

A NATIONAL STUDY OF THE PERCEPTIONS OF MALE  
AND FEMALE HIGHER EDUCATION STUDENT  
PERSONNEL ADMINISTRATORS: JOB  
SATISFACTION, JOB INVOLVEMENT,  
JOB-RELATED TENSION, AND  
SELF-ESTEEM

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## CHAPTER I

### NATURE OF THE PROBLEM

#### Introduction

Within the last decade, it has become increasingly evident that American society is in a state of social transition. There are those who have questioned whether the traditional male (independent and persuasive) and female (nurturant and supportive) roles are appropriate and who have confronted the attitude that certain careers require a level of physical stamina, ambition, intelligence, creativity, and self-confidence that only males possess. Furthermore, traditional cultural views (e.g., that women are emotional, jealous of one another, vain, irrational, dependent, submissive, best suited for routine or home-related tasks and for tasks involving small children) have been opposed and resisted by people, both male and female.

Certainly there are physical differences between men and women, for they are obvious and universal, but the psychological, attitudinal, and perceptual differences are not as obvious. Thorndike<sup>1</sup> verified this view (i.e., that attitudinal, psychological, and perceptual differences are not

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<sup>1</sup>Thomas Woody, A History of Woman's Education in the United States (New York, 1919), p.91.

as obvious as physical differences for men and women) to a certain extent, when he concluded in 1890 (after reviewing data concerning the physical and mental traits of men and women) that sex was the cause of only a small fraction of differences between individuals. Moreover, he found that differences among men as a group and among women as a group were nearly as great as the differences between men and women.

In the early twentieth century, Marion Talbott<sup>2</sup> found that sex-based stereotypes operated in reference to occupations. For example, he found that women had been successful in fields such as teaching, librarianship, and clerical work. However, in other areas in which rank, remuneration, and administrative and academic authority were needed, barriers against the participation of women existed. Even in the last quarter of the twentieth century, there are still those whose attitudes about sex differences reveal folklores, prejudices and half-truths. For example, the manual for the Strong Test (i.e., an interest inventory used most often in vocational counseling that supposedly links certain personality traits and interests with vocations suitable to those characteristics) states:

Many young women do not appear to have strong occupational interests, and they may score high only in certain 'premarital' occupations: elementary school teacher, office worker, stenographer-secretary.

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<sup>2</sup>Marion Talbott, The Education of Women (Chicago, 1910), pp. 54-55.

Such a finding is disappointing to many college women, since they are likely to consider themselves career-oriented. In such cases, the selection of an area of training or an occupation should probably be based upon practical considerations--fields that can be pursued part-time, are easily resumed after periods of nonemployment, and are readily available in different locales.<sup>3</sup>

Sex differences have been noted in the literature, but only recently have such differences been of interest to researchers studying individuals and their work environment.<sup>4</sup> It might be that interest in relating sex differences and attitudes toward job environment has increased because of the influx of women into the job market (e.g., in 1971 women made up 38% of the work force as compared with 25.5% in 1940.)<sup>5</sup> Of perhaps greater significance, more women are aspiring to careers in fields which have been male-dominated (e.g., in 1970 women made up 4.7% of the lawyers and judges in America, but by 1976 this figure had doubled. During the same period women physicians rose from 8.9% to 12%; women bank officials and financial managers rose from 17.6% to

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<sup>3</sup>Patricia Sexton, "Socialization, Sex Roles, Discrimination," *Women In Education* (Bloomington, Indiana, 1976), pp. 71-72.

<sup>4</sup>Charles J. Hollom and Gary R. Gemmill, "A Comparison of Female and Male Professors on Participation in Decision Making, Job Related Tension, Job Involvement, and Job Satisfaction," *Educational Administration Quarterly*, Vol. 12, No. 1 (Winter, 1976), p. 80.

<sup>5</sup>E. D. Knootz, "The Progress of the Woman Workers: An Unfinished Story," *Industry Society*, Vol. 2 (1971).

24.7%; and women membership on corporate boards rose from 20 to 400).<sup>6</sup>

Recently, some empirical investigations have been undertaken which have revealed how male and female professorial employees in institutions of higher learning differ in attitudes and behavior.<sup>7</sup> On the other hand, the literature does not reveal how male and female higher education student personnel administrators differ on attitudinal variables related to work and the work environment. This void in the literature is unfortunate, for personnel administrators would deny that this is an area that requires research if understanding about sex differences is to increase, and if sex role stereotypes are going to be terminated in higher education.

Schein<sup>8</sup> suggested that the self-perceptions of women tend to be influenced by sex role stereotypes which frequently cause them to regard themselves as less qualified than men for high-level managerial and administrative positions. In addition, if a woman's self-image is somewhat stereotypical, she may be less apt to acquire the behavioral characteristics (e.g.,

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<sup>6</sup>U. S. Bureau of Labor Statistics (Washington, D. C., 1976-77).

<sup>7</sup>Hollom and Gemmill, pp. 80-92.

<sup>8</sup>Virginia Schein, "The Relationship Between Sex Role Stereotypes and Requisite Management Characteristics," *Journal of Applied Psychology*, Vol. 57, No. 2 (1973), pp. 95-96.

A good manager is aggressive, independent, unemotional, competitive, direct, adventurous, skilled in business, self-confident, dominant, and a hard-nose decision maker dealing only with facts, not feeling.<sup>9)</sup>

associated with administrative positions since these characteristics and behaviors will be inconsistent with her self-image.<sup>10</sup> When attitudes of women toward themselves are combined with the "traditional" male attitude (e.g., that women are not committed to their careers, women need to be protected from the unpleasantness involved in administration, women tend to be satisfied with lower rank and lower salaries, and women are unambitious about reaching leadership positions) problems in identifying and in investigating self-perceptions of males and females can ensue because persons may temper their personal feelings with what they regard as a "socially acceptable" position or attitude.

#### Statement of the Problem

The problem addressed by this study was the attitudes or self-perceptions of male and female higher education student personnel administrators--i.e., vice presidents, deans, and directors--toward four selected job-related variables: (1) job satisfaction; (2) job involvement; (3) job-related tension; and (4) self-esteem.

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<sup>9</sup>Rosalind Loring and Theodora Wells, Breakthrough: Women Into Management (New York, 1972).

<sup>10</sup>A. K. Korman, "Toward A Hypothesis of Work Behavior," Journal of Applied Psychology, Vol. 54 (1970), p. 32.



### Purpose of the Study

The purpose of this study was to ascertain whether attitudes or perceptions of persons engaged in higher education student personnel administration were significantly different toward four selected job-related variables, i.e., job satisfaction, job involvement, job-related tension, and self-esteem, when the self-perceptions of the subjects were analyzed according to sex (male and female), position (vice president, dean, and director), age, years in position, and highest degree earned. In addition, this study was concerned with identifying similarities as well as differences of attitudes.

### Need for the Study

The importance of this study was in its value to administrators and institutions involved in the preparation of college and university administrators. Since more women are entering the work force as professionals, research on attitudes concerning jobs and job environments is needed to provide more accurate career information.

The data obtained from higher education student personnel administrators may provide evidence to confirm or reject some of the present attitudes concerning perceptual and attitudinal sex differences in terms of the four selected job related factors addressed in this study.

The need for a study such as this is especially great because of the fact that little research has compared the

attitudes of male and female higher education student personnel administrators. In addition, the results of this study may provide background information for future studies.

### Summary

This study was conducted at a time when American society was in a state of social transition, and when many were questioning the traditional roles and the stereotypical attitudes about males and females. The physical differences between males and females are obvious and universal, but the attitudinal, psychological, and perceptual differences between males and females are not so obvious.

Some empirical studies have attempted to determine how male and female faculty members in institutions of higher learning differ on job-related variables, but studies to determine how male and female higher education student personnel administrators differ on job-related variables are practically nonexistent. Thus, in order to identify the differences and/or similarities among and between subdivisions of higher education student personnel administrators further research is required.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### Introduction

The literature centered around the woman worker, the woman executive, and the professional woman in industry is fraught with conflicting opinions, pronounced prejudices, and almost a mythology.<sup>1</sup>

The above quotation was written in 1957 by von Hall Gilmer after he studied what had been written about the jobs women held, their attitudes, interests, and abilities. Twenty-one years later, the literature concerned with women workers, to a large extent, had opinions, prejudices, and myths similar to these noted by Gilmer. According to Tibbetts,<sup>2</sup> Horner reported that:

. . . Women are fearful of appearing unfeminine, so they do not assert themselves in class discussions; they do not develop their intellectual talents, abilities and interests for leadership roles; and they conclude that finding the right husband is the key to ultimate success.

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<sup>1</sup>Arthur G. Bedeian and Achilles A. Armenakis, "Male-Female Differences in Perceived Organizational Legitimacy," Human Resource Management (Winter, 1975), p. 5.

<sup>2</sup>Sylvia Lee Tibbetts, "Sex Role Stereotyping: Why Women Discriminate Against Themselves," Journal of National Association of Women Deans, Administrators and Counselors (Summer, 1975), p. 180.

Also according to Tibbetts,<sup>3</sup> Broverman reported that men and women agreed that for an adult, male stereotypical characteristics were healthier than were female stereotypical characteristics. Thus, the attributes used to describe women seemed to be a most unusual way of describing a mature healthy adult.

However, with the advent of the "women's movement" (which sought to break the traditions and concepts about women being homemakers, exclusively), and with the passing of major legislation (e.g., the Title IX educational amendment of 1972 which prohibited sex discrimination, the Equal Pay Act of 1972 which provided "equal protection of the laws" by the states to any person within its jurisdiction), some researchers have confronted empirically prejudices and myths about women as workers. In 1975, Maccoby and Jacklin contended:

There is no evidence of sex differences in achievement motivation, in risk taking, in task persistence, or in other related skills. . . there is no reason to believe there are sex differences in aggressive leadership.<sup>4</sup>

Nevertheless, the purpose of this chapter was not to survey the literature concerning women workers. It was to review research literature related to self-perceptions of male and

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<sup>3</sup>Ibid., pp. 179-80.

<sup>4</sup>Elizabeth A. Ashburn, "Work Related Characteristics," Journal of National Association of Women Deans, Administrators and Counselors (March, 1977), p. 17.

female workers. Thus, the review of the literature will focus upon studies providing information concerning male and female workers in the areas of: (1) job satisfaction; (2) job involvement; (3) job-related tension; and (4) self-esteem.

Male and Female Workers' Job Satisfaction,  
Job Involvement, and Job-Related Tension

Carl A. Ridley,<sup>5</sup> who attempted to assess the relationships between job satisfaction, job involvement, and marital adjustment for married female teachers and their husbands, found that job satisfaction and marital adjustment were significantly related when women viewed the work role as highly prominent, but they were not related when women viewed the work role as temporary. In addition, when teachers placed a high degree of importance on occupational success, the relationship between job satisfaction and marital adjustment was stronger. When women perceived their work as unimportant, it seemed to make little difference in terms of the satisfaction or dissatisfaction derived from work and its impact on marital interaction.

Ridley explained this phenomenon in terms of viewing the work roles as secondary for most women, with marriage and family roles dominant. However, women who perceived

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<sup>5</sup>Carl A. Ridley, "Exploring the Impact of Work Satisfaction and Involvement on Marital Interaction When Both Partners Are Employed," Journal of Marriage and the Family (May, 1973), pp. 229-236.

their work as important were in much the same position as men regarding the relationship.

Ridley also found there was a significant relationship between job satisfaction and marital adjustment for males when they were either in the higher educational level or in a professional occupation. Teachers' job satisfaction and marital adjustment were significant when their husbands had educations equal to or less than the teachers.

In addition to the above findings, Ridley<sup>6</sup> found job satisfaction and marital adjustment to be significantly related when the woman had school age children, but they were not related when the woman had young preschoolers to care for. He suggested that young preschoolers could be very demanding, which might make it difficult for one to regard additional work as gratifying. However, after the children were out of the home most of the day, work can become an influential factor in marital adjustment.

Ridley found high marital adjustment when wives had low satisfaction and when their spouses had high job satisfaction or when both were highly satisfied with their jobs. Seemingly, it is possible to maintain high marital adjustment when both are satisfied with their jobs. Marital adjustment was high when both partners were low on job involvement, or when the husband was moderately involved with the job and when the wife had low job involvement.

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<sup>6</sup>Ibid., p.36.

When both were high on job involvement, marital adjustment tended to suffer.

In an exploratory study of female and male professors, Gemmill and Hollom<sup>7</sup> found that statistically significant sex differences existed among community college faculty members. Specifically, the following was investigated: whether female teaching professionals in academic settings differed significantly from their male counterparts in perceived participation in decision making, job-related tension, job involvement, and overall satisfaction.

Of 742 full-time teaching faculty in seven two-year public community colleges, 321 or 43% of the subjects returned a questionnaire which contained subscales to measure each of the selected variables.

When female teaching professionals who participated in this study were compared with their male colleagues, the women reported experiencing significantly less participation in decision making about the immediate work environment, significantly less job involvement, significantly less overall job satisfaction, and significantly more job-related tension. These findings seem to support similar findings by other researchers: females generally have less power

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<sup>7</sup>Charles J. Hollom and Gary R. Gemmill, "A Comparison of Female and Male Professors on Participation in Decision Making, Job-Related Tension, Job Involvement, and Job Satisfaction," Educational Administration Quarterly, Vol. 12, No. 1 (Winter, 1976), pp. 80-93.

than males in organizations;<sup>8</sup> and in two other experimental tasks where one member in a dyad was to assume leadership position, the female subjects with a high need for dominance were found to be less likely to assume the leadership role when paired with males having a low need for dominance than when paired with other females having a low need for dominance.<sup>9</sup>

Hollom and Gemmill<sup>10</sup> concluded that there were three plausible explanations for their findings. First, the difference between the sexes might be attributable to differences in the socialization of males and females, with males being conditioned to develop self-sufficiency and independence of thought, while females were taught to be dependent and submissive. Such socialization could result in females having a tendency to adopt a more passive orientation toward their work situation which would include less participation in making decisions. Second, the multiplicity of roles assumed by women (i.e., mother, wife, student, bus driver, den mother, and counselor) and the demanding marital roles expected of women may cause females to devote less attention to their roles as workers outside the home.

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<sup>8</sup>Joan Acker and Donald V. Houten, "Differential Recruitment and Control: The Sex Structuring of Organization," Administration Science Quarterly, Vol. 29 (1974), pp. 152-63.

<sup>9</sup>Edwin Megargee, "Influence of Sex Roles on the Manifestation of Leadership," Journal of Applied Psychology, Vol. 53 (1969), pp. 377-82.

<sup>10</sup>Hollom and Gemmill, pp. 89-92.



Third, overt and covert sex discrimination might have affected the female professional in decision making, job-related tension and overall job satisfaction. An example of this could be an organization having rules and regulations calling for different treatment solely on the basis of sex.

Hollom and Gemmill concluded that female teaching faculty members reported they participated significantly less in decision making and had significantly less influence over their job situation. Furthermore, female faculty members reported significantly greater difficulty in getting their ideas across to their superiors than their male counterparts. Female professionals, in comparison with their male colleagues, believed they were significantly more bothered by feelings that: they were not fully qualified to handle their jobs; that they had workloads which were too heavy; that the amount of work interfered with the quality of work; and that they lacked information needed to carry out their jobs. In addition, female professionals were significantly less likely than their male colleagues to regard their jobs as the source of the most important things happening to them or as the major source of satisfaction in their lives. They also had significantly less liking for their current jobs and felt they had significantly less opportunity than their male colleagues to do what they could do best.

Randall S. Schuler<sup>11</sup> analyzed the influence of selected factors (i.e., sex, organizational level, education, and age) on eight job outcomes. The intrinsic outcomes he used were: (1) the opportunity to influence important decisions; (2) the opportunity to direct the work of others, and; (3) the opportunity to obtain a challenging job. The extrinsic outcomes he used were: (4) the opportunity to earn more money; (5) the assurance that the job will not be eliminated; (6) the opportunity for promotion; (7) the recognition of work by others; and (8) a pleasant work environment.

The data were gathered by means of a questionnaire designed with the assistance of several employees of the participating organization, a plant manufacturing company with 1,200 employees. Every third person in the personnel file was selected and mailed a questionnaire. Of the 350 employees who completed the questionnaires, 50 were females. Of this number, 35 female participants were in jobs considered as low level, while 15 females were in jobs considered at the middle level. There were no females at the high level.<sup>12</sup>

The hypotheses for the study were:

- 1) The employees at the higher levels of the organization will place more importance on

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<sup>11</sup>Randall S. Schuler, "Sex, Organizational Level, and Outcome Importance: Where the Differences Are," Personnel Psychology, Vol. 25, No. 28 (August, 1975), pp. 365-75.

<sup>12</sup>Schuler, p. 370: "The tasks identified with each level were: low level (i.e., clerks, typists, technicians, and maintenance workers); middle level (i.e., entry level professionals and middle managers); and high level (i.e., top level managers and professionals)."

intrinsic job outcomes than employees at the lower level of the organization when the influence of sex, education, and age are accounted for. The difference is likely to occur based on more stimulation in higher level jobs for intrinsic job factors.

