

THE RELATIONSHIP BETWEEN JOB SATISFACTION
AND SPECIFIC ACADEMIC RECORDS OF SELECTED
GRADUATES OF OKLAHOMA STATE UNIVERSITY

By

BRENDA SUE JOHNSON

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Thesis Approved:

Kathryn M. Greenwood

Thesis Adviser

Brooklyn Sides

Harry L. Bobot

Judith E. Dobson

D. N. Durbin

Dean of the Graduate College

916347

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CHAPTER I

INTRODUCTION

Although today's society is dominated by change and its trends dictated by the masses, the role of the individual within the society is still basic and vital. American society is primarily oriented toward work, performance, and achievement, but there is room within the philosophy of this orientation for a human concern for each person. The branch of retailing concerned with the study of the needs of the individual within the structure of the organization is called personnel management. People in this branch of any business are involved in the development of programs designed to help effectively integrate the individual into the functional organizations of society.¹

Some of the problems within the realm of personnel management deal with the personal responses of a worker to his job, or job satisfaction. Controversies exist within this area of personnel management, but the implications of job satisfaction studies are becoming increasingly important to the retailing industry. Dunn and Vaughn suggested that the knowledge gained from such studies will not only improve the quality of retail management, but also maximize the benefits of

¹Edwin B. Flippo, Principles of Personnel Management (New York, 1971), pp. 361-372.

training procedures and other employee programs.²

The increasing emphasis management places upon job satisfaction studies has grown hand in hand with a mounting concern for better communication between colleges and business. It is hoped that such communication will improve the quality of academic preparation for the student who chooses a career in retailing. For example, a recent study by T. L. Wheelen, M. A. Wheelen, and G. K. Rakes investigated the preferences of retail executives concerning qualifications and backgrounds of prospective retailing management personnel.³ Colleges, also interested in correlating a student's academic preparation with his career choice, often provide counseling services to coordinate this area.

Opportunities for research in the area of job satisfaction abound in all areas of employment and it is possible that with careful isolation and exploration of the findings of such research a total theory may someday be formulated. This study, however, was restricted to the investigation of the relationship of job satisfaction within the field of retailing to individual aptitude and achievement during an academic program.

Statement of Purpose

The over-all purpose of this research was to investigate the job

²Dr. William Vaughn and Dr. J. D. Dunn, "The Problems of Continuously Monitoring Job Satisfaction in Formal Work Organizations," North Texas State University Studies in Business (1972), pp. 23-31.

³Thomas L. Wheelen, Margaret A. Wheelen, and G. K. Rakes, "The Right People for Retailing," Journal of Retailing, Vol. 50, No. 1 (Spring, 1974), pp. 49-66.

satisfaction of fashion merchandising graduates and to study the relationship between certain job satisfaction factors and selected evidences of the aptitude and achievement in the academic program at Oklahoma State University. Within the past twelve years a majority of the fashion merchandising graduates of this university who chose to work in the field of retailing have accepted jobs with one of the major retail stores in the Southwest.⁴ The number of graduates who are working, or have worked in the field of retailing suggests that fashion merchandising graduates are prepared by their college major for the on-the-job demands of their chosen career. The actual number of graduates presently employed in retailing is not known and evidence of job satisfactions is not available. Therefore, relationships between job satisfactions and academic records cannot be determined until both of these variables are thoroughly investigated. The following steps form the procedure by which these necessary variables were studied and the major purpose of this investigation accomplished:

- 1) Identification of certain evidences of the aptitude and achievement of fashion merchandising graduates;
- 2) Measurement of the job satisfactions of selected fashion merchandising graduates presently employed in retailing;
- 3) Study of the relationship between job satisfactions of selected fashion merchandising graduates and certain evidences of achievement and aptitude.

⁴Kathryn M. Greenwood, "Systematic Approach to the Evaluation of Fashion Merchandising Program With Guidelines for Student Work Experience" (unpublished Doctoral dissertation, Oklahoma State University, 1972).

The methodology designed to achieve each of these subpurposes is discussed in Chapter Three, Design of the Study.

Significance of the Study

The study of job satisfaction is important first because it is essentially a significant element in the lives of most working people. Early studies hypothesized that the satisfied worker is a productive worker, but later research has shown that employee performance and satisfaction are not necessarily highly correlated. On the other hand, job satisfaction has been found to influence turnover and absenteeism among employees in an organization.⁵ This is a fact which should influence personnel departments involved in attempts to decrease employee costs, increase employee output, and create a satisfying work situation.

A better understanding of the relationship between academic success and satisfaction on the job will provide the supervisor of beginning executive trainees with a special insight into more effective training procedures. Trainees face unique problems, since they approach their new positions fresh from their past academic successes and failures. At this point in the lives of these trainees, job satisfaction is closely correlated with the fulfillment of expectations brought to the job from college. A study of job satisfaction at the retail management level can produce findings that could initiate needed programs in retail executive training. Ironically enough, however, limited attention has been given to the individual work satisfactions of

⁵J. D. Dunn and Elvis C. Stephens, Management of Personnel (New York, 1972), pp. 314-317.

retail management persons. McFayden noted over ten years ago that "Relatively little research has been done in either England or America on the satisfaction and needs of those who work in our shops and stores".⁶ It is apparent that within the field of retailing studies of human behavior have concentrated on the customer rather than on the merchandising organization.

Evaluated from the educator's point of view, such research can be expected to provide information essential to the updating and revision of college curriculum to coincide with the requirements of the business world. Information gained from such studies would also prove valuable to college instructors and counselors who function in an advisory capacity to the students. A student who is concerned about the relationship of his career to his academic strengths and weaknesses should be provided with accurate information about this relationship. In a 1961 study sponsored by American Telephone and Telegraph, F. R. Kappel investigated this relationship.⁷ He reported that college grades were the strongest indicators of individual success in the Bell System while extra-curricular activities were found to have little or no effect upon the success. However, a great deal of additional research is necessary before business and colleges can be provided with an effective means of relating aptitude and achievement records to satisfaction on the job.

The Review of Literature includes further discussion of this American Telephone and Telegraph research. Naturally the realm of job

⁶E. McFayden, "Improving Attitudes and Performances of Sales-people," Journal of Retailing, Vol. 36 (1960), p. 73.

⁷Fredrick R. Kappel, "From the World of College to the World of Work" (unpublished Green Foundation Lecture, Westminster College, Fulton, Missouri, 1962).

satisfaction is quite expansive and must be limited for practical investigation. A standard job satisfaction scale was used by Dunn and Vaughn in an investigation at management level. In this present study the same standard scale was administered to fashion merchandising graduates. Only those persons who had graduated in the Fashion Merchandising Program, had taken the General Clerical Test, and were employed in retailing at the time of this research were studied. By limiting the research to these fashion merchandising graduates the study augments previous research based on records and aptitude scores.⁸ Further discussion of this research is in the Review of Literature.

Background of the Study

Historically personnel has been a function of retail management which has not received appropriate consideration. Because retailing personnel managers are primarily responsible for recruitment and hiring of sales personnel, few personnel departments have dealt with job satisfaction. With the rapid growth of many retail organizations, and the recent emphasis on the satisfaction level of the workers, the area of retailing personnel management has grown in size and importance. Today the responsibilities of retail personnel management include selecting, training, and compensating employees; adequate personnel performance; carrying out employee service activities; and hearing and seeking adjustments to employees' complaints.⁹ It is the ultimate aim

⁸Kathryn M. Greenwood, "Statistical Study of Students' Achievement Records" (unpublished research study, Oklahoma State University, 1966).

⁹Delbert D. Duncan and Charles F. Phillips, Retailing: Principles and Methods (Homewood, Ill., 1967), p. 518.

of personnel management to perform these functions, thereby maximizing the store's investment in employees.

In recent years, executive management training has become one of the more important concerns of large businesses. Trainees are required to absorb and understand a large amount of highly involved and technical information. Operating on a policy known as "promoting from within" many retail organizations have sought to draw upon the potential executive personnel within their own stores. The source, however, often proves insufficient.¹⁰ Therefore, an increasing number of department, chain, and mail-order companies have been recruiting college graduates for executive training programs. These training programs may include classes on the store's management methods, varied work experiences in different departments, and an extensive survey of the company operation. However, some may consist of only a few lectures by store management on local policies. Changes in training procedure have led to a more involved recruitment program and a closer follow-up on each trainee in order to maximize time, money, and manpower expended in the training program.

In order to achieve a truly productive management program, business and education must search for more effective ways in which to combine their resources. Only a joint effort will offer business the chance to find men and women with adequate potential in retailing. Only a joint effort will allow educators to effectively develop and evaluate career oriented academic programs.

¹⁰ Ibid., pp. 56-59.

Limitations

In this exploratory study of the relationship between aptitude and achievement and job satisfaction, certain limitations must be made. For the purpose of this research job satisfaction was measured by the Job Description Index. A survey of literature reveals that this instrument, designed by P. C. Smith, is one of the more effective and concise measurements of job satisfaction.

