

VITA

Camille M. Quinn

Candidate for the Degree of

Doctor of Education

Thesis: A CORRELATIONAL STUDY OF TRUST AND JOB SATISFACTION IN
EDUCATION

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, April 19, 1957, the
daughter of Terry and Dr. Juanita Quinn.

Education: Graduated from Bishop Kelley High School, Tulsa, Okla-
homa, in May, 1975; Received a Bachelor of Science in
Psychology from Oklahoma State University in 1979; received
Master of Science degree in Occupational and Adult Education
from Oklahoma State University in 1983; completed requirements
for the Doctor of Education degree at Oklahoma State Univer-
sity in December, 1984.

Professional Experience: Tulsa Junior College, Psychology
Instructor, 1984 - Present; Broken Arrow Schools, High School
History Instructor, 1980 - 1984; St. Francis Hospital Edu-
cation Department, 1975 -1982.