- 2) The employees with a higher level of education will place more importance on intrinsic job outcomes than employees with a low level of education when the influence of sex, job level, and age are accounted for. This is consistent with Salah and Lalljee's findings and their suggestion that additional education transmits a value system more consistent with intrinsic factors.
- 3) Age should not affect the importance of job outcomes when the influence of occupational level, education, and sex are accounted for.<sup>13</sup>

The first two hypotheses were supported, and findings were related to other research on role stereotyping.<sup>14</sup> Females assigned more importance to the opportunity to work with pleasant employees than did males, and males valued the opportunity to influence important decisions more than females. The opportunity to direct the work of others was valued more by males than females, as was predicted. The opportunity to earn more money was ranked higher by males than females.

There were no sex differences on the importance of the chance for subsequent promotion, recognition of work by others, assurance that the job would not be eliminated, and the expectation that the job would be stimulating. No significant differences between the sexes were found when the

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<sup>13</sup>Ibid., p. 368.

<sup>14</sup>Ibid., pp. 371-72.

importance of job outcome was related to the organizational level of the employees, the education of the employees, or the age of the employees.

Schuler explained his findings by stating that traditionally females have been reared to fulfill roles expected by society. Thus, the role of the female (e.g., as being kind, considerate and concerned about people) and the role of the male (e.g., as being in control, aggressive and dominant) were reflected in this study. The Mandardt<sup>15</sup> and Bartol<sup>16</sup> studies confirmed the above findings.

Jack Shapiro and Louis Stern<sup>17</sup> designed a study using professional and non-professional male and female workers to measure five areas of job satisfaction, i.e., with pay, with work, with promotional opportunities, with supervision, and with co-workers. In this study, two samples were taken: sample one was a group of professional workers consisting of 23 males and 45 females who worked for a public service organization as clinical psychologists, social workers, and professional medical workers; sample two was a group of non-professional workers consisting of 77 males and 57 females

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<sup>15</sup>P. J. Manhardt, "Job Orientation of Male and Female College Graduates in Business," Personnel Psychology, Vol. 25 (1972), pp. 361-68.

<sup>16</sup>K. Bartol, "Sex Difference in Job Orientation: A Reexamination," Proceedings of National Academy of Management (Seattle, 1974).

<sup>17</sup>H. Jack Shapiro and Louis W. Stern, "Job Satisfaction: Male and Female, Professional and Non-Professional Workers," Personnel Journal (July, 1975), pp. 388-407.

who worked for a small industrial manufacturer of aerospace support equipment. The Job Descriptive Index was used to measure the five areas of job satisfaction.

After the data were analyzed, it was found that non-professional women were more satisfied with their pay than were non-professional men. However, professional males were more satisfied with their pay than were professional women. Satisfaction with work and promotion was higher for the males than for the females, regardless of whether the individual was a professional or non-professional. The total job satisfaction of non-professional women was higher than their male counterparts, while the professional male's total job satisfaction was higher than his female counterpart. These findings supported the results of the 1974 Weaver Study<sup>18</sup> of sex differences in job satisfaction.

Wanzek and McMorrow<sup>19</sup> surveyed the members of the staff in the Division of Student Affairs at Northern Illinois University to assess the prevailing attitudes of males/females. The survey, consisting of 32 questions, was mailed to 202

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<sup>18</sup>Ibid., p. 406: "In The Weaver Study four groups of workers were asked 'How satisfied are you with the work you do?' Of the white professionals, 91.4% of the males were satisfied with their work while 77.8% of the white females were satisfied. Among the black professionals 91.7% of the black males and 88.9% of the black females were satisfied. Of clerical and kindred workers, 81.3% of the white males and 91.7% of the white females were satisfied while 70% of the black males and 90% of the black females were satisfied.

<sup>19</sup>Robert P. Wanzek and Gay McMorrow, "Survey of Male/Female Attitudes in Division of Student Affairs," NASPA Field Report, Vol. 2, No. 1 (Fall, 1977), pp. 4-5.

professional and clerical staff of the Division. Seventy-one percent or 143 completed questionnaires were returned. The findings indicated the following:

1. There was a significant difference between females and males in regard to believing their superiors did not listen. Females had a much higher percentage.
2. The majority of females (58%) compared to only 13% of the males believed males thought themselves superior to females in their work situation.
3. Seventy-five percent of males believed females had more opportunities than males for professional advancement in 1976 compared with only 36% of females.
4. Thirty-nine percent (males and females quite evenly divided) believed it was more difficult for a female to be a supervisor than a male with 74% stating it would make no personal difference in a choice of having either a male or female supervisor. Approximately one-fourth, (again, both males and females equally divided) stated they would prefer to work for a male supervisor.
5. A strong feeling of being offended was expressed by females regarding sexist and sexual jokes and comments directed toward them, often unconsciously by males.<sup>20</sup>

Schein<sup>21</sup> conducted a study which examined the relationship between sex role stereotypes and the perceived requisite personal characteristics for a middle management position. Three hundred male middle managers rated either women in general or men in general as successful middle managers on a

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<sup>20</sup>Wanzek and McMorrow, pp. 4-5.

<sup>21</sup>Virginia Schein, "The Relationship Between Sex Role Stereotypes and Requisite Management Characteristics," Journal of Applied Psychology, Vol. 57, No. 2 (1973), pp. 95-100.

92-item Description Index. A 3 X 3 factorial analysis of variance, incorporating the three groups (women, men, and managers) and the three age levels (i.e., 24-39, 40-48, and 49 and over) was performed for each of the 92 items. There was a significant group effect for 86 of the items. For 60 of the items, ratings of managers were more similar to men than to women. Thus, a significant relationship existed between men and managers. Eight of the 86 items describing managers were more similar to women than to men, e.g., being employee-centered, being understanding, being helpful, being considerate, and having intuition. In addition, within all age groups for men there were significant relationships between mean rating of men and managers. For women there were not significant differences between ages 24-39 and 40-48, but for 49 and over there was a significant relationship between women and managers.

In conjunction with Schein's study, Margaret Hennig and Ann Jardim,<sup>22</sup> social psychologists and co-authors of The Managerial Woman, found women's attitudes toward work differed greatly from men's. They noted that women executives tend to be passive, over specialized, underestimate their achievement, and attribute their success to luck even when they are highly competent. They tend to wait to be recognized and blame themselves if they are not rewarded. Men executives, on the other hand, assume themselves to be

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<sup>22</sup>Margaret Hennig and Ann Jardim, The Managerial Woman (Garden City, New York, 1977).

competent and display it to others. Jardim found that successful women executives typically had given up marriage until age thirty-five or later and had been either an only child or the oldest child. In addition, the successful women usually grew up very close to their fathers and acquired high self-esteem and self identity which carried them through their early employment years into middle management levels.

In 1966 Burke<sup>23</sup> conducted studies in which female and male college students ranked ten desirable job characteristics (five intrinsic and five extrinsic) in order of importance to each of them. Both males and females ranked the intrinsic variables as more important than the extrinsic factors.

Saleh and Lalljee<sup>24</sup> contended, as a result of the Burke studies, that earlier studies which showed sex differences in job orientation were contaminated by variables other than sex--primarily education, job level, and age. They reported that these variables (i.e., organizational level, age, and education) may be critical in analyzing male and female differences or similarities in job outcomes. Saleh and Lalljee hypothesized that these factors were more important than sex as determinants of job outcomes.

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<sup>23</sup>R. J. Burke, "Differences in Perceptions of Desired Job Characteristics of the Same Sex and the Opposite Sex," *The Journal of Genetic Psychology*, Vol. 109 (1966), pp. 37-46.

<sup>24</sup>Shoukry D. Saleh and Mansur Lalljee, "Sex and Job Orientation," *Personnel Psychology*, Vol. 22 (1969), pp. 465-71.



Saleh and Lalljee asked three different samples, each divided into males and females, to indicate to what degree selected job characteristics were important to them. The job characteristics represented intrinsic and extrinsic factors. For the first sample (40 male and 44 female university students), there were no significant differences based on sex. Both males and females selected intrinsic factors over extrinsic factors. In the second sample (68 male and 33 female public school teachers), there were no significant differences based on sex. For the third sample (259 male and 143 female clerks and supervisors employed in a technical division of a large service-oriented organization) significant sex differences were found. However, education and job level were significantly different for the two subgroups (males and females). When education and job level were controlled for a sample of clerks and first level supervisors, no sex difference appeared.

Day and Stogdill<sup>25</sup> designed a study to determine how women behave when performing in leadership roles, how effective they were in leadership performances, and what relationship existed between their effectiveness and behavior. They then compared the results with findings for male leaders in similar organizational situations.

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<sup>25</sup>David R. Day and Ralph M. Stogdill, "Leader Behavior of Male and Female Supervisors: A Comparative Study," Personnel Psychology, Vol. 45 (Summer, 1972), pp. 353-60.

The sample was 38 male and 38 female supervisors among civilian employees of the United States Air Force Logistics Command. The male and female leaders were selected in pairs and matched according to: kind of work engaged in, civil service grade, organizational level, and each leader having at least one male and one female subordinate.

The results indicated that male and female supervisors who occupied parallel positions and performed similar functions showed similar patterns of leader behavior and levels of effectiveness when described and evaluated by their immediate subordinates. Rapid advancements, for males, seemed to go to those who were more effective and who had some influence. Rate of advancement was unrelated to effectiveness for females.

#### Self-Esteem

Super's self-concept implementation theory of occupational choice asserts that "a person selects from a series of alternative occupations the one occupation that is most congruent with his/her self-concept."<sup>26</sup> He suggested further that a positive relationship exists between the degree of implementation or congruence and occupational satisfaction. Jeffrey Greenhouse<sup>27</sup> emphasized the need to study self-esteem

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<sup>26</sup> Jeffrey H. Greenhouse, "Self-Esteem As An Influence On Occupational Choice and Occupational Satisfaction," Journal of Vocational Behavior, Vol. 1 (1971), p. 75.

<sup>27</sup> Ibid., pp. 75-76.

in terms of individuals and their work environment because "self-esteem is most important in studying occupational behavior." On the other hand, he criticized the self-concept implementation theory because he believed it had limited and neglected the individual difference variable, self-esteem.

A. K. Korman<sup>28</sup> has illustrated the relevance of self-esteem to occupational choice, occupational satisfaction, and work behavior. In 1966 he found that persons with high self-esteem were more likely to possess traits relevant to their chosen occupation than were persons of low self-esteem. Thus, the correlation between need satisfaction and job satisfaction was greater for high self-esteem than for low self-esteem persons. In 1967 and 1968 Korman<sup>29</sup> found self-esteem was positively related to the degree of congruence between self-perceived abilities and the abilities required in the chosen occupation. He also confirmed that personal attitudes and vocational needs were more predictive of occupational choice for high self-esteem persons than for low self-esteem persons. He surmised that since low self-esteem persons may base their satisfaction on how satisfied others in the same situation seem to be, the prestige of the chosen occupation may affect occupational satisfaction of the low self-esteem.

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<sup>28</sup>A. K. Korman, "Relevance of Personal Need Satisfaction As A Function of Self-Esteem," Journal of Applied Psychology, Vol. 51, No. 6 (1967), pp. 533-38.

<sup>29</sup>A. K. Korman, "Task Success, Task Popularity, and Self-Esteem As Influence on Task Liking," Journal of Applied Psychology, Vol. 52, No. 6 (1968), pp. 484-90.

Furthermore, approval of the "significant others" may play an important part in the satisfaction for the low self-esteem.

Jeffrey H. Greenhaus<sup>30</sup> designed a study to investigate self-esteem, occupational choice, and occupational satisfaction. He predicted the following:

Self-esteem would be positively related to the degree of self-occupational congruence. The correlation between congruence and occupational satisfaction would be greater for persons of high self-esteem than for persons of low self-esteem. The correlation between the perceived prestige of the chosen occupation and occupational satisfaction would be greater for persons of low self-esteem than for persons of high self-esteem. The correlation between the approval one receives from his/her close friends and parents and his/her occupational satisfaction would be greater for persons of low self-esteem than for persons of high self-esteem.<sup>31</sup>

In Greenhaus' study, self-esteem was measured by the Self-Assurance Scale of the Self Description Inventory, a forced-choice questionnaire, which consisted of 64 pairs of traits with each equated for social desirability. This questionnaire was administered to 228 freshman and sophomore undergraduate college students, 190 (83%) of whom were females.

After analyzing the data it was found that a positive relationship existed between self-esteem and congruence. It seems that the two-way congruence was significantly related to satisfaction for high self-esteem subjects, but not for low self-esteem subjects. The correlation between others' satisfaction, prestige of the chosen occupation, and the

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<sup>30</sup>Greenhaus, pp. 75-83.

<sup>31</sup>Ibid., p. 77.

approval of one's close friends and parents on the one hand and occupational congruence on the other was greater for low self-esteem than for high self-esteem subjects.

Greenhaus concluded that several factors may have been responsible for the absence of the significant effects. First, the sample was extremely low in self-esteem. Even the high self-esteem group did not really possess high self-esteem as measured by most norms. Second, the almost exclusive participation by females may well have contributed to the lack of significant findings. The relationship of self-esteem and occupational behavior may be more pronounced among persons who are highly career motivated. Persons in the nursing and educational fields may be more oriented to reacting to social cues independently of self-esteem. Third, the phrase "occupational preferences" may or may not have been a meaningful concept to freshman and sophomore students.

Charles Raben and Richard Klimoski<sup>32</sup> designed a study to examine the effects of expectations when they were either consistent or inconsistent with the general conceptions individuals had of themselves. Much of their study was based on Korman's theoretical hypothesis of work behavior based on the broad notion of self-consistency: "All other things being equal, individuals will engage in and find most satisfying

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<sup>32</sup>Charles S. Raben and Richard J. Klimoski, "The Effects of Expectations Upon Task Performance As Moderated by Levels of Self-Esteem," Journal of Vocational Behavior, Vol. 3 (1973), pp. 475-83.

those behavioral roles which will maximize their sense of cognitive balance or consistency.<sup>33</sup>

This is to say, individuals who possess a high level of self-esteem think of themselves as competent, need satisfying, and able. They seek, are motivated to perform, and are satisfied with those tasks or jobs which they perceive to be consistent with the image they have of themselves. Individuals who possess a low level of self-esteem see themselves as less competent and less successful in having satisfied their needs in the past. Thus, individuals behave in a way which is consistent with their self-image. Festinger<sup>34</sup> and Heider<sup>35</sup> have conducted studies which support Korman's balance theory, i.e., individuals are motivated to achieve or create balance where inconsistency or imbalance exist.

Based on the above information, Raben and Klimoski<sup>36</sup> asserted that individuals of high or low self-esteem should be motivated to perform differentially in a way that results in cognitive balance when confronted with either consistent or inconsistent expectations. A favorable expectation that implies competence and probable success is "inconsistent" for individuals of low self-esteem. An unfavorable expectation

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<sup>33</sup>Ibid., p. 475.

<sup>34</sup>L. Festinger, A Theory of Cognitive Dissonance (Evanston, Illinois, 1975).

<sup>35</sup>F. Heider, The Psychology of Interpersonal Relations (New York, 1958).

<sup>36</sup>Raben and Klimoski, pp. 475-83.

that implies incompetence and probable failure is "inconsistent" for individuals of high self-esteem yet "consistent" for individuals of low self-esteem.

Raben and Klimoski<sup>37</sup> placed eight subjects in a simulated work setting where they were paid by the hour. Half the subjects received an induction that challenged their qualifications (unfavorable expectation) while half were assessed by their qualifications (favorable expectation). Using the Self Assurance Scale of the Ghiselli Self-Description Inventory and Achievement Scale of the Edwards Personal Preference Schedule, subjects were asked to make judgments about a set of fictitious job applicants based on their resumes.

In this study the high self-esteem group responded to the unfavorable expectation by processing a significantly greater number of resumes than the low self-esteem group which was responding to the favorable expectation. Although low self-esteem individuals completed more resumes in the favorable condition than in the unfavorable condition, the difference between the low self-esteem groups was not significant. High self-esteem individuals appeared to have been the group to respond to the inconsistent (unfavorable) expectation by processing a significantly greater number of resumes than the low self-esteem group. Raben and Klimoski suggested that high self-esteem subjects apparently resolved

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<sup>37</sup>Ibid., pp. 475-83.

their imbalance by increasing work efforts and by producing a greater output. Through such productivity, they demonstrated competence, achieved balance, and performed in a way that was consistent with their self-image. The low self-esteem persons who were assigned favorable expectations did not respond to the situation as predicted. Instead of decreasing productivity they actually increased their output relative to those responding to the inconsistent expectation. The researchers suggested that individuals of low self-esteem may use other methods of reducing the dissonance created by the inconsistent expectation. It may also be argued that high self-esteem individuals are more achievement-oriented due to the value attributed to success over time. These additional motivational properties may be absent in low self-esteem individuals.