Evidences of achievement at the academic level were measured by both over-all grade-point and grade-point within the major area of study. Aptitude was evidenced by scores made on the General Clerical Test. This test measures aptitudes which have been found to be of importance in retailing work. For the purpose of this study it was necessary to limit the investigation to those fashion merchandising graduates from 1962 to December 1973. Such limitation was necessary in order to include in the sample only those fashion merchandising graduates who had taken the General Clerical Test.

Definition of Terms

Achievement--The measured performance demonstrating proficiency in specific content areas. In this study achievement was measured by over-all grade-point and grade-point in the major area of study at Oklahoma State University.

Aptitude--Ability to learn. This was measured by the General Clerical Test, a standardized test including three areas of ability: (1) Clerical, (2) Numerical, and (3) Verbal. This test has been used to measure the potential of persons applying for retailing positions.

Job Satisfaction--Feelings a worker has about his job. These feelings are associated with a perceived difference between what is expected as fair and what is experienced, in relation to alternatives in a given situation. In this study the Job Description Index was used to measure the job satisfactions in five major scales: the work itself, pay, promotion, supervision, and co-workers.

Merchandise Management--Persons having responsibilities for planning and evaluation of merchandise, procurement of merchandise, supervision of personnel, and merchandising of a department. Greenwood reported that these job titles designate merchandising management duties:¹¹ buyer, assistant buyer, merchandise administrator, divisional buyer, sales manager, associate buyer, branch supervisor, and branch department buyer.

Summary

Within this chapter the opportunities of job satisfaction research were discussed briefly, followed by a thorough discussion of the purpose of this present research. The significance, background, and limitations served as a further introduction to the study. The following chapter, Review of Literature, includes current trends and research in the area of job satisfaction and their implications to retailing. In Chapter Three, Design of the Study, the questionnaire, types of data required, and treatment of the data are discussed. The findings of

¹¹Greenwood, "Systematic Approach to the Evaluation of Fashion Merchandising Program With Guidelines for Student Work Experience," p. 100.

this research are explained in Chapter Four and the summary, conclusions, and recommendations are discussed in Chapter Five.

CHAPTER II

REVIEW OF LITERATURE

Social changes over the past two decades have generated within the individual greater expectations of the job he holds and higher aspirations for his own fulfillment of that job. As the values of society have changed both workers and managers have been moved to reassess the priorities of their working relationships. Court dockets have become over-loaded with worker-management cases. Society, in its search for direction, turns to the courts to rule on the controversies arising over the conflicting values of a changing social system. Many specific problems arise concerning the relationship of the individual to his job; the responsibility of the employer to the employee, the employee's satisfaction with his job, and working conditions are among the major ones. These problems, in turn, give rise to varied opinions about man's relationship with his work.

Saxberg and Sutermeister emphasized that management has the responsibility to create organizations which are sensitive, aware, and knowledgeable about the needs of their employees.¹ These needs include adequate pay, job security, job challenges, and job satisfaction. The authors also noted a current trend toward existentialism in the field

¹Borge O. Saxberg and Robert A. Sutermeister, "Management's Responsibility," Personnel Administrator, Vol. XV (January-February, 1974), pp. 53-58.

of personnel management, whereby the employee is responsible entirely for himself. Work, to this type of individual, is an alternative he has chosen and the organization cannot be blamed for unhappy employment. This theory, at first glance, appears quite callous, but when put into context it represents a view of the employee as "total man".² That is, the workers assume equal obligations for their organizations, professions, and satisfactions.

Although each organization may operate according to many varying theories, the humanizing process has become a line function of personnel management. This process goes far beyond the traditional roles of recruitment, hiring, and training, to include the more difficult task of creating a work environment in which the worker can be satisfied.

Job Satisfaction Research

Job satisfaction, though it has received increasing emphasis recently, has long been the topic of research among industrial psychologists and labor economists. Through this research, job satisfaction has been related to tenure, performance, absences, accidents, grievances, illnesses, and even life expectancy. In the field of personnel, there has been a controversy over the relationship between technology, task design, and job satisfaction.

Interest in the relationship between employee satisfaction and job performance has generated the greatest amount of research. However, theories vary in terms of points of view. Schwab and Cummings

²Ibid., p. 57.

concluded that the three major theories are the following:³

- 1) The view that satisfaction leads to performance, a view that is generally related to human relations;
- 2) The view that the satisfaction-performance relationship is moderated by a number of variables, a position which gained acceptance in the fifties and continues to be reflected in current research;
- 3) The view that performance leads to satisfaction, a recently stated position.

Although there are obvious differences between the various theories, it is important to realize that any comparison or evaluation is difficult. Because the number of well-defined constructs across these theories is limited, the theories are not easily compared. The mere definition of job satisfaction is ambiguous. However, when related to a particular employment situation and defined within the realm of that field, job satisfaction can be related to specific areas in order to obtain specific information.

There are some theories concerning job satisfaction which are widely accepted. In the area of job content the general belief is that the lower the skill of the job the lesser the worker's satisfaction. The direct inverse of this theory is also widely accepted; that is, the higher the skill of the job, the greater the worker's satisfaction. This relationship between job content and job satisfaction has received much attention in industry, with respect to assembly line workers.

³Donald P. Schwab and Larry L. Cummings, "Theories of Satisfaction and Performance," Personnel Administrator, Vol. XVI (March-April, 1972), pp. 39-46.

Other noteworthy research has been done concerning the relationship between job satisfaction and attrition. Sirota and Wolfson found that, of all the factors they considered, the one correlating most highly with attrition has consistently been job satisfaction.⁴ None of the other measures of satisfaction, such as attitudes toward pay, physical working conditions, or benefits showed any significant relationship. They concluded that job satisfaction is essentially a problem of under utilization which, in turn, has two major causes:

- 1) The responsibility of the job is under the ability level of the employee;
- 2) An employee has to cope with obstacles in order to achieve his goals on the job.

These findings by Sirota and Wolfson are of importance with respect to the merchandise management personnel within a retail store. These store personnel are responsible for buying the merchandise, responsible for motivating the sales force to sell the merchandise, and are essentially responsible for a major part of the profits of a retail operation. Yet, the importance of the personnel is not reflected in the quantity of the research done concerning this group. Within retailing studies of human behavior have traditionally concentrated on the consumer rather than the retail employee.⁵

Three reasons for the lack of research concerning retail job

⁴David Sirota and Allen D. Wolfson, "Job Enrichment: Surmounting the Obstacles," Personnel, Vol. XI (July-August, 1972), pp. 9-19.

⁵McFayden, p. 75.

satisfaction are offered by Dunn and Vaughn.⁶ First, satisfactory instruments have not been available for indexing an employee's satisfaction with his job. Second, many organization managers are reluctant to cooperate. And third, organizations do not always have essential data readily available to either carefully design an instrument or make use of the results.

Despite its infrequency, such research is nonetheless important, as noted by Schneider in 1972. He stated that the negative attitudes of retail personnel can directly affect the consumer's perception of a store.⁷ Schneider's research indicated that the climate of an organization can also influence a store's frequency of usage.

More recently Siegal and Slevin studied the need satisfaction and performance of department store managers and department managers.⁸ The implications for management were as follows:

- 1) The retail manager should be aware of the possibility of high levels of dissatisfaction among his subordinates;
- 2) The manager should seriously consider approaches to both monitoring attitudes and reducing dissatisfactions in the retail organization;
- 3) The retail manager should evaluate the performance appraisal system and the degree to which performance feedback is

⁶Vaughn and Dunn, pp. 23-31.

⁷B. Schneider, "The Perception of Organizational Climate: The Customer's View," Journal of Applied Psychology, Vol. 50, No. 1 (1972), pp. 49-56.

⁸Jacob P. Siegal and Dennis P. Slevin, "Need Satisfaction and Performance of Department Managers: Implications for Management," Journal of Retailing, Vol. 50 (1974), pp. 67-72.

successfully communicated to the subordinate.

In concluding, the authors suggested that increased study of human relations within retailing can offer improvements in both the function of the internal organization and the external relationships with customers.

Aside from the various theories associated with the job satisfaction there are also several different measures of an employee's feelings about his job. A survey of these measures included a) the Hoppock Scale, b) the Brayfield-Rothe Index of Job Satisfaction, c) the General Motors Faces Scale, d) the SRA Inventory, e) the Porter Instrument, and f) the Job Description Index. The Hoppock Scale is a brief measurement designed in the 1930's.⁹ The Brayfield-Rothe Index is an attitude scale, while the General Motors' Faces Scale is a simplified projective measure designed for industrial line workers. The SRA Inventory is a measure of work adjustment while the Porter Instrument measures an employee's need structure within a working situation.