#### Summary of the Review of the Related Literature

More than twenty years ago von Hall Gilmer wrote that the literature on women workers, their attitudes, interests, and abilities was conflicting and opinionated. Many researchers have contended that there are sex differences in terms of job-related attitudes and behaviors. On the other hand, some researchers, such as Maccoby and Jacklin, have noted no sex differences in either motivation or aggressive leadership. Saleh and Lalljee found no difference between male and female in job orientation; Burke found no difference between



male and female in job characteristics preference; and Day and Stogdell found similar patterns of leader behavior and levels of effectiveness of male and female. Furthermore, researchers have concluded that differences found between the sexes, in terms of work attitudes and behavior, are basically situational. That is, if job levels, educational backgrounds, and age are controlled, there will be no significant difference between male and female on work attitudes.

In addition, Korman, Raben, Klimoski, Festigner, and other researchers have concluded that individuals (male and female) will choose and find most satisfying those situations (i.e., jobs, positions and/or careers) which are in balance with their self-evaluation, for individuals behave in a way which is consistent with their self-image.

Thus, based on the review of the related literature, it was hypothesized that student personnel administrators in state supported institutions of higher education, whether male or female, would possess those attitudes and temperaments that are required of people in management positions in general. To investigate this hypothesis empirically, it was useful to provide a framework for conceptualizing self perceived attitudes of male and female workers in their work environment.

### Conceptual Framework

The conceptual framework used in this study stemmed from but was not limited to Abraham Korman's balance theory.

Korman's balance theory provided a model for conceptualizing self perceived attitudes by male and female workers in their work environment. In a series of studies, Korman<sup>38</sup> demonstrated the validity of his original balance theory and its two derivatives:

1. Individuals will be motivated to perform a task or job in a manner which is consistent with the self-image with which they approach the task or job situation. That is, to the extent that their self concept concerning the job or task situation requires effective performance in order to result in "consistent" cognitions, then, to that extent, they will be motivated to engage in effective performance.
2. Individuals will tend to choose and find most satisfying those job and task roles which are consistent with their self-cognitions. Thus to the extent that an individual has a self-cognition of himself as a competent, need satisfying individual, then to that extent, he will choose and find most satisfying, those situations which are in balance with these self-perceptions.

Korman's studies verified that individuals who think or perceive of themselves as able, competent and need satisfying also possess a high level of self-esteem. They are motivated to perform effectively, and they are satisfied with those tasks which they perceive to be consistent with the image they have of themselves. Theoretically, this assumes that those who have low self-esteem regard themselves as less competent and are not necessarily satisfied with tasks or jobs they perform.

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<sup>38</sup>Abraham K. Korman, "Task Success, Task Popularity, and Self-Esteem as Influences on Task Liking," Journal of Applied Psychology, Vol. 52, No. 6 (1948), p. 485.

Research conducted by Lodahl and Kejner<sup>39</sup> adds validity to Korman's balance theory. Their study concluded that highly job involved persons tend to be ego-involved and status seeking individuals, tend to be satisfied with their jobs and prefer administrative or coordinating activities to caring activities, score high on initiative and intelligence, see many people during the day, are more satisfied with their promotional opportunities and with their supervisors and fellow workers, have more highly independent jobs, and have a great deal of ambition, upward mobility, and general social motivation.

The research conducted by Kahn et al.<sup>40</sup> provided additional evidence that need satisfying individuals select tasks and jobs that coincide with their self perceptions. Their research was based on the assumption that "the quest for identity" is a significant problem for many people and that this in combination with other needs lead people to look for certain kinds of satisfaction in work situations. Furthermore, Kahn et al. reported work situations frequently present conditions of role ambiguity (i.e., the lack of clear and consistent information) and role conflict (i.e., lack of agreement or coordination among role senders).

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<sup>39</sup>Thomas M. Lodahl and Mathilde Kejner, "The Definition and Measurement of Job Involvement," Journal of Applied Psychology, Vol. 49, No. 1 (1965), pp. 24-33.

<sup>40</sup>Robert L. Kahn et al., Organizational Stress: Studies in Role Conflict and Ambiguity (New York, 1964).

Kahn et al. concluded that people in high ranking jobs are also exposed to more frequent role conflict. The presence of job-related tension in the higher status levels is further explicable by the fact that a number of job characteristics shown to be stressful (e.g., making business contacts with people outside the company or department; doing innovative problem solving; and having supervisory responsibilities) are typically present in high ranking positions. Thus, as a person goes up the organizational ladder, job-related tension increases.

Blauner<sup>41</sup> proposed that work satisfaction varies with occupations. He found the highest percentage of satisfied workers was among professionals and people in business. He concluded that when a scale of relative job satisfaction is formed and based on general occupational categories, the resulting rank order tended to be the same as the commonly used occupational status classification (i.e., 1. professional and managerial; 2. semi-professional, business, and supervisory; 3. skilled manual and white collar; 4. semi-skilled manual workers; and 5. unskilled manual workers).

In addition, Blauner indicated

that if all occupations were ranked in order of extent of typical job satisfaction, and if these were compared with the rank-order in which occupations shared public esteem, the rank order correlation would be higher than those resulting from

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<sup>41</sup>Robert Blauner, "Work Satisfaction and Industrial Trends," A Sociological Reader on Complex Organizations (New York, 1961), pp. 223-44.

other factors because the prestige of any occupation depends on the level of skill the job entails, the degree of education or training necessary, the amount of control and responsibility involved in the performance of the work, and the income received are the most apparent factors considered by people holding such jobs and by the public generally. Jobs with high prestige tend to be valued for their status reward while low status jobs tend to be undervalued and disliked.<sup>42</sup>

It can be said, then, that job satisfaction corresponds quite closely with occupational prestige, and it is not surprising that professionals and business people have the highest prestige in our society and have consistently reported the highest degree of work satisfaction. Such persons also report that they are highly job involved and are exposed to stressful and role conflicting situations.

In conclusion, then, an individual's self perception is the extent to which he/she sees him/herself as able, competent, and need satisfying. Persons who believe themselves to be able, competent and need satisfying typically possess high self-esteem. They are motivated to select jobs, to perform in task situations, and to be satisfied with those tasks which are in keeping with their self-perceptions or self-evaluations.

In addition, individuals who are ego-involved or status-seeking tend to be highly job involved and tend to prefer administrative and coordinating activities rather than caring activities. Work situations frequently present conditions

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<sup>42</sup>Ibid., pp. 229-30.

or role ambiguity and role conflict, particularly as one moves up the organizational ladder.

Based on the above considerations and on the review of the related literature, it was hypothesized that job satisfaction would be positively related to self-esteem, job-related stress and job involvement; that no significant differences would be reported for higher education student personnel administrators on four selected job variables (i.e., job satisfaction, job involvement, job-related tension, and self-esteem) when responses were analyzed by organizational position (vice president, dean, and director), sex (male and female), age, degrees held, and years of experience.

## CHAPTER III

### PROCEDURES AND METHODOLOGY

#### Introduction

The problem of this study was to investigate the attitudes or self-perceptions of male and female higher education student personnel administrators (i.e., vice presidents, deans, and directors) toward four selected job related variables: (1) job satisfaction, (2) job involvement, (3) job-related tension; and (4) self-esteem.

This chapter is used to present the research questions, and the research hypotheses, definitions of the major terms, the basic assumptions and limitations, the procedures for identifying the sample, the description of the instruments, the method for collecting data, and the description of the statistical procedure.

#### Research Questions

The specific questions explored in this study were:

- I. Are self-perceptions of female student personnel administrators on selected job-related factors the same as the self-perceptions of male student personnel administrators?

- II. Are there significant differences in the way student personnel administrators perceive their jobs when such administrators are grouped by administrative levels (i.e., vice president, dean, and director)?
- III. Are years of experience, degrees held, and/or age significantly related to the respondents' perceived level of job satisfaction, job involvement, job-related tension, and/or self-esteem?
- IV. Are there significant relationships between job satisfaction and job involvement, job satisfaction and job-related stress, and/or job satisfaction and self-esteem?

#### Research Hypotheses

- I. There are no significant differences between male and female student personnel administrators' perceptions of their: a) job satisfaction, b) job involvement, c) job-related tension, and d) self esteem.
- II. There are no significant differences in the way student personnel administrators perceive their jobs when such administrators are grouped by administrative levels (i.e., vice president, dean, and director).
- III. Job satisfaction is positively related to: job involvement, job-related stress, and self-esteem.



### Definition of Terms

The following terms are defined to provide clarity in conjunction with their use in this study:

Perception: For this study, "perception" is defined as experiences that stem directly from sensory stimulation.

Administrator: For this study, "administrator" is defined as a person holding the position of Chief Student Life Officer, Dean of Students/women/men, Director of Student Financial Aid, Director of Student Placement, or Director of Student Counseling as listed in the Education Directory Colleges and Universities, 1976-77.<sup>1</sup>

Chief Student Life Officer (Vice President) - The senior administrative official responsible for the direction of extracurricular student life programs. Functions may include student counseling, testing, placement, student organizations, Greek life, student union, student housing and other related functions.

Dean of Students - Directs the student life activities solely concerned with male and female students. Functions may include sorority and fraternity relations, discipline of students outside the classroom, and other related matters.

Director - Directs those provisions concerned with student counseling and testing, student placement and services, and financial aid and work programs for students.<sup>2</sup>

Job Satisfaction: For this study, "job satisfaction" is defined as "feeling good" about several aspects of the

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<sup>1</sup>National Center For Education Statistics, Education Directory Colleges and Universities, 1976-77 (Washington, D. C., 1977).

<sup>2</sup>Ibid., pp. 562-64.

job environment, e.g., feeling good about pay or salary, co-workers, supervision, and working conditions.<sup>3</sup>

Job Involvement: For this study, "job involvement" is defined as the degree to which a person's work is a very important part of life and the degree to which the person is affected by the whole job situation.<sup>4</sup>

Job Related Tension: For this study, "job-related tension" is defined as feelings of "uneasiness" due to one or more aspects of the job, e.g., role conflict and/or role ambiguity.<sup>5</sup>

Self-Esteem: For this study, "self-esteem" is defined as a person's general evaluation of him/herself as a need-satisfying adequate individual." The self-accepting person is characterized by

. . . behavior guided by internalized values (rather than external pressure), a faith in one's capacity to cope with life, responsibility, a sense of self-worth, and an absence of shyness or self-consciousness.<sup>6</sup>

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<sup>3</sup>Robert P. Bullock, Social Factors Related to Job Satisfaction (Columbus, Ohio, 1952), pp. 7-8.

<sup>4</sup>Thomas M. Lodahl and Mathilde Kejner, "The Definition and Measurement of Job Involvement," Journal of Applied Psychology, Vol. 49, No. 1 (1965), pp. 24-25.

<sup>5</sup>R. Kahn et al., Organizational Stress: Studies in Role Conflict and Ambiguity (New York, 1964).

<sup>6</sup>E. M. Berger, "The Relation Between Expressed Acceptance of Others," Journal of Abnormal and Social Psychology, Vol. 47 (1952), pp. 778-82.

### Basic Assumptions

The following basic assumptions were made:

- I. Sex-related stereotypes do exist, and they are both attitudinal and behavioral. These sex-related stereotypes have an impact on employment patterns.
- II. Behavior is influenced by cultural factors and by one's personal and professional background.
- III. Respondents could and would respond truthfully to the questionnaire.

### Limitations of the Study

- I. This study was limited to the student personnel administrators in state-supported institutions that award graduate degrees and have a student population of 15,000 or less.
- II. The subjects of this study were limited to administrators at three administrative levels in the area of higher education student personnel administration, i. e., vice president, dean, and director.

### Procedures for Identifying the Sample

The population for the study was composed of all student personnel administrators of state-supported institutions of higher learning which enrolled not more than 15,000 students, which offered at least the master's degree, and which were listed in the Education Directory Colleges and Universities

1976-77.<sup>7</sup> The population consisted of 986 student personnel administrators, 824 males and 162 females. This population was identified by reviewing each selected institution's staff listing in the Education Directory and selecting those persons assigned codes representing chief student life officer, dean of students (dean of men and dean of women), director (director of student counseling, director of student financial aid, and director of student placement). Since the Education Directory used either the title "Dr." or no titles, first names were used primarily in identifying the population. For names that could have belonged to either a male or a female, the sex of the individual was assigned arbitrarily by the researcher. In these five cases, special care was taken to note the sex responded by the subjects when the forms were returned, and in each case the assignment proved to be correct.

From the 986 persons in the population, the total female population (162) was used, but a stratified random sample of the male population was selected (i.e., 25% of the males by position of vice president, dean, and director, for a male sample of 206 persons). This reflects the diversity of the population with respect to position. A stratified random sample of the male population was used so that the females would not be under-represented and so that the male sample

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<sup>7</sup>National Center for Education Statistics, Education Directory Colleges and Universities, 1976-77 (Washington, D. C., 1977).

would not be over-represented.<sup>8</sup> See Table I for additional information regarding the selection of the sample population.

In this study, 300 of the 3,047 institutions of higher learning in the United States as listed in the Education Directory were represented.<sup>9</sup> These institutions were located in 48 of the 50 states of the United States. See Appendix D, Table XXXIII, for states represented in the population.

#### The Description of the Instrument Used

The instrument used in this study was an 80 item, five page questionnaire<sup>10</sup> constructed around four basic categories and ending with a request for demographic information. The categories were:

1. Job satisfaction
2. Job involvement
3. Job-related tension
4. Self-esteem
5. Demographic Information (age, sex, degree, position now held, and number of years in present position).

The instrument was used to obtain self-perceptions on four selected job-related factors, i.e., job satisfaction, job involvement, job-related tension, and self-esteem, from 368 student personnel administrators.

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<sup>8</sup>Sanford Labowitz and Robert Hagedorn, Introduction to Social Research (New York, 1976), pp. 50-54.

<sup>9</sup>National Center for Education Statistics, pp. 575.

<sup>10</sup>See Appendix A for Questionnaire.

TABLE I  
SELECTION OF SAMPLE POPULATION

Administrative Level		Number in Population			Number in Sample Population		
		Women	Men	Total	Women	Men	Total
Vice Presidents	N	20	157	177	20	39	59
	%	12%	19%	18%	12%	19% (of 206)	16%
Deans	N	76	214	290	76	54	130
	%	47%	26%	29%	47%	26% (of 206)	36%
Directors	N	66	453	519	66	113	179
	%	41%	55%	53%	41%	55% (of 206)	48%
Total for All Levels	N	162	824	986	162	206	368
	%	100%	100%	100%	100%	25% (of 824)	100%

Scale I, The Job Satisfaction Scale, was developed and used by Robert P. Bullock.<sup>11</sup> This scale was composed of ten items which asked the respondents to evaluate his/her position in the work group. In nine of the items, the respondents were asked to select one from among five response alternatives. The value of 5 was assigned to the position indicating maximum satisfaction while 1 indicated least satisfaction. The tenth item asked the respondents to indicate on a horizontal line his/her estimate of satisfaction or dissatisfaction with the job, with 1 representing complete dissatisfaction with the job and 16 representing complete satisfaction with the job. A person's job satisfaction score was the sum of the values assigned to the responses. For examples of the scale see Appendix A.

The reliability of this measurement was established by Bullock through the test-retest method. He checked the validity for this scale by a comparison of mean scores for two groups, an employee group and an ex-employee group. The Job Satisfaction Scale was found to be reliable and valid. See Appendix C for detailed information concerning the reliability and validity for this measurement.

Scale II, The Job Involvement Scale, was developed and used by Thomas M. Lodahl and Mathilde Kejner.<sup>12</sup> This scale

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<sup>11</sup>Robert P. Bullock, Social Factors Related to Job Satisfaction (Columbus, Ohio, 1952), pp. 59-60.

<sup>12</sup>Thomas M. Lodahl and Mathilde Kejner, "The Definition and Measurement of Job Involvement," Journal of Applied Psychology, Vol. 49, No. 1 (1965), pp. 24-35.

consisted of 20 items which asked the respondents to evaluate "the degree to which his/her work was a very important part of life and the degree to which he/she was affected very much personally by the whole job situation."<sup>13</sup> The respondents were asked to select one from among five Likert-type responses for each item with 4 representing "strongly agree," 1 representing "strongly disagree," and a response of "0" indicated "not applicable." Of the 20 items, item 1 was not applicable to student personnel administrators, and item 6 was included in one of the remaining items to assist in shortening the entire questionnaire.<sup>14</sup> Thus, this subscale became an 18 item subscale. A respondent's overall score was the sum of the values assigned to the responses. See Appendix A for items on this scale.

Split-half reliability of the Job Involvement Index was computed by Lodahl and Kejner. The validity of the scale was established by analysis of variance performed on the data among the three groups, e. g., nurses, engineers and graduate students, and was used to validate the scale.<sup>15</sup> The Job Involvement Scale was found to be reliable and valid. See

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<sup>13</sup>Ibid.

<sup>14</sup>Sanford Labowitz and Robert Hagedorn, Introduction to Social Research (New York, 1976), p. 73.  
"The questionnaire must be restricted in length and scope, because respondents lose interest or become fatigued. For good response rate, the questionnaire usually must be extremely short."

<sup>15</sup>Thomas M. Lodahl and Mathilde Kejner, "The Definition and Measurement of Job Involvement," Journal of Applied Psychology, Vol. 49, No. 1 (1965), p. 30.



Appendix C for detailed information concerning the reliability and validity for this measurement.

Scale III, The Job-Related Tension Index, was developed by R. Kahn et al. for a national survey in 1963.<sup>16</sup> This index consisted of 17 statements pertaining to potentially psychologically stressful circumstances (role contiguity and role ambiguity)<sup>17</sup> in the job situations. Respondents were asked to select five fixed response alternatives: never (1), rarely (2), sometimes (3), rather often (4), and nearly all the time (5). A respondent's overall tension score was the sum of the values assigned to the responses. See Appendix A for items on this scale.

Items for this Index were collected by Kahn et al. from a national sample of 725 employed adults and from an intensive survey of 53 supervisory employees. The reliability for this instrument was established by an intercorrelation analysis of the items. Validity for this Index was established by utilizing an open-ended question to elicit information about the number, content, and intensity for job-related

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<sup>16</sup>R. Kahn et al., Organizational Stress (New York, 1964).

<sup>17</sup>Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York, 1964), p. 23.  
"Role conflict and role ambiguity can be thought of as kind of inadequate role sending; lack of agreement or coordination among role senders produces a pattern of sent expectations which contains logical incompatibilities or which takes inadequate account of the needs and abilities of a focal person. Role ambiguity in a given position may result because information is inadequately communicated."

worries.<sup>18</sup> The Job-Related Tension Index was found to be reliable and valid. See Appendix C for detailed information concerning the reliability and validity for this measurement.

Scale IV, The Self-Acceptance Scale, was prepared and used by E. M. Berger.<sup>19</sup> This scale consisted of 36 items with five Likert-type responses ranging from 1, not at all true of myself, to 5, true of myself. This scale measures behavior guided by internalized values "a faith in one's capacity to cope with life, responsibility, objective acceptance of criticism, sense of worth and an absence of shyness or self-consciousness."<sup>20</sup>

Berger's initial Self-Acceptance Scale contained 47 statements to be used in conjunction with a scale measuring acceptance of others. This scale was administered to two hundred first-year sociology and psychology students, ages 17 to 45. An item analysis was performed in which respondents' scoring in the top 25% was compared on each item with respondents' scoring in the bottom 25%. Thirty-six best items (based on relevance to the definition of self-acceptance) were chosen for inclusion in the final scale.<sup>21</sup>

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<sup>18</sup>R. Kahn et al., Organizational Stress: Studies in Role Conflict and Role Ambiguity (New York, 1964).

<sup>19</sup>E. M. Berger, "The Relation Between Expressed Acceptance of Self and Expressed Acceptance of Others," Journal of Abnormal and Social Psychology, Vol. 47 (1952), pp. 778-82.

<sup>20</sup>Ibid.

<sup>21</sup>Ibid.

This Self-Acceptance Scale<sup>22</sup> was shortened to 29 items for this study since seven<sup>23</sup> of the items were already included in several of the 29 remaining items (see Footnote 14 above in this chapter).

The reliability for this instrument (done by Berger) was established by computing matched-half reliabilities for seven groups, i.e., day college students, evening college students, prisoners, stutterers, adult classes at Y.M.C.A., people with speech problems, and counselors. To establish the validity of this scale, twenty subjects wrote essays about themselves. These essays were then scored for self-acceptance by four judges.<sup>24</sup> The Self-Acceptance Scale was found to be reliable and valid. See Appendix C for more information concerning the reliability and validity for this scale.

Scale V, Demographic Information, was needed to determine whether a relationship existed between certain background variables and the subjects' responses to the questionnaire items. Respondents were asked to provide information concerning sex, age, highest degree earned, position held presently, length of time in present position, and whether a summary of the results was wanted.

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<sup>22</sup>See Appendix A for original Self-Acceptance Scale.

<sup>23</sup>Items 8, 9, 35, 40, 51, 59 and 62 were covered in the 29 remaining items. See Appendix A for complete Self-Acceptance Scale.

<sup>24</sup>Berger, pp. 778-82.

The instrument used in this study was a questionnaire which included all of the above scales. The instrument was typed, and 700 copies were reproduced by offset printing.

#### Procedure for Data Collection

On November 1, 1977, 368 questionnaires,<sup>25</sup> explanatory cover letters,<sup>26</sup> and stamped, self-addressed return envelopes were mailed to the sample population, i.e., student personnel administrators in state-supported institutions of higher learning. Individual names were held in strict confidence. Within two weeks, 48% of the 368 questionnaires had been completed and returned.

On November 21, 1977, a follow-up letter<sup>27</sup> and another questionnaire were mailed to each of the participants who had not responded. By December 16, 1977, 69% of the 368 questionnaires had been completed and returned. On December 30, 1977, the total response was 274, or 74%. Of these, two were full-time college teachers, two had changed positions, and one wrote a letter instead of returning the questionnaire. See Table II for response rate by administrative levels (i.e., vice president, dean, and director) and by sex.

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<sup>25</sup>See Appendix A for Questionnaire.

<sup>26</sup>See Appendix B for Cover Letters.

<sup>27</sup>See Appendix B for Cover Letters.

TABLE II  
 SAMPLE RESPONSE RATE ACCORDING TO POSITION AND SEX

Position	Female			Male				
		Number Sent	Returned	Useable		Number Sent	Returned	Useable
Vice Presidents	N	20	15	12	N	39	38	38
	%	12%	9%	8%	%	19%	19%	19%
Deans	N	76	52	51	N	54	35	33
	%	47%	32%	32%	%	26%	17%	16%
Directors	N	66	59	55	N	113	75	75
	%	41%	37%	34%	%	55%	36%	36%
Total by Sex	N	162	126	118	N	206	148	146
	%	100%	72%	71%	%	100%	78%	74%

## Statistical Procedures

The returned questionnaires were coded, tabulated on data sheets, key-punched into data processing cards, and verified by an Oklahoma State University professor of statistics and by the researcher of this study. These cards were then analyzed on an IBM 370 model 158 computer at the Oklahoma State University Computer Center, utilizing A User's Guide to Statistical Analysis System by Barr, Goodnight, Sail and Helwig.<sup>28</sup>

The data were analyzed by four appropriate statistical procedures or techniques. The first procedure resulted in a frequency count for each response by sex to each item on the questionnaire, with percentages figured for each item by sex. The second procedure utilized the one-way analysis of variance to determine whether a significant relationship existed between position of the respondents and the four selected job-related variables, i. e., job satisfaction, job involvement, job related tension, and self-esteem. A one-way analysis of variance was also used to determine whether a significant relationship existed between the four selected job-related variables and years of experience, degrees held, and age of the respondents.

The third approach employed the t-test to determine whether a significant difference existed between male and

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<sup>28</sup>Anthony J. Barr, James H. Goodnight, John P. Sail, and Jane T. Helwig, A User's Guide to the Statistical Analysis System (Raleigh, N. C., 1972).

and female student personnel administrators on each of the four job-related variables. Correlation coefficients, the fourth method, were used to determine whether a significant relationship existed between job satisfaction and job involvement, job satisfaction and job-related stress, and job satisfaction and self-esteem.

### Summary

This study was conducted as a national mail-in survey. The survey instrument was designed after the population for the study was identified by reviewing each staff list of those institutions meeting the selected criteria and selecting those persons assigned particular codes.

After the questionnaire was designed and reproduced, it was mailed in a packet along with an explanatory cover letter and a self-addressed return envelope to the 368 prospective participants, 206 males (25% stratified random sample) and 162 females (total population for females).

Of the 368 persons in the sample, 274, or 74%, responded with completed questionnaires. The questionnaires were then coded, tabulated, key-punched and verified. The Oklahoma State University Computer Center analyzed the collected data by utilizing A User's Guide to Statistical Analysis System by Barr, Goodnight, Sail and Helwig.

The data were analyzed by four appropriate statistical procedures: frequency counts and percentages for each item by sex; t-test to determine comparisons of male/female on

each of the four job-related variables; one-way analysis of variance to denote the relationship between position of the respondents and the four job-related variables, and to determine the relationship between the four selected job-related variables and age, years experience, and degrees held; correlation coefficients to indicate the relationship between job satisfaction and other job-related variables.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

This study was designed to investigate the attitudes or self-perceptions of male and female higher education student personnel administrators (i.e., vice presidents, deans and directors) toward four selected job-related variables:

1) job satisfaction, 2) job involvement, 3) job-related tension, and 4) self-esteem.

Of the 368 persons surveyed, 274, or 74%, responded. Of these, two were full-time college teachers, two had changed positions, one wrote a letter instead of returning the questionnaire, and five were removed from the study because of missing variables, such as failing to denote male or female. Thus, 264 observations, or 72%, of the sample were used in the study, although not every respondent answered every question.

Of the 264 useable returns, 38 of the vice presidents, 33 of the deans, and 75 of the directors were male, while 12 vice presidents, 51 deans, and 53 directors were female. (See Table II above).

The analysis of data and presentation of the results of this study were reported as they related to each of the

research questions as stated in Chapter III. The research questions were:

- I. Are self-perceptions of female student personnel administrators on selected job-related factors the same as the self-perceptions of male student personnel administrators?
- II. Are there significant differences in the way student personnel administrators perceive their jobs when such administrators are grouped by administration level, i.e., vice president, dean, and director?
- III. Are years of experience, highest earned degrees, and/or age significantly related to the respondents' perceived level of job satisfaction, job involvement, job-related tension, and/or self-esteem?
- IV. Are there significant relationships between job satisfaction and job involvement, job satisfaction and job-related stress, and job satisfaction and self-esteem?

Since it is a common statistical practice to accept hypotheses supported at the .05 level of significance, that level of confidence was adopted for this study. For the coefficients of correlation, the criteria established by Kerlinger in terms of the interpretation of coefficients of correlation will be used. Only those coefficients of .20 or above at the .05 level of significance will be utilized for further consideration.

### Demographic Data

Demographic data are presented in Table III and in Figures 1, 2, 3 and 4. The 264 student personnel administrators who responded consisted of 146 males and 118 females, or 55 percent and 45 percent respectively.

A study of Table III reveals the number and percent of respondents within age ranges. Figure 1 was used to display male and female respondents by age range. For the females, 35 (30.2%) were between 25-35 years old, 37 (31.9%) were between 36-45 years old, 24 (20.7%) were between 46-55 years old, 20 (17.2%) were over 55 years old, 2 females did not provide information about their age. Of the males responding, 33 (22.6%) were between ages 25-35 years old, 51 (34.9%) were between 36-45 years old, 43 (29.6%) were between 46-55 years old, and 19 (13%) were over 55 years old.

Table III was used to indicate the respondents highest earned degrees. Of the female respondents, 12 (10.3%) held the Doctor of Philosophy degree, 15 (12.9%) held the Doctor of Education degree, 69 (59.5%) held the Master's degree, 14 (12.1%) held the Bachelor's degree, 2 (1.7%) held the Educational Specialist degree, 1 (.9%) had completed all work required for the doctorate except the dissertation, 1 (.9%) had a high school diploma, 1 (.9%) had no degree, 1 (.9%) had an Associate degree, and 2 did not provide this information. Of the male respondents, 35 (24%) held the Doctor of Philosophy degree, 34 (23.3%) held the Doctor of Education degree, 68 (46.6%) held the Master's degree, 3 (2.1%) held the

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TABLE III  
DEMOGRAPHIC DATA

	WOMEN (1)										MEN (2)										
	Sex	N	118										146								
	%	45%										55%									
Age		25-35		36-45		46-55		over 55		25-35		36-45		46-55		over 55					
	N	35	37	24	20	33	51	43	19												
	%	30.2	31.9	20.7	17.2	22.6	34.9	29.5	13												
Highest Degree Held		Ph.D.	Ed.D.	ABD	Spec.	Mast.	Bach.	Assoc. Degree	High Schl	No Degree	Ph.D.	Ed.D.	J.D.	ABD	Cand. for	Spec.	Cert. Advanc. Study	Mast.	Bachelor		
	N	12	15	1	2	69	14	1	1	1	35	34	2	1	1	1	2	68	3		
	%	10.3	12.9	.9	1.7	59.5	12.1	.9	.9	.9	24	23.3	1.3	.7	.7	.7	1.3	46.6	2.1		
Position Now Held		Vice President			Dean			Director			Vice President			Dean			Director				
	N	12			51			53			38			33			75				
	%	10.3			44			45.7			26			22.6			51.4				
Years in Position		0-5		6-10		11-15		16-20		Over 20		0-5		6-10		11-15		16-20		over 20	
	N	57	27	20	5	7	50	48	24	13	11										
	%	49.1	23.3	17.2	4.3	6.0	34.2	32.9	16.4	8.9	7.5										
Response Rate		first/early		first/late		second/early		second/late		first/early		first/late		second/early		second/late					
	N	76		6		33		3		110		18		15		3					
	%	64.4		5.1		28		2.5		75.3		12.3		10.3		2.1					