Numerous studies have clearly indicated that there are several distinctively different areas of job satisfaction and that measures of these sub-areas should be relatively independent. Workers should also be able to discriminate between these areas when taking the job satisfaction questionnaire.¹⁰ Smith, Kendall, and Hulin stated that factor-analytic studies have yielded a very consistent pattern of work

⁹ Karlene H. Roberts and Fredrick Savage, "Twenty Questions: Utilizing Job Satisfaction Measures," California Management Review, Vol. XV, No. 3 (1973), pp. 82-90.

¹⁰ P. C. Smith, Lorene Kendall, and Charles Hulin, Measurement of Satisfaction in Work and Retirement (Chicago, 1969), p. 17.

factors. The work factors which emerged most frequently were a pay factor, a general factor, a factor relating to the work itself, and a supervision factor.¹¹ The Job Description Index (JDI) has been designed around five major scales relating to these most frequent factors: Work, Pay, Promotion, Supervision, and Co-Workers. This JDI is considered to be a most concise and effective measure of the feelings a worker has about his job.

Job Success Research

One important aspect of employment which has received limited attention is the relationship between job success and the academic background of the employees. A study done by American Telephone and Telegraph investigated the extent to which success in college predicted success in the Bell System.¹² This research was done so that personnel management policies could be improved. As a result of the study, these three areas of improvement were sought by the company:

- 1) Better identification of the young people of today who can make tomorrow what it ought to be;
- 2) Improvement of the company's management concepts and tactics in order to stimulate employees more and hinder them less;
- 3) Better judging of the developmental talents of individuals so that talents will be utilized to the best advantage.

This study by the Bell System concluded that the single most reliable indicator of a college graduate's success in the Bell System

¹¹Ibid., p. 30.

¹²Kappel, p. 3.

is his rank in his graduating class. Aside from this main factor it was found that the usefulness of this indicator could be improved by considering the quality of the college from which the employee graduated. It was determined in this study that a third factor, extracurricular achievement, had the least usefulness of any of these three indicators. Although limited research has been done comparing academic work with employment there has been research which investigated the areas separately.

Achievement and Aptitude Research

The research in this present study includes not only statistics pertaining to job satisfaction, but also measures of aptitude and achievement. A survey of tests frequently given within the Clothing, Textiles, and Merchandising Department of Oklahoma State University revealed that the General Clerical Test had been given to fashion merchandising students since 1961. This test, which was designed to measure aptitudes considered important in retailing, has been used in hiring retail personnel throughout the United States. Within the General Clerical Test (GCT) there are nine major parts which are sub-scored and grouped according to Clerical, Numerical, and Verbal categories. The Clerical Subscores reflect aptitudes in the areas of Checking and Alphabetizing. Numerical Subscores indicate aptitudes in Arithmetic Computation, Error Location, and Arithmetic Reasoning. Ability in the areas of Spelling, Reading Comprehension, Vocabulary, and Grammar is reflected in the Verbal Subscores.

In a statistical study done in 1966 at Oklahoma State University the relationship between three semester grade-point averages and GCT

scores were correlated. The correlations were used to predict probable grade-point averages to be earned by fashion merchandising students.¹³ The correlation coefficient between the three semester grade-point average at OSU and the raw score for the GCT was 0.615. The following table represents the findings concerning the prediction of grade-point on the basis of the GCT scores.¹⁴

TABLE I
PREDICTION OF GRADE-POINT BASED ON
GENERAL CLERICAL TEST SCORES

General Clerical Test Raw Score	Coded Grade-Point Average			
	A	B	C	D
200-219.99	34%	66%		
180-199.99	15.5%	69%	15.5%	
160-179.99	20%	55%	25%	
140-159.99	12%	49%	39%	
120-139.99	8%	27%	62%	2%
100-119.99		21%	79%	
80-99.99			50%	50%
60-79.99			100%	

¹³Greenwood, "Statistical Study of Students' Achievement Records," p. 4.

¹⁴Ibid.

A correlation of .61 is significant and indicates that further research concerning GCT scores and grade-points might be worthwhile.

Summary

Within this chapter related literature was discussed with respect to Job Satisfaction Research, Job Success Research, and Achievement and Aptitude Research. If retailing is to keep pace with current trends toward improved employee training, better working conditions, and more challenging job opportunities, job satisfaction studies in this field are necessary. However, the information in the preceding discussion concerning the difficulty in measuring job satisfaction, job success, and achievement and aptitude should be applied to the research. The findings of such research could be instrumental in bringing about some needed innovations in the retailing industry so that it might experience, as other industries have, the benefits of a highly motivated work force.

CHAPTER III

DESIGN OF THE STUDY

The major purpose of this study was to investigate the job satisfaction of fashion merchandising graduates and to study the relationship between certain job satisfaction factors and selected evidences of aptitude and achievement in the academic program at Oklahoma State University. The major purpose was divided into the following subpurposes:

- 1) To identify evidences of the aptitude and achievement of fashion merchandising graduates;
- 2) To measure the job satisfactions of selected fashion merchandising graduates presently employed in retailing;
- 3) To study the relationship between job satisfactions of selected fashion merchandising graduates and certain evidences of achievement and aptitude.

Within this chapter each of the subpurposes has been discussed individually in order to clarify the methodology.

Methods and Procedures

In order to identify evidences of aptitude and achievement of certain fashion merchandising graduates presently employed in retail management positions, it was necessary for the researcher to review the available academic records. The following records were selected for

consideration:

- 1) Records of over-all grade-point averages;
- 2) Records of grade-point averages in the major area of study;
- 3) General Clerical Test scores.

Traditionally in research studies, grade-point records have been used as indicators of student achievement, as discussed in the Review of Literature. For this present research the over-all grade-point average (GPO) was obtained directly from semester grade reports. These records, however, do not include a separate average for major courses only. The grade-point average within the major area of study (GPM) was computed by determining the grade-point average of all CTM courses taken while at Oklahoma State University.

The General Clerical Test (GCT) is a standardized three-part test which measures abilities which are considered important in supervising and checking the accuracy of details related to retail work. The GCT has been used as a part of the screening procedure in the employment of retail personnel. Through this procedure norms have been developed, from which comparisons have been drawn between GCT scores and supervisors' ratings.

The aptitude and achievement records of selected individuals were compiled by the researcher. Then each individual's records which included (1) two major classifications of grade-point averages: a. the major area of study, and b. the over-all grade-point average; (2) score on each major division of the GCT: a. GCT-I, b. GCT-II, c. GCT-III, and d. the total GCT score. The following is an example of the chart used for this data compilation.

TABLE II
 EXAMPLE OF THE DATA COMPILATION CHART,
 STAGE ONE

Student Number	Grade-point		General Clerical Test			
	GPO	GPM	I	II	III	TDT
01	2.73	3.17	.20	.25	.50	.35
02	2.68	2.57	.84	.86	.81	.88

The complete Data Compilation Chart is located in Appendix A. These records were compiled so that each of the six variables could be isolated and studied individually. The method of compiling data was designed in the form of a Data Compilation Chart in order to correlate the related variables as further discussed in the Analysis of Data.

The Sample

The information recorded in the Data Compilation Chart served as the sample for this study. Fashion merchandising students who had taken the GCT while at Oklahoma State University comprised the master list of subjects for the universe. For questioning concerning job satisfaction, the researcher chose from this list only those who had graduated from Oklahoma State University and were presently employed in retailing. Criteria for determining the sample for this study included:

- 1) Fashion merchandising students must have taken the GCT;
- 2) Fashion merchandising students must have graduated;

- 3) Fashion merchandising graduates must have employment in retailing.

A total of 223 fashion merchandising students met criteria one and two.

The third criterion involved a specialized investigation in order to determine which graduates were employed in retailing. In February, 1974 a preliminary study was conducted in the Clothing, Textiles and Merchandising Department to obtain information about Clothing, Textiles and Merchandising graduates from 1962-1973. The questionnaire, sent to a total of 350 students, including the 223 graduates meeting the above criteria, asked for the following information:

Present employment

Place of employment

Length of time in employment position

Whether previous employment was Clothing, Textiles, and Merchandise related

A total of 125 questionnaires were returned and of this total 38 were employed in retailing. Only 36 of these respondents were a part of this present research since two were no longer employed in retailing at the time of this later survey.

Because of the low return of the original questionnaire it was necessary for the researcher to use other methods to effectively contact the remaining students who met criteria one and two, mentioned above, to identify which graduates were, in fact, presently employed in retailing positions. From a complete list of home addresses many of the parents were located and contacted by telephone in order to gain information about the location and employment of the graduates. This procedure produced an additional 27 graduates found to be employed in

retailing. When added to the original 36 this number made a total of 63 graduates employed in retailing who had taken the GCT. Thus, the final sample consisted of 63 fashion merchandising majors who graduated during the period of 1962 to 1973 and who were currently employed in retailing.

The Questionnaire

The 63 fashion merchandising graduates who comprised the final sample were asked to complete a two-part questionnaire. The first part of the questionnaire, entitled "General Information Sheet", consisted of descriptive information. A complete copy of this information sheet may be found in Appendix B. The facts requested of each subject included the following:

- Additional academic work
- Name of employing company
- Size of the company
- Yearly earnings
- Length of time with the company
- Prior employment information
- Job title information
- Department information
- Merchandise management functions

This information was used to study the characteristics of the sample.

Part Two of the questionnaire consisted of the job satisfaction instrument. In order to measure the job satisfaction of the selected retail personnel, accurate records and evidences of satisfaction or dissatisfaction were necessary to produce the required data. A survey

of job satisfaction measures as discussed in the Review of Literature indicated that the Job Description Index (JDI) is an effective and concise measure for this purpose. This instrument, created by Smith of Bowling Green State University, measures job satisfaction in five major areas:

- 1) Work--measuring satisfactions with the intrinsic aspects of the job;
- 2) Pay--measuring satisfactions with the material rewards of the job;
- 3) Supervision--indicating attitudes toward an immediate supervisor and his method of supervision;
- 4) Promotion--measuring satisfactions relating to the opportunities to be promoted;
- 5) Co-Workers--indicating general feelings toward fellow employees with whom the subject works rather closely.¹

There is also a total score which indicates the over-all satisfaction. The job satisfaction scale is composed of 72 adjectives. The respondent indicates whether each adjective describes his present work or does not describe his work. If he cannot decide he is asked to place a "?" in the space provided for his response. A copy of the JDI, including a response key used for scoring, is found in Appendix C.

Specifically, the JDI was scored using the revised system recommended by P. C. Smith.² Smith, Kendall, and Hulin found, after many studies, that a "?" response generally expressed more feelings of

¹Smith, p. 25.

²Ibid., p. 79.

dissatisfaction than of satisfaction. For this reason the weighting was adjusted to express these negative feelings and, in turn, represent more accurately the job satisfaction of the person taking the test. The following table exemplifies how this weighting system relates to the traditional method of weighting.

TABLE III
TRADITIONAL AND REVISED WEIGHTS FOR
THE JOB DESCRIPTION INDEX

Response	Traditional Weight	Revised Weight
Yes to a positive item	3	3
No to a negative item	3	3
? to any item	2	1
Yes to a negative item	1	0
No to a positive item	1	0

After the scoring of the divisions of the JDI the scores were added to the Data Compilation Chart. Table IV indicates the composite form in which the data were compiled for the appropriate statistical analysis. A complete Data Compilation Chart is located in Appendix A.

TABLE IV
 EXAMPLE OF THE DATA COMPILATION CHART,
 FINAL STAGE

Student Number	Grades		General Clerical Test				Job Description Index					
	GPM*	GPO	I	II	III	Total	W	S	P	PR	CW	Total
01	3.17	2.73	.20	.25	.50	.35	38	49	36	42	46	211
02	2.57	2.68	.84	.86	.81	.88	46	54	38	54	54	246

*GPM = Grade-Point in Major Field
 GPO = Grade-Point Over-all
 W = Work Scale
 S = Supervision Scale
 P = Pay Scale
 PR = Promotion Scale
 CW = Co-Workers Scale

The materials which were sent to 63 fashion merchandising graduates from 1962 to 1973 included four items:

- 1) The cover letter which briefly introduced the research and requested cooperation on the part of the graduate;
- 2) The questionnaire, both Part One and Part Two;
- 3) A tentative list of fashion merchandising alumnae employed in retailing and a request for additional information concerning graduates not listed who might also be employed in the field of retailing;
- 4) A stamped self-addressed envelope for the return of the questionnaire.

A complete copy of the questionnaire is included in Appendix B.

Both the General Information Sheet and the JDI were coded in order to keep each student's aptitude and achievement records and job satisfaction scores together. This coding also allowed the researcher to send a follow-up letter to the graduates who had not responded by the requested date. A total of 32 graduates responded by July 1, the date requested in the cover letter. The 31 remaining graduates were contacted by telephone or sent a follow-up letter. After this follow-up procedure an additional nine graduates responded. Thus, from a sample of 63 fashion merchandising graduates employed in retailing a total of 41 or 65 percent responded.

Analysis of Data

Data gained from Part One of the questionnaire provided descriptive information about the background of the respondents and findings are discussed in the following manner in Chapter IV:

- 1) A listing was made of all the stores in which the respondents worked and their locations;
- 2) A summary was made concerning additional academic work on the part of the respondent;
- 3) Data concerning yearly earnings, size of the store, and job responsibilities were grouped to represent major trends within the group of respondents.

Data gained from Part Two of the questionnaire were recorded in the Data Compilation Chart, as previously discussed. A statistical analysis of this complete data was made by computer. A discussion of the correlations is presented in Chapter IV.

Summary

Within this chapter the methodology was discussed with respect to the three subpurposes and according to the procedures followed. The discussion included the method of determining the sample, the development of the questionnaire, and the treatment of the data.

CHAPTER IV

FINDINGS

This research is an investigation of job satisfactions of fashion merchandising graduates in retailing and a study of the relationship between certain job satisfaction factors and selected evidences of aptitude and achievement. The findings from this study are divided into three major areas:

- 1) Background information regarding the respondents;
- 2) Data pertaining to the job satisfactions of the respondents;
- 3) Intercorrelations indicating the relationship between the academic records and job satisfaction of fashion merchandising graduates employed in retailing.

Background of the Respondents

A total of 63 fashion merchandising students who graduated between 1962 and 1973 were found to be employed in retailing. Each of these students met the criteria described in Chapter III. Of the 63 questionnaires which were sent to these graduates, 41 or 65 percent were returned. Three of the responses were not useable due to the fact that the graduates were no longer employed in retailing when they received the questionnaire. The respondents used in this study were 38 fashion merchandising graduates who were employed in retailing, thus 93 percent of the returned questionnaires were useable.

The General Information Sheet, Part One of the questionnaire, requested descriptive information of the 38 respondents, including questions concerning academic work taken after graduating from Oklahoma State University. Of the 38 respondents, only three had obtained any additional formal education. Each of these respondents obtained this additional work at four-year colleges.

Geographical Location

The majority of the graduates were employed in four major cities as shown in Table V. More than half of the respondents (56%) were employed in one of four cities: Houston, Tulsa, Oklahoma City, or Dallas.

TABLE V
LOCATION OF THE RESPONDENTS
(N=38)

City	Number of Respondents	Percentage
Houston, Tx.	7	18
Tulsa, Ok.	6	15
Oklahoma City, Ok.	5	13
Dallas, Tx.	4	10
New York, NY	3	8
Stillwater, Ok.	3	8
Denver, Co.	2	5
Chicago, Ill.	1	3
Little Rock, Ak.	1	3
Kansas City, Ks.	1	3
Columbus, Ohio	1	3
Sacramento, Ca.	1	3
San Francisco, Ca.	1	3
Wichita Falls, Tx.	1	3

Three respondents were employed in stores in New York, three in Stillwater and two in Denver. Stores in seven other cities were represented in the study.

Sizes of the Stores

Each of the respondents was asked to estimate the number of employees in the store in which he worked. The sizes of the stores, as determined by an estimate of the number of employees, is presented in Table VI.

TABLE VI
SIZES OF STORES BY NUMBER OF EMPLOYEES
(N=38)

Number of Employees	Number of Respondents	Percentage
5 to 49	11	29
50 to 499	13	34
500 and over	7	18
No response	7	18

Length of Time Employed

The average length of time the respondent had been employed was 21 months. One month was the shortest length of time a respondent had been employed with a firm. Eleven years represented the longest

employment period. Thirty-two of the respondents indicated previous employment in retailing.

Salary

The questionnaire included eight salary ranges from which the respondents were to choose the one which included their present salaries. The average salary was within the range of \$10,000 to \$12,499 per year. The salaries of the respondents are summarized in Table VII.

TABLE VII
SALARIES OF THE RESPONDENTS
(N=38)

Yearly Salary	Number of Respondents	Percentage
Below \$4,999	5	13
\$5,000 to \$7,499	6	15
\$7,500 to \$9,999	9	24
\$10,000 to \$12,499	5	13
\$12,500 to \$14,999	3	8
\$15,000 to \$17,499	4	11
\$17,500 to \$19,999	0	0
\$20,000 and over	4	11
No answer	2	5

Two of the respondents preferred not to answer the section concerning salary. Twenty-one, or 55 percent, of the respondents indicated salaries between \$7,500 and \$17,500. Five respondents indicated salaries below \$5,000 and four earned salaries of \$20,000 and over.

Job Titles

Of the ten job titles listed, the one indicated most frequently was "Buyer". Table VIII contains a list of job titles which most clearly indicate merchandising management functions and the number of respondents indicating each.