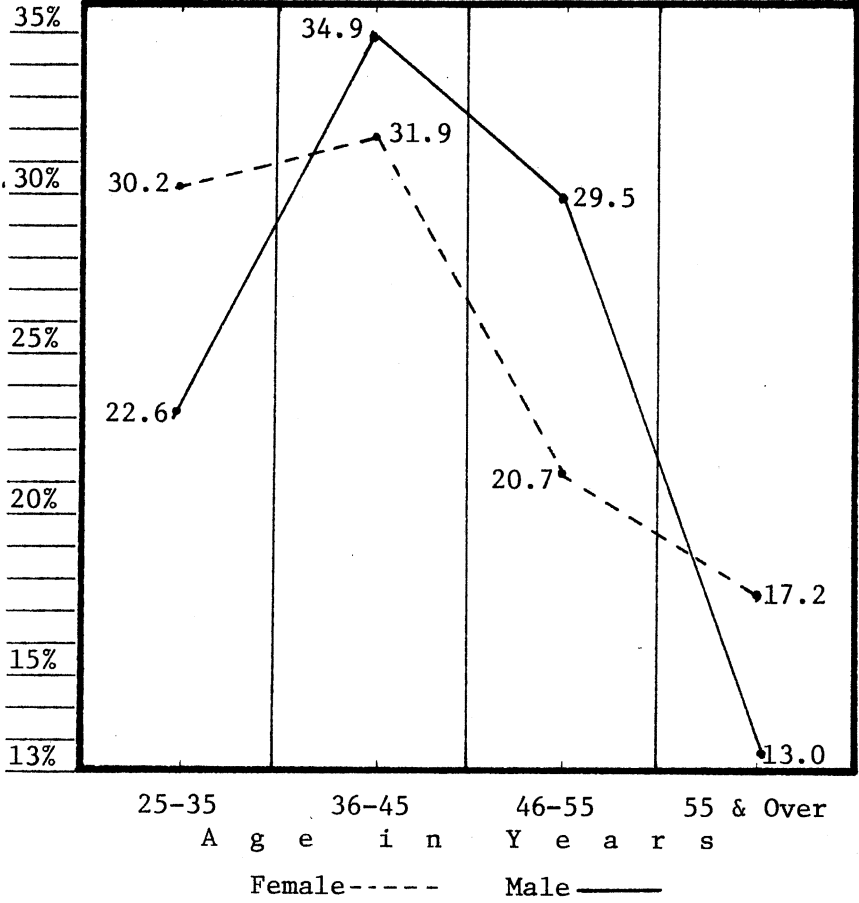


Figure 1. Age Range of Respondents by Sex

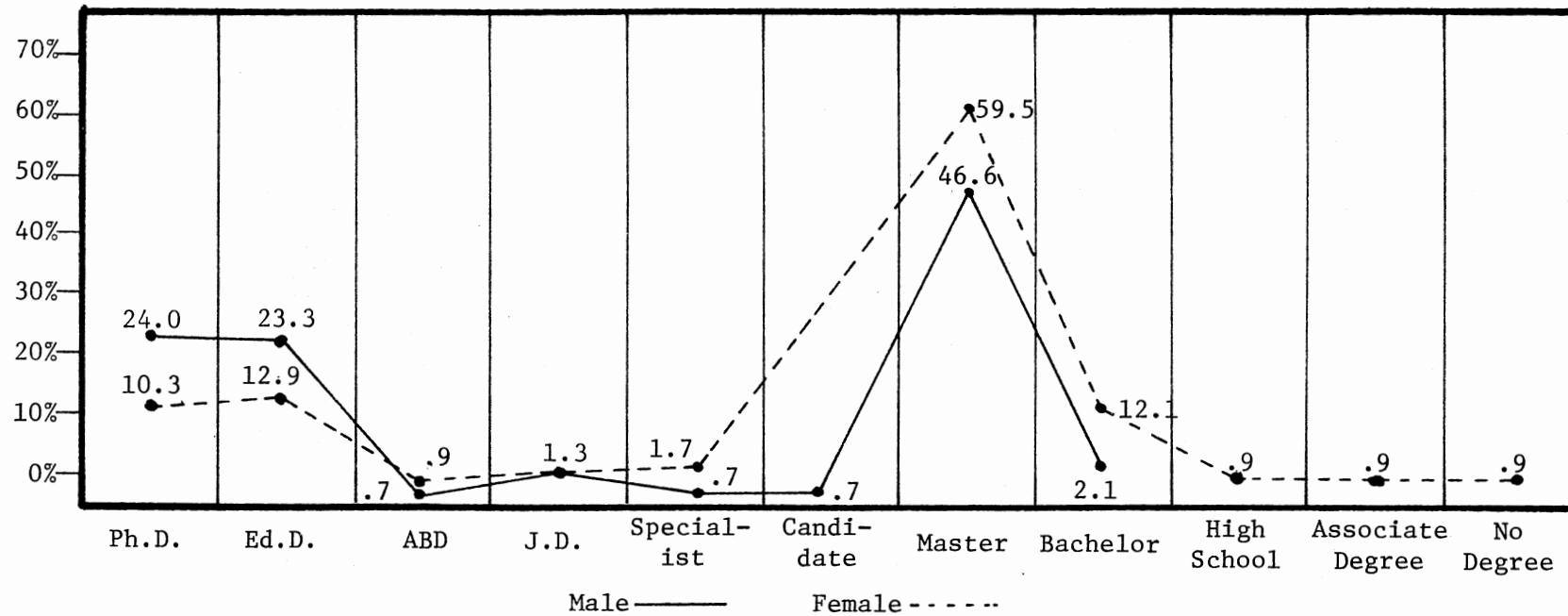


Figure 2. Highest Degree Earned by Sex

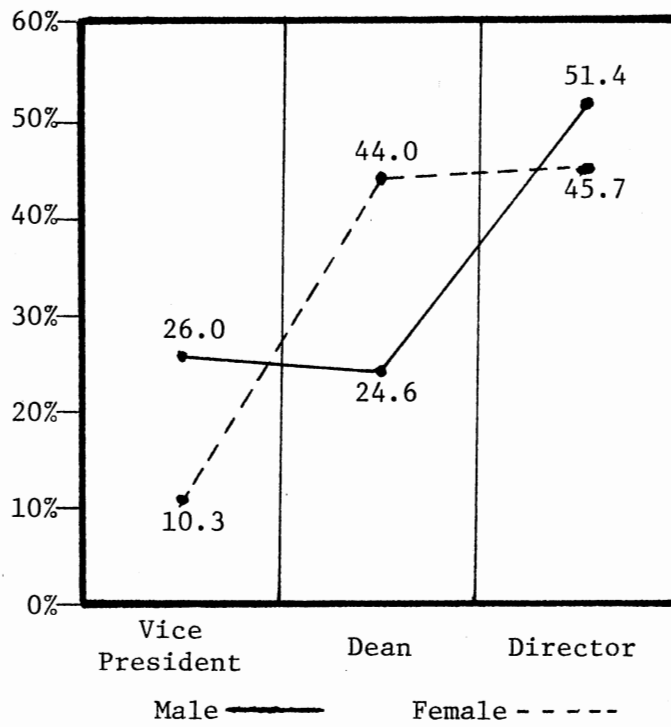


Figure 3. Positions Held by Respondents by Sex



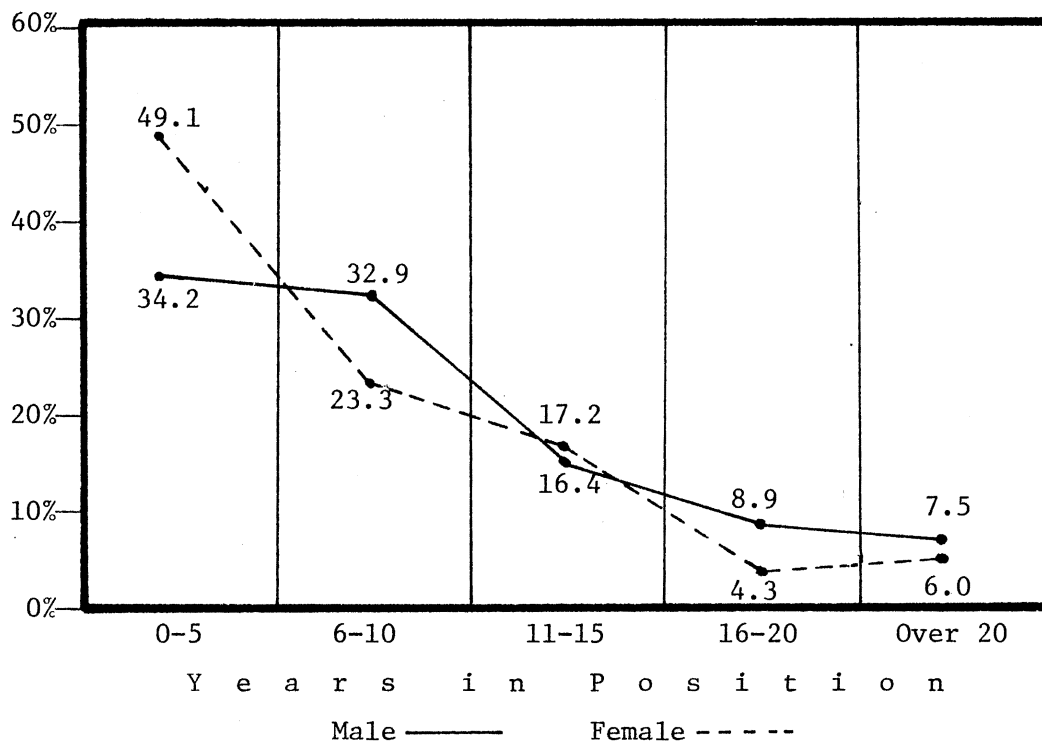


Figure 4. Respondents' Years in Position by Sex

Bachelor's degree, 2 (1.3%) held the Doctor of Laws degree, 1 (.7%) was a candidate for the Doctor of Philosophy degree, 1 (.7%) had completed all work required for the doctorate except the dissertation, 1 (.7%) held the Educational Specialist, and 1 (.7%) had a certificate of advanced study. Figure 2 was used to compare the highest earned degrees by each of the sexes.

A study of Table III reveals the number and percent of respondents in each administrative position. Twelve (10.3%) of the female respondents were vice presidents, 51 (44%) were deans, and 53 (45.7%) were directors. Thirty-eight (26%) of the male respondents were vice presidents, 33 (22.6%) were deans, and 75 (51.4%) were directors. Figure 3 shows a comparison of male/females on each administrative level, vice president, dean, director.

Data in Table III shows the number and percent of respondents based on the number of years in the current position. In response to the question concerning years in position, 57 (49.1%) of the female respondents had been in their positions between 0-5 years, 27 (23.3%) had been in their positions between 6-10 years, 20 (17.2%) had been in their positions between 11-15 years, 5 (4.3%) had been in their positions between 16-20 years, and 7 (6%) had been in their positions over 20 years. Two of the respondents did not provide this information. Of the male respondents, 50 (34.2%) had been in their positions between 0-5 years, 48 (32.9%) had been in their positions between 6-10 years, 24 (16.4%) had

been in their positions between 11-15 years, 13 (8.9%) had been in their positions between 16-20 years, and 11 (7.5%) had been in their positions over 20 years. Figure 4 shows a comparison of male/female respondents based on the number of years in their current position.

These findings appear to favor the preparing of a profile of the characteristics of men and women administrators in higher education student personnel work exhibited who participated in this study. A reflection of findings from the previous pages suggest certain characteristics might be predicted.

The female administrator in student personnel work is most likely the director of some services or the dean of women. She is between 25 and 45 years old, holds the Master's degree, Doctor of Education, or Bachelor's degree, and has been in her present position 10 years or less.

The male administrator is most likely a vice president or the director of some area in student services. He is between 36 and 55 years old, holds the Master's degree, the Doctor of Philosophy or Doctor of Education degrees, and has been in his position 10 years or less.

#### Research Question I

Are self-perceptions of female higher education student personnel administrators on selected job-related factors the same as the self-perceptions of male higher education student personnel administrators?

To investigate the first research question, statistical comparisons of male and female higher education student personnel administrators were made on each subscale of the questionnaire by using the t-test. In addition, a frequency count was made of the male and female responses to each item on the questionnaire, with the data converted to percentages for each. (See Appendix D for male and female responses by item). Composite scores were computed for each subscale for the female and male respondents.

#### Job Satisfaction and Sex

A t-test was calculated to compare the difference between male and female student personnel administrators (i.e., vice presidents, deans, and directors), on the selected job variable, job satisfaction. The t-value for determining whether a significant difference existed resulted in a t-value of -0.98 with 101 and 132 degrees of freedom, which was not significant at the .05 level ( $p > 0.33$ ).

Thus, the reported self-perceptions of male and female student personnel administrators on "job satisfaction" was not found to be significantly different. Table IV reveals a summary of these data.

#### Job Involvement and Sex

A t-test was calculated to compare the difference between male and female student personnel administrators (i.e., vice presidents, deans, and directors), on the

TABLE IV

COMPARISON OF MALE AND FEMALE HIGHER EDUCATION STUDENT  
PERSONNEL ADMINISTRATORS ON THE SELECTED JOB  
VARIABLE, JOB SATISFACTION BY USING T-TEST

Variable: JOB SATISFACTION						
Group	Number	Mean Score	Standard Deviation	Degrees of Freedom	t Value	Level of Significance
Male	133	38.25	4.38			
Female	102	37.65	4.97			
				101 and 132	-0.98	.33*

\*No significant difference at the .05 level of confidence.

selected job variable, job involvement. The t-value for determining whether a significant difference existed resulted in a t-value of 0.42 with 111 and 138 degrees of freedom, which was not significant at the .05 level of confidence ( $p > 0.67$ ).

The reported self-perceptions of female administrators was not found to be significantly different from male administrators on the job variable, "job involvement." These data are summarized in Table V.

#### Job-Related Tension and Sex

A t-test was calculated to compare the difference between male and female student personnel administrators (i.e., vice presidents, deans and directors), on the selected job variable, job-related tension. The t-value for determining whether a significant difference existed resulted in a t-value of 1.93 with 109 and 139 degrees of freedom, which was not significant at the .05 level of confidence ( $p > 0.0537$ ).

Thus, the reported self-perceptions of female student personnel administrators was not found to be significantly different from male student personnel administrators on the job variable, "job-related tension." These data are summarized in Table VI.

#### Self-Acceptance and Sex

A t-test was calculated to compare the difference between male and female student personnel administrators

TABLE V

COMPARISON OF MALE AND FEMALE HIGHER EDUCATION STUDENT  
PERSONNEL ADMINISTRATORS ON THE SELECTED JOB  
VARIABLE, JOB INVOLVEMENT BY USING T-TEST

Variable: JOB INVOLVEMENT						
Group	Number	Mean Score	Standard Deviation	Degrees of Freedom	t Value	Level of Significance
Male	139	43.42	4.25			
Female	112	43.65	4.56			
				111 and 138	0.42	.67*

\*No significant difference at the .05 level of confidence.

TABLE VI

COMPARISON OF MALE AND FEMALE HIGHER EDUCATION STUDENT  
PERSONNEL ADMINISTRATORS ON THE SELECTED JOB  
VARIABLE, JOB-RELATED TENSION  
BY USING T-TEST

Variable: JOB-RELATED TENSION						
GROUP	Number	Mean Score	Standard Deviation	Degrees of Freedom	t Value	Level of Significance
Male	140	37.04	7.11			
Female	110	38.86	7.70			
				139 and 109	1.93	.0537*

\*No significant difference at the .05 level of confidence.



(i.e., vice presidents, deans, and directors), on the selected job variable, self-acceptance. The t-value for determining whether a significant difference existed resulted in a t-value of 0.18 with 137 and 101 degrees of freedom, which was not significant at the .05 level of confidence ( $p > .85$ ).

The reported self-perceptions of female student personnel administrators was not found to be significantly different from male student personnel administrators on the job variable, "self-acceptance." These data are summarized in Table VII.

#### Research Question II

Are there significant differences in the way higher education student personnel administrators perceive of their jobs when grouped by administrative levels, i.e., vice president, dean, and director?

To investigate the second research question, a one-way analysis of variance was used to explore whether a significant difference existed between respondents by positions, i.e., vice president, dean, and director, and the extent to which individuals perceived themselves on the four job-related variables (job satisfaction, job involvement, job-related tension, and self-esteem).

#### Job Satisfaction and Position

A one-way analysis of variance was calculated to determine whether significant differences based on the position

TABLE VII

COMPARISON OF MALE AND FEMALE HIGHER EDUCATION STUDENT  
PERSONNEL ADMINISTRATORS ON THE SELECTED JOB  
VARIABLE, SELF-ACCEPTANCE BY USING T-TEST

Variable: SELF-ACCEPTANCE						
Group	Number	Mean Score	Standard Deviation	Degrees of Freedom	t Value	Level of Significance
Male	138	46.27	9.39			
Female	102	46.49	9.12			
				137 and 101	0.18	.85*

\*No significant difference at the .05 level of confidence.

of the respondents (i.e., vice president, dean, director) on the one hand and the variable of job satisfaction on the other. The F value which was obtained from these calculations was 2.82019 with 2 degrees of freedom, which was not significant at the .05 level of confidence. With 2 degrees of freedom, an F value of 1.4567 was needed for significance at the .05 level of confidence.

Therefore, no significant differences were found in the way student personnel administrators perceive "job satisfaction" grouped by administrative levels. These data are summarized in Table VIII.

Hence, it can be said that no significant difference was found between one's level of job satisfaction and one's administrative position.

#### Job-Related Tension and Position

A one-way analysis of variance was calculated to determine whether a significant difference existed between position of the respondents (i.e., vice presidents, deans, and directors) and the variable, job-related tension. The analysis resulted in an F value of 1.11221 with 2 degrees of freedom, which was not significant at the .05 level of confidence. With 2 degrees of freedom, an F value of 2.2581 was needed for significance at the .05 level of confidence. Thus, job-related tension in this study was not related to the positions of the respondents.

TABLE VIII  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR PARTICIPANTS  
 BY POSITION AND THE JOB VARIABLE, JOB SATISFACTION

Source	df	Sum of Squares	Mean Squares	F Value
Between Group	2	120.23150	60.1158	2.82019 (0.0599)*
Within Group	230	4902.72987	21.3162	
Total	232	5022.96137		

\*not significant at the .05 level of significant difference  
 P < .05 when F value = 1.4567 with 2 df

Therefore, no significant differences were found in the way student personnel administrators perceive their "job-related tension" when grouped according to administrative levels. These data are summarized in Table IX. Hence, it can be said that job-related tension in this study was not related to the position of the respondents.

#### Job Involvement and Position

A one-way analysis of variance was calculated to determine whether a significant difference existed between position of the respondents (i.e., vice presidents, deans, and directors) and the variable, job involvement. This analysis resulted in an F value of 0.59866 with 2 degrees of freedom, which was not significant at the .05 level of confidence. With 2 degrees of freedom, an F value of 1.33974 was needed for significance at the .05 level of confidence. Thus, job involvement was not found to be significantly related to administrative levels.

Therefore, no significant differences were found in the way student personnel administrators perceive "job involvement" when grouped according to administrative levels. These data are summarized in Table X. Thus, job involvement was not related to administrative levels.

#### Self-Acceptance and Position

A one-way analysis of variance was calculated to determine whether a significant difference existed between

TABLE IX  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR THE PARTICIPANTS  
 IN POSITIONS AND THE SELECTED JOB VARIABLE,  
 JOB-RELATED TENSION

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	2	121.3236	60.6618071	1.11221	(0.3300)*
Within Groups	245	13362.7369	54.5417831		
Total	247	13484.0605			

\*not significant at the .05 level of significant difference  
 P < .05 when F value = 2.25810 with 2 df

TABLE X

SUMMARY DATA AND ANALYSIS OF VARIANCE FOR THE PARTICIPANTS  
IN POSITIONS AND THE SELECTED JOB VARIABLE,  
JOB INVOLVEMENT

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	2	22.98839	11.4942	0.59866	(0.5555)*
Within Groups	246	4723.18028	19.1999		
Total	248	4746.16867			

\*not significant at the .05 level of significant difference  
P < .05 when F value = 1.33974 with 2 df

position of the respondents (i.e., vice presidents, deans, and directors) and the variable, self-acceptance. The analysis resulted in an F value of 2.46187 with 2 degrees of freedom which was not significant at the .05 level of confidence. With 2 degrees of freedom, an F value of 2.87226 was needed for a .05 level of significance. It can be said that self-acceptance and the positions of the respondents were not found to be significantly related in this study.

Therefore, no significant differences were found between the positions of the respondents and self-acceptance. These data are summarized in Table XI.

### Research Question III

Are years of experience in position, degrees held and/or age significantly related to the level of the respondents' perception of job satisfaction, job involvement, job-related tension, and self-esteem?

A one-way analysis of variance was used to explore whether a significant relationship existed between the four job-related variables (i.e., job satisfaction, job involvement, job-related tension, and self-esteem) and years in position, highest degree held, and/or age of the respondents.