TABLE VIII
JOB TITLES OF THE RESPONDENTS
(N=38)

Job Title	Number of Respondents	Percentage
Buyer	13	34
Assistant Buyer	6	15
Branch Department Manager	4	11
Branch Supervisor	2	5
Branch Merchandise Manager	2	5
Store Manager	2	5
Sales Service Manager	1	3
Merchandise Administrator	1	3
Divisional Buyer	0	0
Sales Manager	0	0

Each respondent was asked to list her job title as it is designated by the employing company. Seven persons listed titles other than those in Table VIII which included District Manager, Owner/Manager, Management Trainee, and Fashion Distributor. A list of each student's job title and store location may be found in Appendix D.

Job Responsibilities

Respondents estimated the percentage of time spent performing certain retailing activities which have been found to be indicative of merchandising management functions. Eighteen of the respondents, 46 percent, indicated that a percentage of their time was spent in each of these activities:

- . Planning and evaluating merchandise
- . Supervising personnel
- . Maintaining stock
- . Procuring merchandise
- . Promoting sales
- . Maintaining records

The following activities were listed by the respondents as additional merchandising activities which required a percentage of their time:

- . Planning promotions
- . Visiting branch stores
- . Store meetings
- . Merchandise transfer
- . Travel
- . Display

Academic Records

Descriptive findings were also obtained from the academic records of the respondents. These records included over-all grade-point, grade-point within the major area of study, and scores made on the General Clerical Test. The average over-all grade-point for the respondents was 2.74. The mean grade-point within the major field was 3.01.

With respect to aptitude records, which were obtained from the GCT, the average total GCT score was 69 percent. The averages for each of the three divisions within the GCT were 68 percent for Part One, which measures clerical skills; 59 percent for Part Two, which indicates numerical capabilities; and 68 percent for Part Three, which represents verbal abilities.

Job Satisfaction

Data pertaining to the job satisfaction of the respondents was drawn from Part Two of the questionnaire, the Job Description Index (JDI). The JDI measures job satisfaction in five major scales. These scales are: Work, Pay, Promotion, Supervision, and Co-Workers. Each of these scales is discussed in detail within Chapter III. The total JDI score and individual scores in the five major scales were included in the statistical analysis for this research study. The highest possible total score of 270 represents maximum satisfaction with the job. A score of 54 represents maximum satisfaction with one single scale within the JDI.

Within this group of 38 fashion merchandising graduates, the average total score, (JDI-TOT), was 199. The highest means of the five major scales were found in the Supervision (46) and Co-Workers (45) scales. Both the Work and Promotion scales had a mean score of 38. The mean scores for each of the major scales are presented in Table IX.

TABLE IX
JOB DESCRIPTION INDEX MEAN SCORES
(N=38)

Scale	Respondent Mean	Possible Score
Supervision	46	54
Co-Workers	45	54
Promotion	38	54
Work	38	54
Pay	30	54
JDI- Total	199	270

The averages of each JDI scale may be compared with the means established by Smith, Kendall, and Hulin. Smith's means for the JDI were based on 657 female employees from twenty-one different factories and plants. A comparison of these averages with those of the retail employees in the present study is presented in Table X.

TABLE X
COMPARISON OF JOB DESCRIPTION INDEX
MEAN SCORES

Scale	Means of Johnson's Study (Retail Employees)	Means of Smith's Study (Factory Employees)
	<u>N=38</u>	<u>N=657</u>
Work	38.05	35.74
Pay	30.7	27.90
Promotion	38.7	17.77
Supervision	46.5	41.13
Co-Workers	46.1	42.09

These comparisons indicate that there is more satisfaction among the retail management persons of this present study than there was among the plant workers when considering each of the five major scales. Within the five JDI scales the greatest difference in means was among the Promotion scale, 38.7 compared to 17.7. This difference indicates more satisfaction among retail management personnel relative to their opportunities to be promoted. These results indicated higher satisfaction levels among the retail employees of this study than among the plant employees in the Smith study.

Intercorrelation of Prediction and Criterion Measures

The feelings a worker has about his work can be related to many aspects of his employment and background. Job satisfaction in this research has been related to the academic records of achievement and aptitude during college. These records are: 1) Over-all grade-point (GPO); 2) Major Grade-point (GPM); and 3) General Clerical Test (GCT). One of the major purposes of this study was to investigate the relationship between job satisfaction and the selected academic records. Correlation coefficients for each of the variables are located in Appendix E.

Job Satisfaction Intercorrelations

The major intercorrelations of the research were those between the three kinds of academic records for each respondent and the total job satisfaction score obtained by the instrument used in this study. Grade-point in the major area of study (GPM), over-all grade-point (GPO), and scores made on the General Clerical Test (GCT) served as the academic records for the intercorrelations. The Job Description Index (JDI) was used to measure job satisfaction. The intercorrelations between these variables are indicated in Table XI.

The highest correlation between job satisfaction and the academic records was .48. This was significant at the .01 level. This correlation represented the relationship between the respondent's aptitude, as measured by the GCT prior to graduation from college, and the respondent's job satisfaction, as measured by the JDI during the time of this

study. These findings indicate that GCT scores were a stronger predictor of job satisfaction than the student's academic grades.

TABLE XI
JOB SATISFACTION INTERCORRELATIONS
WITH ACADEMIC RECORDS
(N=38)

Scale	GPM	GPO	GCT-T	JDI-T
Grade-Point, Major				
Grade-Point, Over-All	.59 ^{**}			
General Clerical Test, Total	.03	.39 [*]		
Job Description Index, Total	-.02	.31 [*]	.48 ^{**}	

* Significant at the .05 level.

** Significant at the .01 level.

The correlation coefficient between over-all grade-point and JDI-Total ($r=.31$) was significant at the .05 level. Between major grade-point and JDI-Total the negative correlation was $-.02$. Based upon these findings, over-all grade-point was a stronger indicator of job satisfaction than grade-point within the major area of study.

Job Description Index Intercorrelations

The individual scales of the JDI were analyzed to determine which

had the strongest effect on over-all job satisfaction. The following table contains the correlations of the JDI scales.

TABLE XII
JOB DESCRIPTION INDEX INTERCORRELATIONS
(N=38)

Scale	W	S	P	PR	CW	JDI-Total
Work (W)						
Supervision (S)	.38*					
Pay (P)	.49**	.47**				
Promotion (PR)	.52**	.41**	.69**			
Co-Workers (CW)	.52**	.50**	.24	.28		
JDI-Total	.75**	.68**	.83**	.83**	.60**	

*Significant at .05 level.

**Significant at .01 level.

The correlation coefficients were significant at the .01 level for each of the JDI scales. The ones that correlated the highest with the total JDI score were the pay and the promotion scales. This was indicated by coefficients of .83 for each scale. These findings indicate that among the respondents, total job satisfaction was more highly related to promotion and pay. The lowest correlation was between the

co-worker scale and the total JDI score ($r=.60$); however, since this correlation was significant at .01 level it would indicate that the respondent's attitude toward co-workers did have a strong influence on his job satisfaction.

Academic Record Intercorrelations

The General Clerical Test contains factors which can be intercorrelated to investigate which elements relate most strongly to aptitude and achievement. Included in the following table are the correlation coefficients for each of the aptitude and achievement records used in this research.

TABLE XIII
INTERCORRELATIONS OF ACADEMIC RECORDS
(N=38)

Scale	General Clerical Test				Grades	
	I	II	III	TOT	GPO	GPM
General Clerical Test-I						
General Clerical Test-II	.44 ^{**}					
General Clerical Test-III	.17	.65 ^{**}				
General Clerical Test-Total	.60 ^{**}	.84 ^{**}	.84 ^{**}			
Grade-Point Over-All	.39 [*]	.30	.25	.39 [*]		
Grade-Point Major	.22	.16	-.14	.03	.59 ^{**}	

*Significant at .05 level.

**Significant at .01 level.

The highest correlation within the GCT was between both GCT-II and GCT-III and the total GCT score. GCT-II measures numerical aptitudes and GCT-III measures spelling, reading, vocabulary, and comprehension.

The total GCT score was found to have a much stronger relationship with over-all grade-point ($r=.39$), than with the major grade-point ($r=.03$). Generally these findings represent the GCT to be a stronger indicator of over-all academic achievement than of academic achievement within the fashion merchandising program.

A correlation coefficient of .59 was found when comparing over-all grade-points with major grade-points. This correlation indicates a strong relationship between academic achievement in the major field and over-all academic achievement of these fashion merchandising graduates during college.

Comparative Relationships

The Job Description Index and the General Clerical Test are both standardized instruments and it was not the purpose of this study to test the reliability of these measurements. However, correlations can indicate whether the results of this research support previous findings. P. C. Smith has investigated the intercorrelations of the JDI based upon large samples of men and women from many factories.¹ In the following table Smith's findings in the area of JDI intercorrelations are contrasted to the findings of this present study.

¹Smith, p. 77.

TABLE XIV
 COMPARISON OF THE CORRELATIONS OF THE
 JOB DESCRIPTION INDEX SCALES
 (Present Study With Smith's
 Previous Study)

Scale	W	P	PR	S	CW
Work					
Pay	.49 (.16)*				
Promotion	.52 (.33)	.69 (.31)			
Supervision	.38 (.43)	.47 (.20)	.41 (.34)		
Co-Workers	.52 (.38)	.24 (.19)	.28 (.28)	.50 (.52)	

*Smith's correlations indicated within the ().

The correlations for the retail respondents in this study were generally higher than those found by Smith. For example .49 compared to .16 on the Pay Scale, and .69 contrasted to .30 for the Promotion Scale. However, the correlations between Supervision and Work, .38 (.43) and Co-Workers and Supervision, .50 (.52) were higher in the Smith study.

The General Clerical Test has also been used in a previous study, as reported in the Review of Literature. In the 1966 statistical study at Oklahoma State University the correlation between GCT and three semester grade-point averages was found to be .61.² However, the

²Greenwood, "Statistical Study of Students' Achievement Records," p. 3.

correlation between GCT and over-all grade-point was only .39 in this present study.

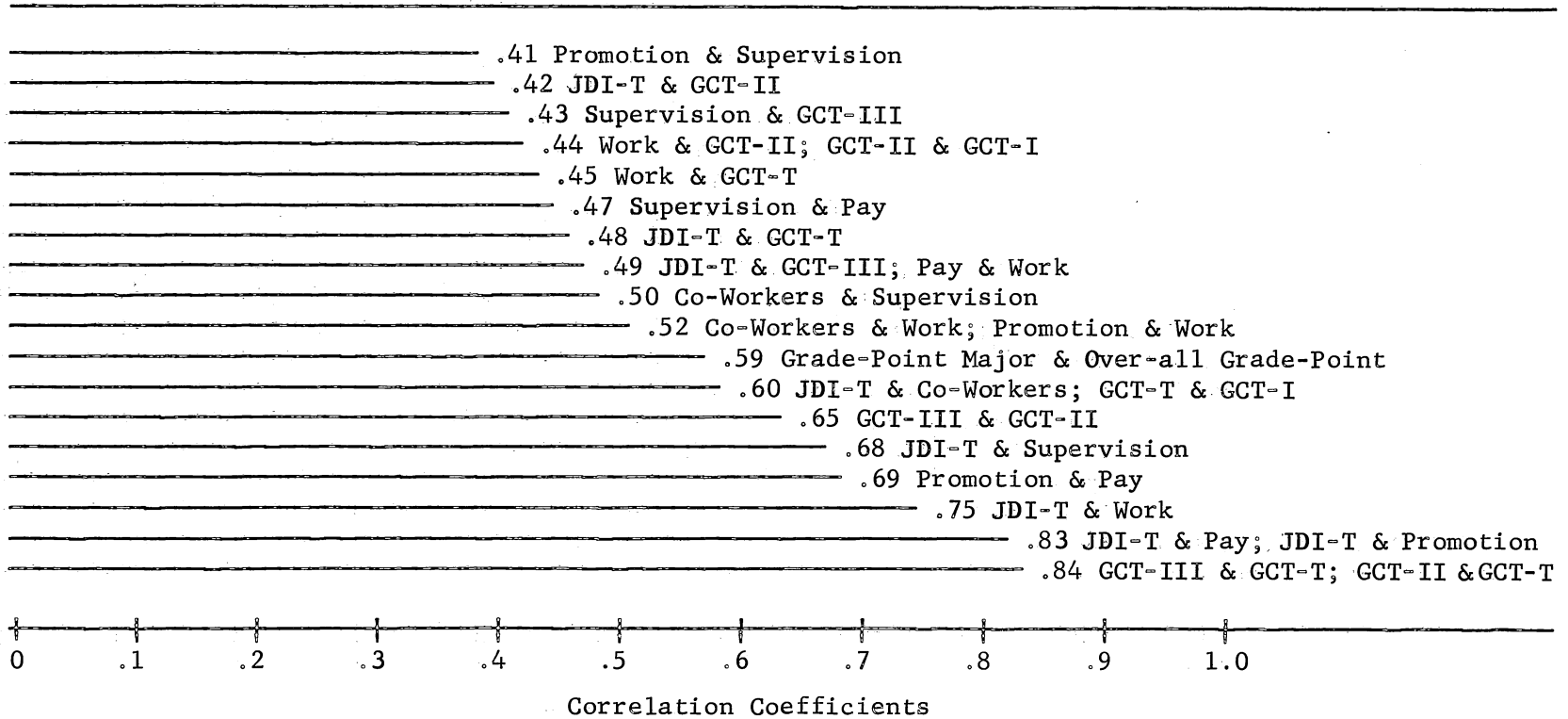
Significant Correlations

Of the 61 correlations calculated in this study, there were 24 which were greater than .41, and were significant at the .01 level. Although each correlation was important in this study, the grouping of the more significant relationships presents a stronger over-all view. These correlations are represented in Table XV. Among these correlations greater than .41, the highest coefficients were found within the GCT and JDI scales. For example, .84 between GCT-TOT and GCT-II, .83 between JDI-TOT and the Supervision scale. Such high correlations might be expected within these well-tested instruments. High correlations were also found between such scales as Work and the total JDI score. The 24 correlations which were significant at the .01 level provide a concluding summary of the study of intercorrelation between the various job satisfaction scales and the various academic records.

In addition to the major intercorrelations of this research certain data were obtained concerning the respondent's salary and length of time on the job. A correlation of .21 was found between length of time on the job and the job satisfaction of the respondent. However, a correlation of .54 significant at .01 level represents the relationship between the respondent's salary and his satisfaction on the job. From the findings of this study it can be concluded that the higher the present salary of the retail respondent, the higher the level of job satisfaction. However, the length of time on the job did not have a strong relationship to the employee's job satisfaction.

TABLE XV

CORRELATION COEFFICIENTS FOR PREDICTIVE AND CRITERION
DATA SIGNIFICANT AT THE .01 LEVEL



Summary

Within this chapter the discussion of the findings was divided into three major areas. Presented first was the Background of the Respondents - which included academic information, geographical information, sizes of the companies, length of time with the companies, salary, job titles, and job responsibilities. The second part of the findings included an analysis of the job satisfaction level of retail employees participating in the study and comparisons with another job satisfaction study. Finally, correlations were presented, including those relationships between the job satisfaction and academic records, intercorrelations within the Job Description Index, intercorrelations within the academic records, and those correlations which were significant at the .01 level of confidence.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to investigate the job satisfaction of fashion merchandising graduates and to study the relationships between certain job satisfaction factors and selected evidences of aptitude and achievement in academic programs at Oklahoma State University. For the purposes of this study, the respondents' academic records included scores on the General Clerical Test (GCT), as a measure of aptitude, and the over-all grade-point and the grade-point within the major field of study as a measure of achievement in college. The respondent's job satisfaction was measured by the Job Description Index (JDI). This investigation of job satisfaction was limited to a sample of fashion merchandising majors who graduated from Oklahoma State University between 1962 and 1973 who were employed in retailing at the time of this study.

The major thrust of this study was to draw conclusions concerning the use of academic records as a predictor of satisfaction on the job. The findings of this study were used to identify which academic elements demonstrated the strongest relationship to job satisfactions of fashion merchandising graduates working in retailing.

Design of the Study

In order to identify evidences of aptitude and achievement of fashion merchandising graduates and thus accomplish the purpose of this study, records were obtained pertaining to the academic backgrounds of the sample. Data pertaining to job satisfaction were obtained through the JDI which was administered by questionnaire through the mail to the selected sample. The questionnaire also included a General Information Sheet which requested descriptive data about the respondents. A statistical analysis of the data was made and all variables were correlated by computer.

Findings

Analysis of the data obtained from the questionnaire indicated that a majority of the 38 respondents were employed in retailing firms in four major Southwestern cities, Houston, Dallas, Oklahoma City, and Tulsa. The average length of time employed with a firm was 21 months. The average salary was within the range of \$10,000 to \$12,499 a year with 22 percent reporting an income of \$15,000 or above. The job title listed most frequently was that of Buyer.

Job satisfaction, as measured by the JDI, was divided into five major scales of Work, Pay, Promotion, Supervision, and Co-Workers. The retail management personnel in this study expressed the greatest satisfaction with Supervision, mean score of 46, and Co-Workers, mean score of 45.

The major correlations in this study were those between academic records and job satisfaction. Of this group the highest correlation

was between aptitude, as measured by the GCT, and job satisfaction, as measured by the JDI ($r=.48$) which was significant at .01 level. Among the JDI scales the Pay and Promotion factors indicated the strongest relationship to over-all job satisfaction ($r=.83$).

Conclusions

There are a number of conclusions which can be drawn from the present study of job satisfaction and its relationship to academic records. These conclusions might aid educators in preparing students for retailing careers, and assist personnel directors in recruiting students for retail management positions.