#### Job Satisfaction and Years of Experience in Position

A one-way analysis of variance was calculated to determine whether a relationship existed between years (i.e.,



TABLE XI

SUMMARY DATA AND ANALYSIS OF VARIANCE FOR THE PARTICIPANTS  
IN POSITIONS AND THE SELECTED JOB VARIABLE,  
SELF ACCEPTANCE

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	2	418.6323	209.316127	2.46187*	(0.0854)*
Within Groups	236	20065.4765	85.023206		
Total	238	20484.1088			

\*not significant at the .05 level of significance

P < .05 when F > 2.87226 with 2 df

0-5, 6-10, 11-15, 16-20, and over 20) in the positions (vice president, dean, and director) and the variable, job satisfaction. This analysis resulted in an F value of 0.73012 with 5 degrees of freedom which was not significant at the .05 level of confidence. With 5 degrees of freedom, an F value of 2.08114 was needed for significance at the .05 level. It can be said that in this study years of experience in the position was not found to be significantly related to job satisfaction.

Table XII reveals a summary of these data.

Job Involvement and Years  
of Experience in Position

A one-way analysis of variance was calculated to determine whether a significant relationship existed between years (i.e., 0-5, 6-10, 11-15, 16-20, and over 20 years) in the positions (vice presidents, deans and directors) and the variable, job involvement. This calculation resulted in an F value of 0.73012 with 4 degrees of freedom which was not significant at the .05 level of confidence.

Table XIII reveals a summary of these data.

Job-Related Tension and Years  
of Experience in Position

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' years in the positions and job-related tension.

TABLE XII  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR YEARS OF  
 EXPERIENCE OF THE RESPONDENTS  
 AND JOB SATISFACTION

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	5	79.40942	15.8818841	0.73012	(0.6038)*
Within Groups	228	4959.58631	21.7525715		
Total	233	5038.99573			

\*not significant at the .05 level of significance  
 P < .05 when F > 2.08114 with 5 df

TABLE XIII  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR YEARS OF  
 EXPERIENCE OF THE RESPONDENTS  
 AND JOB INVOLVEMENT

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	4	75.06412	18.7660296	0.98169*	(0.5808)*
Within Groups	245	4683.43188	19.11604485		
Total	249	4758.49600			

\*not significant at the .05 level of significance

P < .05 when F > 1.72239 with 4 df

This analysis resulted in an F value of 1.49068 with 5 degrees of freedom, which was not significant at the .05 level of significance. With 5 df, an F value of 3.17637 was needed for significance at the .05 level of significance. It can be said that in this study years of experience in the current position was not found to be significantly related to job-related tension. Table XIV reveals a summary of these data.

#### Self-Acceptance and Years of Experience in Position

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' years of experience in the position and self-acceptance. This analysis resulted in an F value of 0.69514 with 4 degrees of freedom which was not significant at the .05 level of confidence. With 4 degrees of freedom, an F value of 3.73362 was needed for significance at the .05 level of significance. It can be said that years of experience in the current position was not found to be significantly related to self-acceptance. Table XV shows a summary of these data.

#### Job Satisfaction and Highest Earned Degree

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the

TABLE XIV  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR YEARS OF  
 EXPERIENCE OF THE RESPONDENTS  
 AND JOB-RELATED TENSION

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	5	406.9999	81.3999711	1.49068*	(0.1924)*
Within Groups	243	13269.2491	54.6059635		
Total	248	13676.2490			

\*not significant at the .05 level of significance.

P < .05 when F > 3.17637 with 5 df

TABLE XV  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR YEARS OF  
 EXPERIENCE OF THE RESPONDENTS  
 AND SELF-ACCEPTANCE

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	4	239.6694	59.9173546	0.69514*	(0.5989)*
Within Groups	235	20255.7931	86.1948642		
Total	239	20495.4625			

\*not significant at the .05 level of significance  
 P < .05 when F > 3.73362 with 4 df

respondents' highest earned degree (i.e., Doctor of Philosophy, Doctor of Education, Master, Bachelor, Specialist, had completed all work for a doctorate but dissertation, Doctor of Laws, Associate degree, Certificate of Advanced Study, High School Diploma, and no degree) and job satisfaction.

This calculation resulted in an F value of 0.68 with 10 degrees of freedom which was not significant at the .05 level of significance. With 10 degrees of freedom, an F value of 2.85 was needed for significance at the .05 level of significance. It can be said that in this study, highest earned degrees were not found to be significantly related to "job satisfaction." Table XVI reveals a summary of these data.

#### Job Involvement and Highest Earned Degrees

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' highest earned degrees (i.e., Doctor of Philosophy, Doctor of Education, Master, Bachelor, etc.) and job involvement. This analysis resulted in an F value of 1.83470 with 11 degrees of freedom which was not significant at the .05 level of significance. With 11 degrees of freedom, an F value of 2.61002 was needed for significance at the .05 level of significance. It can be said that in this study, highest earned degrees were not found to be significantly related to "job involvement." Table XVII shows a summary of these data.



TABLE XVI  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR  
 RESPONDENTS' HIGHEST DEGREES EARNED  
 AND JOB SATISFACTION

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	10	150.03428	15.0034277	0.68435*	(0.7398)*
Within Groups	233	4888.96145	21.9235939		
Total	243	5038.99573			

\*not significant at the .05 level of significance  
 P < .05 when F > 2.84759 with 10 df

TABLE XVII  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR  
 RESPONDENTS' HIGHEST DEGREES EARNED  
 AND JOB INVOLVEMENT

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	11	371.96506	33.8150050	1.83470*	(0.0488)*
Within Groups	238	4386.53094	18.4308023		
Total	249	4758.49600			

\*not significant at the .05 level of significance  
 P < .05 when F > 2.61002 with 11 df

### Job-Related Tension and Highest Earned Degrees

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' highest earned degree (i.e., Doctor of Philosophy, Doctor of Education, Master, Bachelor, Specialist, etc.) and job-related tension.

The calculation resulted in an F value of 1.59779 with 11 degrees of freedom which was not significant at the .05 level of significance. With 11 degrees of freedom, an F value of 4.46 was needed for significance at the .05 level of significance. It can be said that in this study, highest earned degrees were not found to be significantly related to "job-related tension."

Table XVIII reveals a summary of these data.

### Self-Acceptance and Highest Earned Degrees

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' highest earned degrees (i.e., Doctor of Philosophy, Doctor of Education, Master, Bachelor, Specialist, etc.) and self-acceptance. This calculation resulted in an F value of 2.08405 with 10 degrees of freedom which was not significant at the .05 level of significance. With 10 degrees of freedom, an F value of 5.38 was needed for significance at the .05 level. It can be said that in this study,

TABLE XVIII  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR  
 RESPONDENTS' HIGHEST DEGREES EARNED  
 AND JOB-RELATED TENSION

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	11	944.1950	85.8359101	1.59779*	(0.0997)*
Within Groups	237	12732.0540	53.7217468		
Total	248	13676.2490			

\*not significant at the .05 level of significance  
 P < .05 when F > 4,45612 with 11 df

highest earned degrees were not significantly related to "self-acceptance."

Table XIX shows a summary of these data.

Job Satisfaction and  
Age of Respondents

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' age (i.e., 25-35, 36-45, 46-55, and over 55) and job satisfaction.

This calculation resulted in an F value of 1.05511 with 3 degrees of freedom which was not significant at the .05 level of confidence. With 3 degrees of freedom, an F value of 1.68645 was needed for a significant relationship at the .05 level of significance. Therefore, it can be said that in this study the respondents' age was found to be not significantly related to "job satisfaction."

Table XX displays a summary of these data.

Job Involvement and Age  
of the Respondents

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' age (i.e., 25-35, 36-45, 46-55 and over 55 years old) and job involvement.

This calculation resulted in an F value of 1.02220 with 3 degrees of freedom which was not significant at the .05

TABLE XIX  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR  
 RESPONDENTS' HIGHEST DEGREES EARNED  
 AND SELF-ACCEPTANCE

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	10	1709.6303	170.963034	2.08405*	(0.0264)*
Within Groups	229	18785.8322	82.034202		
Total	239	20495.4625			

\*not significant at the .05 level of significance  
 P < .05 when F > 5.38090 with 10 df

TABLE XX  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR RESPONDENTS'  
 AGES AND JOB SATISFACTION

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	3	68.40680	22.8022660	1.05511*	(0.3696)*
Within Groups	230	4970.58893	21.6112561		
Total	233	5038.99573			

\*not significant at the .05 level of significance  
 P < .05 when F > 1.68645 with 3 df

level of significance. With 3 degrees of freedom, an F value of 1.53397 was needed for significance at the .05 level of significance. Therefore, it can be said that in this study the respondents' age and "job involvement" were not found to be significantly related.

Table XXI displays a summary of these data.

#### Job-Related Tension and

#### Age of Respondents

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' age (i.e., 25-35, 36-45, 46-55 and over 55 years old) and job-related tension.

This calculation resulted in an F value of 0.35617 with 3 degrees of freedom which was not significant at the .05 level of significance. With 3 degrees of freedom, an F value of 2.63741 was needed to achieve the .05 level of significance. Therefore, it can be said that in this study the respondents age was not found to be significantly related to "job-related tension."

Table XXII displays a summary of these results.

#### Self-Acceptance and

#### Age of Respondents

A one-way analysis of variance was calculated to determine whether a significant relationship existed between the respondents' age (i.e., 25-35, 36-45, 46-55 and over 55 years old) and self-acceptance.



TABLE XXI  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR RESPONDENTS'  
 AGES AND JOB INVOLVEMENT

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	3	58.58830	19.5294322	1.02220*	(0.3843)*
Within Groups	246	4699.90770	19.1053159		
Total	249	4758.49600			

\*not significant at the .05 level of significance  
 P < .05 when F > 1.53397 with 3 df

TABLE XXII  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR RESPONDENTS'  
 AGES AND JOB-RELATED TENSION

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	3	59.3870	19.7956784	0.35617*	(0.7876)*
Within Groups	245	13616.8620	55.5790284		
Total	248	13676.2490			

\*not significant at the .05 level of significance  
 P < .05 when F > 2.63741 with 3 df

This calculation resulted in an F value of 1.64185 with 3 degrees of freedom which was not significant at the .05 level of significance. With 3 degrees of freedom, an F value of 3.31750 was needed to achieve the .05 level of significance. Therefore, it can be said that in this study the respondents' age was not found to be significantly related to self-acceptance.

Table XXIII reveals a summary of these data.

#### Research Question IV

Are there significant relationships between job satisfaction and job involvement, job satisfaction and job-related tension, and job satisfaction and self-esteem?

To investigate the fourth research question, Pearson product-moment coefficient correlations were calculated to obtain more precise estimates of the direction and degree of relations between job satisfaction and the other three job-related variables (i.e., job involvement, job-related tension and self-esteem).

#### Job Satisfaction and Job Involvement

A Pearson product-moment correlation coefficient was calculated to determine whether a significant relationship existed between job satisfaction and job involvement. The calculated coefficient was -0.08875, with a probability of 0.1789 with 231 cases. It can be said that a very negative

TABLE XXIII  
 SUMMARY DATA AND ANALYSIS OF VARIANCE FOR RESPONDENTS'  
 AGES AND SELF-ACCEPTANCE

Source	df	Sum of Squares	Mean Square	F Value	Level of Significance
Between Groups	3	419.0142	139.671387	1.64185*	(0.1789)*
Within Groups	236	20076.4483	85.069696		
Total	239	20495.4625			

\*not significant at the .05 level of significance  
 P < .05 when F > 3.31750 with 3 df

relationship existed between job satisfaction and job involvement.

These data are summarized in Table XXIV.

#### Job Satisfaction and Job-Related Tension

A Pearson product-moment correlation coefficient was calculated to determine whether a significant relationship existed between job satisfaction and job-related tension. The calculated coefficient was  $-0.46516$ , with a  $0.0001$  probability of occurring and with 231 cases. By analyzing data presented in Table XXIV, an  $r$  of  $-0.46516$  has the probability of occurring 1 out of 10,000 times. Thus, it can be said that a significant negative correlation existed between job satisfaction and job-related tension.

Table XXIV displays a summary of these data.

#### Job Satisfaction and Self-Acceptance

A Pearson product-moment correlation coefficient was calculated to determine whether a significant relationship existed between job satisfaction and self-acceptance. The calculated coefficient was  $0.25111$  with  $0.0002$  probability of occurring and with 215 cases. It can be said that a significant negative correlation was found between job satisfaction and self-acceptance.

Table XXIV shows a summary of these data.

TABLE XXIV

CORRELATIONS BETWEEN JOB SATISFACTION AND JOB INVOLVEMENT,  
JOB-RELATED TENSION AND SELF-ACCEPTANCE

	Job Satisfaction	Job Involvement	Job-Related Tension	Self- Acceptance
Job Satisfaction N = 237	1.00000 .00000	-0.08875 0.1789	-0.46516 0.0001	-0.25111 0.0002
Job Involvement N = 231	-0.08875 0.1789	1.00000 0.0000	0.19947 0.0017	0.26082 0.0001
Job-Related Tension N = 231	-0.46516 0.0001	0.19947 0.0001	1.00000 0.0000	0.37375 0.0001
Self- Acceptance N = 215	0.25111 0.0002	0.26082 0.0001	0.37375 0.0001	1.00000 0.0000

N = 237 for Job Satisfaction  
 N = 254 for Job Involvement  
 N = 252 for Job-Related Tension  
 N = 240 for Self-Acceptance

## Additional Data

### Composite Scores by Sex

#### for Job Satisfaction

The composite scores for male and female administrators were computed to compare, by sex, mean scores for each of the four job-related variables. Composite scores for this subscale had a possible range of 10 (low) to 61 (high). As can be seen from Table XXV, male administrators' composite scores on the subscale for job satisfaction range from 23 (low job satisfaction) to 45 (high job satisfaction) with a mean of 38. This table also reveals that female administrators' composite scores on this subscale ranged from 22 (low job satisfaction) to 45 (high job satisfaction) with a mean of 38. Overall, it can be said that on job satisfaction male and female administrators scored in a similar manner; and both groups reported a mean score of 38 which indicated that the typical student personnel administrator was satisfied with his or her position.

### Composite Scores by Sex

#### for Job Involvement

The composite scores for male and female administrators were computed to compare, by sex, mean scores for each of the four job-related variables. Possible scores for this subscale range from 18 (low job involvement) to 72 (high job involvement). Table XXVI reveals that, for this study,

TABLE XXV  
 COMPOSITE SCORES FOR MEN AND WOMEN  
 RESPONDING TO ITEMS ON SUBSCALE  
 JOB SATISFACTION

Composite Scores	Women (1)		Men (2)	
	N	%	N	%
22	1	1.0		
23			2	1.5
24	1	1.0	1	.8
25				
26	1	1.0	1	.8
27	1	1.0	1	.8
28	2	2.0		
29	1	1.0	1	.8
30	5	4.9		
31	5	2.0	3	2.3
32	2		2	1.5
33			6	4.5
34	4	3.9	6	4.5
35	3	2.9	7	5.3
36	9	8.8	7	5.3
37	5	4.9	10	7.5
38	7	6.9	11	8.3
39	10	9.8	14	10.5
40	10	9.8	15	11.3
41	10	9.8	15	11.3
42	11	10.8	14	10.5
43	10	9.8	7	5.3
44	1	1.0	9	6.8
45	3	2.9	1	.8
Total	102		133	
Mean	38		38	



TABLE XXVI  
 COMPOSITE SCORES FOR MEN AND WOMEN  
 RESPONDING TO ITEMS ON SUBSCALE  
 JOB INVOLVEMENT

Composite Scores	Women (1)		Men (2)	
	N	%	N	%
26	1	.9		
27				
28				
29			1	.7
30				
31				
32				
33	2	1.8	2	1.4
34			2	1.4
35	3	2.7		
36	3	2.7	1	.7
37	1	.9	5	3.6
38	5	4.5	5	3.6
39	2	1.8	9	6.5
40	5	4.5	5	3.6
41	10	8.9	14	10.1
42	9	8.0	6	4.3
43	7	6.3	16	11.5
44	15	13.4	16	11.5
45	8	7.1	14	10.1
46	9	8.0	14	10.1
47	10	8.9	11	7.9
48	11	9.8	5	3.6
49	2	1.8	4	2.9
50	4	3.6	4	2.9
51	2	1.8	1	.7
52	2	1.8	1	.7
53			1	.7
54	1	.9	1	.7
55			1	.7
Total	112		139	
Mean	43		43	

male administrators' composite scores on the subscale for job involvement range from 26 (low job involvement) to 55 (moderate job involvement) with a mean of 43. In addition, this table reveals that female administrators' composite scores on this subscale range from 26 (low job involvement) to 54 (moderate job involvement) with a mean of 43. Overall, it can be said for job involvement, female and male administrators scored in a similar manner and both groups appeared to be moderately involved in their jobs.

#### Composite Scores by Sex for Job-Related Tension

The composite scores for male and female administrators were computed to compare, by sex, mean scores for each of the four job-related variables. For this subscale, possible scores range from 17 (low) to 85 (high). Table XXVII indicates that, for this study, male administrators' composite scores on the subscale for job-related tension range from 20 (low job-related tension) to 65 (high job-related tension) with a mean of 38. In addition, this table also reveals that female administrators' composite scores on the subscale range from 20 (low job-related tension) to 65 (high job-related tension) with a mean of 38. Overall, it can be said that, for job-related tension, male and female administrators scored in a similar manner and both groups had a mean score of 38 which indicated low to moderately low job-related tension.