1. From the findings of this study, it can be concluded that the respondent's aptitude, as measured by the GCT, has the strongest relationship to his satisfaction on the job, as measured by the JDI. That is, aptitude was found to be a stronger predictor of job satisfaction than the academic grade-point records. However, in considering the relationship of academic records to job satisfaction it was found that over-all grade-point has a stronger predictive value than major grade-point. Therefore, in this study the student's grade-point in his major area of study had less predictive value in relation to his satisfaction on the job than did his over-all grade-point.

2. An equally important relationship was found within the JDI intercorrelations. Of the five scales of this job satisfaction instrument, the two which reflected the strongest relationship to job satisfaction were the opportunity to be promoted and satisfaction with pay. It is important to note that previous job satisfaction research using the JDI indicated that the scales most frequently found to have the

strongest relationship to over-all satisfaction were Co-Workers, Supervision, and the Work itself. Most of these previous studies investigated the job satisfactions of industrial workers while this study concentrated on the satisfactions of retail management personnel. Therefore, it can be concluded that in terms of job satisfaction the retail personnel in this study showed a stronger concern for their opportunity to advance and their level of pay than for co-workers, supervision, or work itself.

3. By comparison, as a group, the students in this study, limited to retail management, were found to have higher levels of job satisfaction than the plant employees studied by Smith. This study represents exploratory research in an area which requires a great deal of investigation. Smith, Kendall, and Hulin have done similar research in investigating the job satisfactions of factory workers.¹

Recommendations

The recommendations drawn from this present study suggest areas for further research dealing with job satisfaction and its relationship to academic records, and educational programming. The following recommendations appear to be worthy of investigation:

1. Further research in job satisfaction should be conducted in the area of retail management, thereby increasing the information available to persons in control of hiring decisions and training policies. Such research should place more emphasis on the relationship of job satisfaction to the kind of educational background and length of

¹Smith, p. 59.

time on the job.

2. Continuing research is also suggested by the relationship of aptitude tests to job satisfaction. This study demonstrated that the General Clerical Test is a stronger predictor than grade-point of job satisfaction within retailing; however, continued investigation is needed to test the use of this and other aptitude tests in the development of criteria for hiring retail management personnel.

3. Research concerning varying kinds of standardized instruments measuring a student's ability, interests, and aptitude should be continued and investigated further. Information gained from such research would augment the present academic records, which consist mainly of grade-points. According to this study, grade-point alone does not have a strong relationship to job satisfaction.

4. Additional research studies should be conducted to develop predictive measures which can be used in student advisement. For example, the use of standardized personality tests and interest inventories would offer additional information concerning a student's capabilities. Further investigation could provide a variety of tests which might prove to be reliable indicators of career capabilities and efficient predictors of job satisfaction.

5. Continued research concerning job satisfaction should investigate more closely the relationship between actual salary and length of time on the job. This study indicates that of these two descriptive variables salary was found to have the strongest relationship to job satisfaction ($r=.54$). Further investigation could provide additional information for use in revising and developing retail training programs and to assist in guiding prospective employees in clarifying job goals.

6. The results of this study indicate that academic achievement, as measured by over-all grade-point, has a stronger relationship to job satisfaction than does grade-point within the major area of study. Further investigation might determine the extent of the accuracy of the above relationship and identify possible causes for this phenomenon.

Research of the kinds recommended above might aid educators in the evaluation and development of existing programs within a plan of study. Such investigation might also assist retailers in selecting management personnel and lead to improvements concerning the level of job satisfaction of such personnel.

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APPENDIXES

APPENDIX A

DATA COMPILATION SHEET

RES. #	GRADES		GCT SCORES				JDI SCORES					
	GPM	GPO	I	II	III	TOT	W	S	P	PR	CW	TOT
1	3.17	2.73	.20	.25	.50	.35	38	49	36	42	46	211
2	2.57	2.68	.84	.86	.81	.88	46	54	38	54	54	246
6	3.42	2.80	.80	.35	.40	.55	19	40	4	2	49	114
7	2.15	1.94	.87	.34	.64	.78	40	43	18	18	39	118
8	3.32	3.21	.98	.75	.95	.97	42	36	40	36	42	196
9	2.44	2.34	.22	.06	.74	.38	31	48	48	50	41	218
11	3.09	2.98	.93	.86	.80	.93	45	52	48	40	52	237
12	2.85	2.70	.48	.79	.83	.76	46	54	44	20	36	200
18	2.96	3.12	.48	.78	.82	.75	37	54	54	48	44	237
20	2.73	2.17	.50	.75	.63	.64	47	54	46	50	48	245
21	3.30	3.00	.60	.96	.96	.93	34	51	12	18	29	144
22	2.76	2.24	.43	.13	.35	.32	6	42	8	32	14	102
25	2.56	2.64	.83	.80	.83	.89	49	54	50	54	54	261
26	3.06	2.96	.78	.50	.28	.48	46	28	50	54	18	196
28	3.52	2.96	.98	.96	.90	.97	47	52	38	42	54	233
29	3.29	2.60	.66	.25	.39	.41	38	54	38	48	54	232
30	3.14	2.25	.78	.50	.28	.48	21	20	14	10	26	91
31	3.08	2.80	.99	.93	.96	.99	54	54	42	48	54	252
32	3.70	2.80	.80	.84	.58	.76	82	46	50	54	52	244
34	3.54	3.05	.60	.30	.60	.50	34	44	26	42	39	185
37	2.88	2.32	.48	.78	.82	.75	25	48	30	42	33	178
38	2.30	2.09	.42	.58	.87	.72	37	50	8	26	51	172
40	3.29	3.72	.98	.92	.88	.97	36	54	32	54	52	228
43	3.20	2.67	.60	.30	.50	.50	22	45	8	20	37	137
45	2.69	2.98	.60	.40	.75	.70	25	36	24	36	51	172
46	3.13	2.60	.90	.70	.70	.80	48	54	30	54	54	240
47	3.00	2.60	.93	.84	.79	.92	33	54	54	36	54	231
49	2.87	2.46	.43	.13	.30	.26	45	33	0	12	51	141
51	3.62	3.78	.99	.84	.94	.99	41	51	50	54	51	247
52	2.48	2.21	.52	.86	.78	.80	46	36	9	42	48	178
53	3.40	3.18	.80	.48	.50	.70	42	54	40	54	43	233
55	2.93	2.46	.48	.79	.83	.76	42	45	26	54	54	221
57	2.30	3.30	.83	.30	.76	.74	45	54	42	46	52	239
59	3.10	2.08	.78	.48	.50	.49	48	54	48	54	54	258
60	3.65	2.80	.70	.50	.28	.48	25	40	4	2	46	117
62	2.69	2.68	.80	.56	.89	.83	49	51	18	54	49	221
64	3.68	3.01	.30	.60	.92	.74	36	30	24	48	42	180
65	2.65	2.53	.59	.75	.63	.64	39	49	18	24	51	181

CODE:

Res= Respondent
 GPM= Grade-Point in Major Field
 GPO= Grade-Point Over-all
 JDI= Job Description Index
 W= Work Scale, JDI
 S= Supervision Scale, JDI
 P= Pay Scale, JDI
 PR= Promotion Scale, JDI
 CW= Co-Workers Scale, JDI
 TOT= Total score on JDI

APPENDIX B

JOB SATISFACTION QUESTIONNAIRE

Dear

Job satisfaction is increasingly important to today's work force. At all levels, management is striving to create an atmosphere in which the employee can be better satisfied with his work assignment. As a graduate student in clothing, textiles, and merchandising I am investigating the job satisfactions of those fashion merchandising majors who are presently employed in retailing.

Enclosed you will find (1) a general information sheet, (2) a job satisfaction questionnaire, and (3) a list of OSU fashion merchandising graduates. The general information sheet and the job satisfaction questionnaire have been coded in order to make necessary statistical analysis, however the information will be treated in a confidential manner. Your response is of great importance since the sample is of limited size.

You will be interested in reviewing the tentative list of fashion merchandising graduates who are presently employed in retailing. The list includes name, address, and the store in which the person works. If you know the location of additional OSU graduates in this field, please detach and return the section provided for this purpose at the bottom of the page.

Please complete the job satisfaction questionnaire, general information sheet, and the additional fashion merchandising section and return them by July 1. A stamped, self-addressed envelope is enclosed for your convenience.

Thank you for your time and cooperation. Your prompt reply is appreciated.

Sincerely,

Brenda Johnson

J O B S A T I S F A C T I O N S T U D YQUESTIONNAIRE

Think of your present employment. What is it like most of the time?
In the blank beside each word given below write:

- Y for "Yes" if it describes your present work.
N for "No" if it does NOT describe your work.
? if you cannot decide.

(Follow the same procedure for each section.)