TABLE XXVII  
 COMPOSITE SCORES FOR MEN AND WOMEN  
 RESPONDING TO ITEMS ON SUBSCALE  
 JOB-RELATED TENSION

Composite Scores	Women (1)		Men (2)	
	N	%	N	%
20	1	.9	1	.7
21	1	.9	1	.7
22			2	1.4
23				
24	1	.9	1	.7
25			2	1.4
26	2	1.8	3	2.1
27	3	2.7	3	2.1
28	1	.9	2	1.4
29			4	2.9
30	4	3.6	6	4.3
31	1	.9	5	3.6
32	6	5.5	8	5.7
33	4	3.6	5	3.6
34	4	3.6	8	5.7
35	6	5.5	5	3.6
36	10	9.8	8	5.7
37	5	4.6	9	6.4
38	7	6.4	11	7.9
39	4	3.6	12	8.6
40	9	8.2	6	4.3
41	7	6.4	5	3.6
42	6	5.5	5	3.6
43	1	.9	4	2.9
44	5	4.6	8	5.7
45	6	5.5	4	2.9
46	2	1.8	4	2.9
47	2	1.8		
48	2	1.8	5	3.6
49	2	1.8	2	1.4
50	2	1.8		
51	1	.9		
52				
53			1	.7
54				
55	1	.9		
58	1	.9	1	.7
59	1	.9		
60	1	.9		
62			1	.7
65	1	.9		
Total	140		110	
Mean	38		38	

Composite Scores by Sex  
for Job Self-Acceptance

The composite scores for male and female administrators were computed to compare, by sex, mean scores for each of the four selected job-related variables. Composite scores for this subscale had a possible range from 29 (low self-acceptance) to 145 (high self-acceptance). As can be seen from Table XXVIII, for this study, male administrators' composite scores on the subscale, self-acceptance, range from 29 (low self-acceptance) to 92 (high self-acceptance) with a mean of 46. In addition, this table reveals that female administrators' composite scores on the subscale range from 30 (low self-acceptance) to 72 (high self-acceptance) with a mean of 46. Overall, it can be said that for self-acceptance, male and female administrators scored in a similar manner and both groups had a mean score of 46 which indicated a low degree of self-acceptance.

Respondents' Administrative Levels and  
the Four Selected Job-Related Variables

Although significant differences were not found for any of these mean scores, it is interesting to note, by analyzing data displayed in Table XXIX that, in this study, vice presidents reported higher job satisfaction and more job involvement than the deans or directors, but they (vice presidents) reported the lowest mean score for job-related tension.

TABLE XXVIII  
 COMPOSITE SCORES FOR MEN AND WOMEN  
 RESPONDING TO ITEMS ON SUBSCALE  
 SELF ACCEPTANCE

Composite Scores	Men (2)		Women (1)	
	N	%	N	%
29	2	1.45		
30	1	.7	1	1.0
31	1	.7		
32	1	.7	1	1.0
33	3	2.17	2	2.0
34	3	2.17	3	2.9
35	3	2.17		
36	4	2.90	3	2.9
37	2	1.45	6	5.9
38	6	4.35	5	4.9
39	6	4.35	5	4.9
40	7	5.08	6	5.9
41	6	4.35	2	2.0
42	3	2.17	7	6.9
43	7	5.08	2	2.0
44	6	4.35	7	6.9
45	8	5.80	1	1.0
46	8	5.80	3	2.9
47	5	3.62	3	2.9
48	6	4.35	8	7.8
49	6	4.35	4	3.9
50	8	5.80	4	3.9
51	3	2.17	2	2.0
52	5	3.62	5	4.9
53	4	2.90	1	1.0
54	5	4.35	1	1.0
55	1	.7	5	4.9
56	1	.7	3	2.9
57	2	1.45		
58	5	3.62	2	2.0
59	2	1.45		
60	1	.7	1	1.0
61	1	.7	2	2.0
62			1	1.0
63				
64	1	.7		
65	1	.7		
66			1	1.0
67	1	.7	1	1.0
68			1	1.0
69			2	2.0
70				
71				
72			1	1.0
73	1	.7		
74				
75				
76	1	.7		
92				
Total	138		102	
	Mean = 46		Mean = 46	

TABLE XXIX

A SUMMARY OF MEAN SCORES ON THE FOUR SELECTED  
JOB-RELATED VARIABLES ACCORDING TO THE  
POSITIONS OF THE RESPONDENTS

Position Now Held	Job Satisfaction	Job Involvement	Job-Related Tension	Self Acceptance
Vice President	39.38 ( 40)	43.94 ( 47)	36.56 (48)	46.49 ( 47)
Dean	38.18 ( 74)	43.10 ( 83)	38.60 ( 81)	44.53 ( 76)
Director	37.40 (119)	43.57 (119)	37.97 (119)	47.54 (116)
Overall Means	37.99 (233)	43.48 (249)	37.89 (248)	46.38 (239)

Deans reported highest job-related tension and the lowest self-acceptance.

Respondents' Years of Experience  
in the Current Positions and the  
Four Selected Job Variables

Although no significant differences were found between the respondents' years of experience in their current positions and the four selected job variables, it is interesting to note that an analysis of data displayed in Table XXX reveals that administrators with over 20 years of experience in their positions reported higher job satisfaction than did the respondents representing other experience periods in current positions, followed by those administrators with 16-20 years of experience. The lowest was from the administrators with only 6-10 years of experience.

However, those with fewer years of experience in their positions were the most job involved, while those with the most experience provided responses which suggested they were the least job involved. In addition, while administrators with the most years experience reported the lowest job-related tension, the 6-10 year experienced administrators reported the lowest self-acceptance.

Respondents Highest Earned Degrees  
and the Four Job-Related Variables

Although no significant differences were found between the respondents' highest earned degrees and the four selected

TABLE XXX

A SUMMARY OF MEAN SCORES ACCORDING TO THE YEARS RESPONDENTS  
HAD BEEN IN CURRENT POSITIONS AND THE  
FOUR JOB-RELATED VARIABLES

Years in Position	Job Satisfaction	Job Involvement	Job-Related Tension	Self Acceptance
0 - 5 Years	37.91 ( 94)	44.06 (102)	38.21 (100)	46.93 (100)
6 - 10 Years	37.54 ( 72)	43.42 ( 73)	38.35 ( 75)	45.27 ( 67)
11 - 15 Years	38.20 ( 35)	43.05 ( 42)	37.49 ( 41)	45.49 ( 41)
16 - 20 Years	38.24 ( 17)	42.56 ( 18)	38.50 ( 18)	48.56 ( 16)
Over 20 Years	39.87 ( 15)	42.40 ( 15)	32.93 ( 14)	47.44 ( 16)
Overall Means	38.00 (233)	43.50 (250)	37.84 (249)	46.36 (240)



job variables (i.e., job satisfaction, job involvement, job-related tension and self-acceptance), it was interesting to note, by analyzing data displayed in Table XXXI, that the administrator(s) with the law degree reported the lowest job satisfaction, while administrators with a high school diploma reported the highest job satisfaction. In addition, administrators without earned degrees reported the lowest job involvement, whereas the administrators with the advanced study certificate reported the highest job involvement and job-related tension. The administrators with the Doctor of Philosophy degree reported the lowest job-related tension.

Administrators who had completed all requirements for the doctorate except the dissertation and candidates for the Doctor of Philosophy degree reported the lowest self-acceptance, while the administrators with the law degree reported the highest self-acceptance.

#### Respondents' Age Categories and the Four Selected Job-Related Variables

Although no significant differences were found in this study between respondents' age categories and the four selected job-related variables, it is interesting to note, by analyzing data displayed in Table XXXII, that the administrators who were in the 55 and over age category reported the highest job satisfaction and the highest self-acceptance. On the other hand, the administrators who were in the 36-45

TABLE XXXI.

A SUMMARY OF MEAN SCORES ACCORDING TO THE HIGHEST EARNED DEGREES  
OBTAINED BY THE RESPONDENTS AND THE FOUR  
JOB-RELATED VARIABLES

Highest Degree	Job Satisfaction	Job Involvement	Job-Related Tension	Self Acceptance
Ph. D.	38.83 ( 41)	43.42 ( 45)	35.15 ( 46)	44.38 ( 45)
Ed. D.	38.53 ( 45)	43.79 ( 47)	38.55 ( 47)	48.70 ( 47)
Master	37.58 (125)	43.25 (134)	38.61 (131)	45.78 (122)
Bachelor	37.57 ( 14)	44.77 ( 13)	36.71 ( 14)	50.13 ( 15)
Specialist	38.00 ( 2)	44.00 ( 3)	43.00 ( 2)	52.67 ( 3)
J. D.	33.00 ( 1)	49.00 ( 2)	42.00 ( 2)	58.00 ( 2)
High School	43.00 ( 1)	44.00 ( 1)	45.00 ( 1)	36.00 ( 1)
Associate	34.00 ( 1)	48.00 ( 1)	40.00 ( 1)	48.00 ( 1)
All but Dissertation	40.00 ( 2)	44.00 ( 1)	30.00 ( 2)	32.00 ( 2)
Certificate of Advanced Study	37.00 ( 1)	51.00 ( 1)	46.00 ( 1)	46.00 ( 1)
Candidate for Ph. D.	41.00 ( 1)	34.00 ( 1)	26.00 ( 1)	36.00 ( 1)
No Degree		33.00 ( 1)	31.00 ( 1)	
Overall Means	38.00 (234)	43.50 (250)	37.84 (248)	46.36 (240)

TABLE XXXII

A SUMMARY OF MEAN SCORES ON THE FOUR SELECTED  
JOB VARIABLES ACCORDING TO  
AGES OF RESPONDENTS

Age	Job Satisfaction	Job Involvement	Job-Related Tension	Self Acceptance
25 - 35 Years	37.72 ( 64)	43.80 ( 64)	38.34 ( 65)	47.67 ( 61)
36 - 45 Years	37.57 ( 75)	43.95 ( 86)	37.94 ( 85)	45.63 ( 82)
46 - 55 Years	38.17 ( 60)	42.86 ( 64)	37.05 ( 64)	44.94 ( 63)
Over 55 Years	39.17 ( 35)	43.00 ( 36)	38.09 ( 35)	48.41 ( 34)
Overall Means	38.00 (234)	43.50 (250)	37.84 (249)	46.36 (240)

age category reported the highest job involvement but the lowest job satisfaction.

Administrators who were in the 46-55 age category reported the lowest job-related tension and the lowest self-acceptance. Finally, administrators who were in the 25-35 age category reported the highest job-related tension.

### Summary

This chapter has presented statistical analysis and interpretations of the data collected for this study. Four statistical techniques were used to test the four research questions and the three research hypotheses.

The testing of the three hypotheses indicated the following statistical results:

1. There were no significant differences between female and male higher education student personnel administrators' (i.e., vice presidents, deans, and directors) perceptions of:
  - a. job satisfaction
  - b. job involvement
  - c. job-related tension
  - d. self-acceptance
2. There were no significant differences in the way student personnel administrators perceive themselves when they were grouped according to administrative levels, age, years in the current position, and highest earned degree.

3. A positive correlation coefficient did not exist between job satisfaction and job involvement, job satisfaction and job-related tension, or job satisfaction and self-acceptance.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary of the Study

This study was designed to investigate the attitudes or self perceptions of male and female higher education student personnel administrators (i.e., vice presidents, deans, and directors) regarding four selected job-related variables (i.e., job satisfaction, job involvement, job-related tension, and self-esteem).

The purpose of this study was to ascertain whether attitudes or perceptions of persons engaged in higher education student personnel administration were significantly different toward four selected job-related variables when the self-perceptions of the subjects were analyzed according to sex (male and female), position (vice president, dean, director), age, years experience in the position, and highest earned degree.

Based on a review of related literature, it was hypothesized that higher education student personnel administrators whether male or female, would possess those attitudes and temperaments required of people in management positions in general. The development of the conceptual framework and appropriate rationale led to the generation of four research questions and three stated research hypotheses. The

conceptual framework (based on Korman's balance theory, Lodahl and Kejner's concept of job involvement, Kahn et al.'s study of the need satisfying "quest for identity," and Blauner's survey of occupational prestige), indicated that individuals who believe themselves to be able, competent, and need satisfying possessed high self-esteem. They are motivated to select jobs, to perform in task situations, and to be satisfied with those tasks which are in keeping with their self-perceptions or self-evaluations. In addition, individuals who are ego-involved or status-seeking tend to be highly job involved and to prefer administrative and coordinating activities rather than caring activities (e.g., nursing activities). However, administrative work situations frequently present conditions of role ambiguity and role conflict, i.e., job-related tension, particularly as the individual moves up the organizational ladder.

To investigate the attitudes of male and female higher education student personnel administrators regarding four selected job variables, a questionnaire (i.e., the survey instrument) was designed, reproduced, and mailed along with a cover letter and a self addressed return envelope to the 368 prospective participants, 206 males and 162 females.

The population for the study was composed of all student personnel administrators of state supported institutions of higher learning which enrolled not more than 15,000 students, which offered at least the master's degree, and which were listed in the Education Directory Colleges and Universities,

1976-77. The population consisted of 986 student personnel administrators, 824 males and 162 females. From this population, a sample (368) was drawn and sorted into several groups according to position (i.e., vice presidents, deans, and directors) and sex (i.e., male and female). The total female population (162) was used and a stratified random sample (i.e., 25% or 206 persons) of the male population was randomly drawn according to positions, to reflect the diversity of the population. (See pages 41-42 Chapter III and Table I.)

Of the 368 persons in the sample, 274 or 74% responded with completed questionnaires. The questionnaires were then coded, tabulated, key punched and verified. The Oklahoma State University Computer Center analyzed the collected data by utilizing A User's Guide to Statistical Analysis System by Barr, Goodnight, Sail and Helwig. All hypotheses were supported or rejected at the .05 level of significance.

The collected data were analyzed by four appropriate statistical techniques: 1) frequency counts and percentages for each item on the questionnaire by sex; 2) t-test to compare male and female responses on each of the four job-related variables; 3) one-way analysis of variance to calculate whether a significant difference existed between position of the respondents and the four job-related variables, and to determine whether a significant difference existed between the four selected job-related variables and age of the participants, years of experience in the current position, and



highest earned degrees by the respondents; and 4) coefficient correlations to calculate the relationship between the four selected job variables.

### Summary of the Findings

The findings of the study were:

HYPOTHESIS ONE: There are no significant differences between male and female student personnel administrators' self perceptions of: (1) job satisfaction; (2) job involvement; (3) job-related tension; and (4) self-esteem.

1. It was found that there was no significant difference between male and female higher education student personnel administrators' reported self-perceptions of job satisfaction.
2. It was found that there was no significant difference between male and female higher education student personnel administrators' reported self-perceptions of job involvement.
3. It was found that there was no significant difference between male and female higher education student personnel administrators' reported self-perceptions of job-related tension.
4. It was found that there was no significant difference between the reported self-perceptions of male and female higher education student personnel administrators regarding self-acceptance.

Hypothesis one was supported.

HYPOTHESIS TWO: There are no significant differences in the way higher education student personnel administrators perceive of their jobs when such administrators (i.e., vice presidents, deans, and directors) were categorized by age, by highest earned degree, and by years of experience in the current position.

1. It was found that there was no significant difference in the respondents' perception of job satisfaction based on position.
2. It was found that there was no significant difference in the respondents' perception of job involvement based on position.
3. It was found that there was no significant difference in the respondents' perception of job-related tension based on position.
4. It was found that there was no significant difference in the respondents' perception of self-acceptance based on position.
5. It was found that there was no significant difference in the respondents' perception of job satisfaction based on age.
6. It was found that there was no significant difference in the respondents' perception of job involvement based on age.
7. It was found that there was no significant difference in the respondents' perception of job-related tension based on age.

8. It was found that there was no significant difference in the respondents' perception of self-acceptance based on age.
9. It was found that there was no significant difference in the respondents' perception of job satisfaction based on highest earned degree.
10. It was found that there was no significant difference in the respondents' perception of job involvement based on highest earned degree.
11. It was found that there was no significant difference in the respondents' perception of job-related tension based on highest earned degree.
12. It was found that there was no significant difference in the respondents' perception of self-acceptance based on highest earned degree.
13. It was found that there was no significant difference in the respondents' perception of job satisfaction based on years of experience in the current position.
14. It was found that there was no significant difference in the respondents' perception of job involvement based on years of experience in the current position.
15. It was found that there was no significant difference in the respondents' perception of job-related tension based on years of experience in the current position.

16. It was found that there was no significant difference in the respondents' perception of self-acceptance based on years of experience in the current position.

Hypothesis two was supported.

HYPOTHESIS THREE: Job satisfaction is positively related to job involvement, job-related tension, and self-acceptance.

1. Because the correlation coefficient between job satisfaction and job involvement was so low, (-0.08), it can be said that a small relationship exists between the two, and the relationship is negative.
2. A significant negative relationship was found between job satisfaction and job self-acceptance.
3. A significant negative relationship was found between job satisfaction and job-related tension.