WORK

- a. Fascinating
b. Routine
c. Satisfying
d. Boring
e. Good
f. Creative
g. Respected
h. Hot
i. Pleasant
j. Useful
k. Tiresome
l. Healthful
m. Challenging
n. On your feet
o. Frustrating
p. Simple
q. Endless
r. Gives you a sense of accomplishment

SUPERVISION

- a. Asks for advice
b. Hard to please
c. Impolite
d. Praises good work
e. Tactful
f. Influential
g. Up-to-date
h. Doesn't supervise enough
i. Quick tempered
j. Tells me where I stand
k. Annoying
l. Stubborn
m. Knows job well
n. Bad
o. Intelligent
p. Leaves me on my own
q. Lazy
r. Around when needed

PAY

- a. Income adequate
b. Satisfactory profit sharing
c. Barely live on income
d. Bad
e. Income provides luxuries
f. Insecure
g. Less than I deserve
h. Highly paid
i. Underpaid

PROMOTIONS

- a. Opportunity for advancement
b. Opportunity somewhat limited
c. Promotion on ability
d. Dead-end job
e. Good chance for promotion
f. Unfair promotion policy
g. Infrequent promotions
h. Regular promotions
i. Fairly good chance for promotions

CO-WORKERS

- a. Stimulating
b. Boring
c. Slow
d. Ambitious
e. Stupid
f. Responsible
g. Fast
h. Intelligent
i. Easy to make enemies
j. Talk too fast
k. Smart
l. Lazy
m. Unpleasant
n. No privacy
o. Active
p. Narrow interests
q. Loyal
r. Hard to meet

Please return these forms to Brenda Johnson, Kerr-Drummond, Stillwater, OK 74074. Use the stamped, self-addressed envelope provided for you.

APPENDIX C

JOB DESCRIPTION INDEX SCORING KEY

OKLAHOMA STATE UNIVERSITY
Trust Board
2012 COMPENSATION STUDY

RESPONSE	SCORE	RESPONSE	SCORE
Yes to a positive item	3	Yes to a negative item	0
No to a negative item	3	No to a positive item	0
? to any item	1		

1 WORK

- a) Y Fascinating
- b) N Routine
- c) Y Satisfying
- d) N Boring
- e) Y Good
- f) Y Creative
- g) Y Respected
- h) N Hot
- i) Y Pleasant
- j) Y Useful
- k) N Tiresome
- l) Y Healthful
- m) Y Challenging
- n) N On your feet
- o) N Frustrating
- p) N Simple
- q) N Endless
- r) Y Gives you sense of accomplishment

2 SUPERVISION

- a) Y Asks my advice
- b) N Hard to please
- c) N Impolite
- d) Y Praises good work
- e) Y Tactful
- f) Y Influential
- g) Y Up-to-date
- h) N Doesn't supervise enough
- i) N Quick tempered
- j) Y Tells me where I stand
- k) N Annoying
- l) N Stubborn
- m) Y Knows job well
- n) N Bad
- o) Y Intelligent
- p) Y Leaves me on my own
- q) N Lazy
- r) Y Around when needed

3 PAY

- a) Y Income adequate
- b) Y Satisfactory profit sharing
- c) N Barely live on income
- d) N Bad
- e) Y Income provides luxury
- f) N Insecure
- g) N Less than I deserve
- h) Y Highly paid
- i) N Underpaid

4 PROMOTIONS

- a) Y Opportunity for advancement
- b) N Opportunity somewhat limited
- c) Y Promotion on ability
- d) N Dead-end job
- e) Y Good chance for promotion
- f) N Unfair promotion policy
- g) N Infrequent promotions
- h) Y Regular promotions
- i) Y Fairly good chance for promotion

5 Co-WORKERS

- a) Y Stimulating
- b) N Boring
- c) N Slow
- d) Y Ambitious
- e) N Stupid
- f) Y Responsible
- g) Y Fast
- h) Y Intelligent
- i) N Easy to make enemies
- j) N Talk too much
- k) Y Smart
- l) N Lazy
- m) N Unpleasant
- n) N No privacy
- o) Y Active
- p) N Narrow interests
- q) Y Loyal
- r) N Hard to meet

APPENDIX D

EMPLOYER, LOCATION, AND JOB TITLE
OF THE RESPONDENTS

Student	Employer	Location	Job Title
1	McClurkan's	Wichita Falls, Tx	Department Mgr.
2	Bamberger's	New York, NY	Buyer
3	Bonney's	Stillwater, Ok	Sales Manager
4	Village Bug	Tulsa, Ok	Buyer
5	Foley's	Houston, Tx	Assist. Dept. Mgr.
6	Montgomery Ward	Oklahoma City, Ok	Department Mgr.
7	Sak's Fifth Avenue	Houston, Tx	Service Manager
8	I. Magnin	San Francisco, Ca	Buyer
9	Maroo's LaMode	Oklahoma City, Ok	District Manager
10	John A. Brown	Tulsa, Ok	Mdse. Coordinator
11	Froug's	Tulsa, Ok	Buyer's Assist.
12	J. C. Penney	Oklahoma City, Ok	Sales Associate
13	Weinstock's	Sacramento, Ca	Buyer
14	Sears	Dallas, Tx	Assist. Store Mgr.
15	Foley's	Houston, Tx	Buyer
16	Foley's	Houston, Tx	Group Sales Manager
17	Renberg's	Tulsa, Ok	Department Manager
18	Limited Stores	Columbus, Ohio	Mdse. Coordinator
19	Rothschild's	Oklahoma City, Ok	Buyer
20	Harzfeld's	Kansas City, Mo	Clerical Mgr.
21	Sears	Dallas, Tx	Sales
22	May D&F	Denver, Colo	Assist. Buyer
23	Sanger-Harris	Dallas, Tx	Assist. Dept Mgr.
24	Katz	Stillwater, Ok	Buyer
25	Vandever's	Tulsa, Ok	Buyer
26	Lord and Taylor	New York, NY	Assist. Buyer
27	Sakowitz	Houston, Tx	Supervisor/Manager
28	Margo's LaMode	Oklahoma City, Ok	Store Manager
29	Paper Doll	Tulsa, Ok	Manager/Buyer
30	Joske's	Houston, Tx	Buyer
31	Goldring's	Little Rock, Ak	Mgmt. Trainee
32	The Source	Chicago, Ill	Owner/Manager
33	Neiman-Marcus	Dallas, Tx	Buyer
34	Neiman-Marcus	Houston, Tx	Personnel Director
35	J. C. Penney	Dallas, Tx	Fashion Distributor
36	McKeown's Showcase	Stillwater, Ok	Sales/Display
37	Denver Dry Goods	Denver, Colo	Branch Dept. Mgr.
38	Howland Inc.	New York, NY	Buyer

APPENDIX E

INTERCORRELATING VARIABLES

EXPLORED IN THIS STUDY

N=38

Scale	Grades		GCT Scores				JDI Scores					
	GPM	GPO	I	II	III	TOT	W	S	P	PR	CW	TOT
GPM												
GPO	.59**											
GCT-I	.22	.39*										
GCT-II	.16	.30	.44***									
GCT-III	-.14	.25*	.17***	.65***								
GCT-TOT	.03	.39*	.60***	.84***	.84***							
JDI-W	-.12	.12	.31	.44*	.40**	.45**						
JDI-S	-.12	.12*	.20	.32*	.43**	.38*	.38*					
JDI-P	.07	.35*	.28	.33*	.32*	.34*	.49***	.47**				
JDI-PR	.00	.28	.14	.27	.39*	.31*	.52***	.41**	.69**			
JDI-CW	.00	.17	.30	.28	.35**	.37**	.52***	.50**	.24**	.28**		
JDI-TOT	-.02	.31	.32*	.42**	.49**	.48*	.75**	.68**	.83**	.83**	.60**	

CODE:

GPM= Grade-point in major area of study

GPO= Over-all grade-point

GCT-I= Clerical subscore, General Clerical Test

GCT-II= Numerical subscore, General Clerical Test

GCT-III= Verbal subscore, General Clerical Test

GCT-TOT= Total General Clerical Test score

JDI-W= Work scale, Job Description Index

JDI-S= Supervision scale, Job Description Index

JDI-P= Pay scale, Job Description Index

JDI-PR= Promotion scale, Job Description Index

JDI-CW= Co-Worker scale, Job Description Index

**Significance at .01 level

*Significance at .05 level

VITA ²

Brenda Sue Johnson

Candidate for the Degree of

Master of Science

Thesis: THE RELATIONSHIP BETWEEN JOB SATISFACTION AND SPECIFIC
ACADEMIC RECORDS OF SELECTED GRADUATES OF OKLAHOMA STATE
UNIVERSITY

Major Field: Clothing, Textiles, and Merchandising

Biographical:

Personal Data: Born in Miami, Oklahoma, November 26, 1949, the
daughter of S. J. and Janet Johnson.

Education: Graduated from Hobbs High School, Hobbs, New Mexico,
in May, 1967; received Bachelor of Science degree in Home
Economics from Oklahoma State University in 1972.

Professional Experience: Single Student Housing Professional
Staff, Oklahoma State University, 1972-74; Management Staff,
J. C. Penney, 1974; Personnel Consultant, M. David Lowe
Personnel Services, 1975.