Hypothesis three was not supported. Thus, it must be rejected.

Additional findings revealed that male and female administrators responded to the four selected job-related variables--i.e., job satisfaction, job involvement, job related tension, and self-acceptance--in a similar manner. Both male and female administrators' responses to job

satisfaction resulted in a mean score of 38, which indicated a high satisfaction with the position; responses to job involvement resulted in a mean score of 43, which indicated some involvement with the job existed, but it was neither high or low; responses to job-related tension resulted in a mean score of 38, which indicated a low to moderately low job-related stress, and; responses to self-acceptance resulted in a mean score of 46, for low self-acceptance.

A reflection of findings from Chapter IV suggested certain characteristics might be predicted for the male and female student personnel administrators in this study.

The female administrator in student personnel work is most apt to be a director of some student service or dean of women. She is between 25 and 45 years old, holds the master's degree, Doctor of Education, or Bachelor's degree, and has held her position 10 years or less.

She perceives herself as being satisfied with her position, as being somewhat involved in her job, as experiencing little job-related stress, and as having a low degree of self-acceptance.

The male administrator is most apt to be a vice president or a director of some area in student services. He is between 36 and 55 years old, holds the master's degree, the Doctor of Philosophy, or the Doctor of Education degree and has been in his position for 10 years or less.

He perceives himself as being satisfied with his position, as being somewhat involved in his position, as experiencing little job-related stress, and as having low self-acceptance.

### Conclusions

The results of this study indicated that statistically significant differences did not exist among higher education student personnel administrators' attitudes regarding four selected job-related variables, i.e., job satisfaction, job involvement, job-related tension, and self-esteem when analyzed by sex (male and female), organizational levels (i.e., vice presidents, deans, and directors), age, education, and years of experience in the current positions.

The above findings were supportive of Saleh and Lalljee's<sup>1</sup> proposition that significant differences in job orientation would not be significantly related to sex if the other variables, i.e., job level, education, and age, were controlled. Furthermore, the findings of this current study (no significant differences between male and female administrators on the four job-related variables) appear compatible with Saleh and Lalljee's findings concerning sex differences and job orientation. With samples of male and female university students and with male and female public school teachers (in

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<sup>1</sup>Shoukry D. Saleh and Mansur Lalljee, "Sex and Job Orientation," Journal of Personnel Psychology, Vol. 22 (1969), pp. 465-71.

which age and education were controlled for both samples), statistically significant differences regarding job orientation were not found in either sample. However, with a sample of males and females from a large technical service organization (in which age, education, and job levels were not controlled), statistically significant differences were found.

Moreover, the earlier studies by Day and Stogdill<sup>2</sup> lend some support to the findings in this current study. Day and Stogdill's results indicated that male and female supervisors who occupied parallel positions showed similar patterns of leader behavior and effectiveness when described and evaluated by their immediate subordinates. On the other hand, the results from this current study contradict the research findings of Hollom and Gemmill,<sup>3</sup> which indicated that female teaching professionals reported lower levels of job involvement, lower levels of overall job satisfaction, and higher levels of job-related tension than their male teaching colleagues.

Although a number of tentative explanations could be proposed to account for the above mentioned findings from

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<sup>2</sup>David R. Day and Ralph M. Stogdill, "Leader Behavior of Male and Female Supervisors: A Comparative Study," Journal of Personnel Psychology, Vol. 45 (Summer, 1972), pp. 353-60.

<sup>3</sup>Charles J. Hollom and Gary R. Gemmill, "A Comparison of Female and Male Professors on Participation in Decision Making, Job-Related Tension, Job Involvement, and Job Satisfaction," Educational Administrative Quarterly, Vol. 12, No. 1 (Winter, 1976), p. 85.

this present study, at least three conclusions seem warranted. First, it can be concluded that the work of student personnel administrators is not sex related. That is, sex is not related to whether an individual is satisfied or dissatisfied with a position, experiences little or much job-related stress, or whether one's work is a very important part of one's life. Furthermore, sex is not related to the level of self-esteem for the person in the position.

Second, it can be concluded that neither job titles nor formal positions are indicators of job satisfaction, job commitment, the amount of stress related to the job, or the level of self-esteem the individual experiences. Third, it can be concluded that sex stereotyping is not applicable to student personnel administrators, at least in regard to the variables considered in this study. Moreover, if social roles and traditional cultural views affect one's attitudes, this present study suggests that societal roles and attitudes have not affected the attitudes of the women in this study.

The findings that job satisfaction is statistically negative related to job involvement, job-related tension and self-esteem, appear to contradict much of the conceptual framework of this current study. The subjects in this present study indicated they were satisfied with their jobs, but they were not highly job involved (which tends to contradict Lodahl and Kejner's theory that those satisfied with their positions are highly job involved). Vice presidents did not indicate more job-related tension than the directors or the



deans (which contradicts Kahn et al.'s theory concerning role conflict and the statement that individuals' job-related stress will increase as they move up the organizational ladder). Furthermore, Korman's<sup>4</sup> proposition, that individuals who are competent and need satisfying will choose and find most satisfying those situations which are consistent with their self perceptions, was contradicted in this present study in that the subjects indicated that they were satisfied with their jobs, but they did not indicate a high degree of self-acceptance.

Several tentative explanations to account for the above findings in the present study seem warranted. First, the findings from the current study suggest that job satisfaction may be related to factors other than one's own self-esteem, i.e., maybe approval from "significant others." Korman surmised that low self-esteem persons may base their satisfaction on how satisfied others in the same situation seem to be. Furthermore, Korman concluded that approval of "significant others" may play an important part in the satisfaction for the low self-esteem. Greenhaus<sup>5</sup> concluded that persons in the educational fields may be more oriented to reacting to social cues independently of self-esteem.

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<sup>4</sup>Abraham K. Korman, "Task Success, Task Popularity, and Self-Esteem As Influences on Task Liking," Journal of Applied Psychology, Vol. 52, No. 6 (1948), p. 485.

<sup>5</sup>Jeffrey H. Greenhaus, "Self-Esteem As An Influence on Occupational Choice and Occupational Satisfaction," Journal of Vocational Behavior, Vol. 1 (1971), p. 78.

Secondly, the findings from this current study suggest that job satisfaction does not necessarily indicate that an individual will be highly job involved, have high self-esteem, or will experience much job-related stress. Thus, job satisfaction may be experienced independently of job involvement, job-related stress or self acceptance.

#### Recommendations

Based on the findings and conclusions of this study, the following research recommendations are made:

Since an emphasis on item analysis was not explicit in this study, more intensive research studies need to be undertaken for each of the four selected job-related variables, i.e., job satisfaction, job involvement, job-related tension, and self-esteem, by adding relevant items to each subscale or by using different subscales to measure these variables. Then each item on the subscale needs to be analyzed by sex to determine whether significant differences exist. Furthermore, the results of the present study need further considerations (before more generalizations are made) by using a different population, such as administrators from institutions of higher learning with a student population of over 15,000 but less than 40,000 to test the hypotheses used in this present study.

Since the results of the present study alluded to the idea that job satisfaction may be related to factors other than one's own self-esteem, more detailed research needs to

be undertaken to determine whether job satisfaction for the low self-esteem person is significantly related to "approval from significant others" and other "social cues." Furthermore, this present research study indicated that job satisfaction was independent of the other three job-related variables. Thus, more research is needed to determine what variables cause job satisfaction for higher education student personnel administrators.

Since statistically significant differences did not exist between the males and females in this present study, more investigation is needed to determine what variables contribute to the similarity or sameness between the two groups. Furthermore, since the variables, age, education, and years of experience in the current positions were not examined intensively in this research study, these variables (with marital status added) need to be investigated more in detail to determine their contribution to the consistency between the groups (males and females).

This current study needs to be replicated for other sectors of the American society, e.g., academic administration, business administration, and public administration, to determine whether the perceptions and/or attitudes exhibited by male and female personnel in such fields that are different from those of the student personnel administrators who participated in this study. In addition, this current study needs to be replicated with the same population to ascertain whether the findings remain constant.

The major contribution of this present study was that an initial step was made to investigate the attitudes of higher education student personnel administrators toward their work. In addition, it is hoped that each person will rethink and examine his or her attitudes and beliefs about male and female workers.

It is hoped that those charged with the responsibility of developing career planning and continuing education for girls and adult women will aim at expanding the cultural expectations of women and realistic goals for better utilization of their (female) skills.

Finally, it is hoped that the working women will project an image of the "feminine" female administrator who can tackle and handle an administrative position in a responsible, satisfying, and positive manner in order to assist in changing the American attitude toward women who work, particularly those who work in administrative and managerial positions.

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APPENDIX A

RESEARCH INSTRUMENT

PLEASE NOTE:

Dissertation contains small  
and indistinct print.  
Filmed as received.

UNIVERSITY MICROFILMS.

## ATTITUDINAL SCALE OF SELECTED JOB-RELATED FACTORS

This questionnaire is designed to collect student personnel administrators' perceptions of their jobs. It is important that each response be as thoughtful and frank as possible. Of course, there are no right or wrong answers, and the one you select should reflect what you feel is true for yourself. Your individual responses cannot be used to identify you.

JOB SATISFACTION

*Please check those statements which most accurately and honestly tell how you feel about your job.*

1. Check the statement which best describes how good a job you have, in your opinion.
  - A. The job is an excellent one, very much above the average.
  - B. The job is a fairly good one.
  - C. The job is only average.
  - D. The job is not as good as average in this kind of work.
  - E. The job is a very poor one, very much below the average.
  
2. Check the statement which best describes your feelings about your job.
  - A. I am very satisfied and happy on this job.
  - B. I am fairly well satisfied on this job.
  - C. I am neither satisfied nor dissatisfied--it is just average.
  - D. I am a little dissatisfied on this job.
  - E. I am very dissatisfied and unhappy on this job.
  
3. Check the statement which reflects how much of the time you are satisfied with your job.
  - A. Most of the time.
  - B. A good deal of the time.
  - C. About half of the time.
  - D. Occasionally.
  - E. Seldom.
  
4. Check the statement which best describes what kind of an organization you are working for.
  - A. It is an excellent organization to work for--(one of the best organizations I know of).
  - B. It is a good organization to work for, but not one of the best.
  - C. It is only an average organization to work for. Many others are just as good.
  - D. It is below average as an organization to work for. Many others are better.
  - E. It is probably one of the poorest organizations to work for that I know of.
  
5. Check the statement which best reflects how your feelings compare with those of other people you know.
  - A. I dislike my job much more than most people dislike theirs.
  - B. I dislike my job more than most people dislike theirs.
  - C. I like my job about as well as most people like theirs.
  - D. I like my job better than most people like theirs.
  - E. I like my job much better than most people like theirs.

2

6. Check the statement which best describes how you feel about the work you do on your job.
- A. The work I do is very unpleasant. I dislike it.
- B. The work I do is not pleasant.
- C. The work is just about average. I don't have any feeling about whether it is pleasant or not.
- D. The work is pleasant and enjoyable.
- E. The work is very enjoyable. I very much like to do the work called for on this job.
7. Check the following statement which best describes the general conditions which affect your work or comfort on this job.
- A. General working conditions are very bad.
- B. General working conditions are poor--not as good as the average for this kind of job.
- C. General conditions are about average, neither good nor bad.
- D. In general, working conditions are good, better than average.
- E. General working conditions are very good, much better than average for this kind of job.
8. Check the following statement which best reflects how you feel about changing your job.
- A. I would quit this job at once if I had anything else to do.
- B. I would take almost any other job in which I could earn as much as I am earning here.
- C. This job is as good as the average, and I would just as soon have it as any other job but I would consider changing jobs if I could make more money.
- D. I am not eager to change jobs but would do so if I could make more money.
- E. I do not want to change jobs even for more money because this one is challenging and offers much responsibility.
9. Suppose you know of a vacancy in your organization and you have a very good friend who is looking for a job in your line of work which your friend is well qualified to fill. Would you:
- A. Recommend the job as a good one to apply for?
- B. Recommend the job but caution your friend about the shortcomings of the job?
- C. Tell your friend about the vacancy but not anything else, then let him/her decide whether to apply or not?
- D. Tell your friend about the vacancy but suggest that he/she look for other vacancies elsewhere before applying?
- E. Discourage your friend from applying by telling the bad things about the job? What would cause you to consider leaving your job? \_\_\_\_\_
10. On the line below, place a check mark to show how well satisfied you are with this job. You may place your mark anywhere on the line.

----- / A / ----- / B / ----- / C / ----- / D / ----- / E / -----

completely            more dissatisfied            about half            more satisfied            completely

dissatisfied            than satisfied            and half            than dissatisfied            satisfied

JOB INVOLVEMENT

Please respond to each question and enter to the left of the statement the letter which best reflects your feelings.

A	B	C	D	E
strongly agree	agree	disagree	strongly disagree	not applicable

- \_\_\_\_\_ 1. You can measure a person pretty well by how good a job he/she does.  
 \_\_\_\_\_ 2. The major satisfaction in my life comes from my job.  
 \_\_\_\_\_ 3. For me, mornings at work really fly by.  
 \_\_\_\_\_ 4. I usually show up for work a little early, to get things ready.  
 \_\_\_\_\_ 5. Sometimes I lie awake at night thinking ahead to the next day's work.  
 \_\_\_\_\_ 6. I'm really a perfectionist about my work.  
 \_\_\_\_\_ 7. I feel depressed when I fail at something connected with my job.  
 \_\_\_\_\_ 8. I have other activities more important than my work.  
 \_\_\_\_\_ 9. I live, eat, and breath my job.  
 \_\_\_\_\_ 10. I would probably keep working even if I didn't need the money.  
 \_\_\_\_\_ 11. Quite often I feel like staying home from work instead of going in.  
 \_\_\_\_\_ 12. To me, my work is only a small part of who I am.  
 \_\_\_\_\_ 13. I am very much involved personally in my work.  
 \_\_\_\_\_ 14. I avoid taking on extra duties and responsibilities in my work.  
 \_\_\_\_\_ 15. I used to be more ambitious about my work than I am now.  
 \_\_\_\_\_ 16. Most things in life are more important than work.  
 \_\_\_\_\_ 17. I used to care more about my work, but now other things are more important to me.  
 \_\_\_\_\_ 18. Sometimes I'd like to kick myself for the mistakes I make in my work.

JOB-RELATED TENSION

Tell how frequently you feel bothered by each of the following items by responding according to the following scheme:

A	B	C	D	E
Never	Rarely	Sometimes	Rather Often	Nearly all the time

- \_\_\_\_\_ 1. Feeling that you have too little authority to carry out the responsibilities assigned to you.  
 \_\_\_\_\_ 2. Being unclear on just what the scope and responsibilities of your job are.  
 \_\_\_\_\_ 3. Not knowing what opportunities for advancement or promotion exist for you.  
 \_\_\_\_\_ 4. Thinking that you'll not be able to satisfy the conflicting demands of various people over you.  
 \_\_\_\_\_ 5. Feeling that you're not fully qualified to handle your job.  
 \_\_\_\_\_ 6. Not knowing what your superior thinks of you, how he/she evaluates your performance.  
 \_\_\_\_\_ 7. Not being able to get information needed to carry out your job.  
 \_\_\_\_\_ 8. Having to decide things that affect the lives of other individuals, people that you know--colleagues and/or students.  
 \_\_\_\_\_ 9. Feeling that you may not be liked and accepted by the people you work with.  
 \_\_\_\_\_ 10. Feeling you are unable to influence your immediate superior's decisions and actions in matters that affect you.  
 \_\_\_\_\_ 11. Not knowing just what the people you work with expect of you.  
 \_\_\_\_\_ 12. Thinking that the amount of work you have to do may interfere with how well it gets done.  
 \_\_\_\_\_ 13. Feeling that you have to do things on the job that are against your better judgement.  
 \_\_\_\_\_ 14. Feeling that your job tends to interfere with your family life.

4

- \_\_\_\_\_ 15. Feeling that your advancement on the job has not been what it should be or could be.
- \_\_\_\_\_ 16. Thinking that someone else may get the job above you, the one you are directly in line for.
- \_\_\_\_\_ 17. Feeling that you have too much responsibility and authority delegated to you by your superiors.

SELF-ACCEPTANCE

*Your response to each of the items below should reflect what you feel is true for yourself. Respond to each answer according to the following scheme:*

A	B	C	D	E
Not at all true of myself	Slightly true of myself	About half way true of myself	Mostly true of myself	True of myself

- \_\_\_\_\_ 1. I'd like it if I could find someone who would help me solve my personal problems.
- \_\_\_\_\_ 2. I don't question my worth as a person, even if I think others do.
- \_\_\_\_\_ 3. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.
- \_\_\_\_\_ 4. If there is any criticism (or anyone says anything) about me, I just can't take it.
- \_\_\_\_\_ 5. I regard most of the feelings and impulses I have toward people as being quite natural and acceptable.
- \_\_\_\_\_ 6. Something inside me just won't let me be satisfied with any job I've done-- if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.
- \_\_\_\_\_ 7. I'd like to have the feeling of security that comes with knowing I'm not too different from others.
- \_\_\_\_\_ 8. I'm afraid for people whom I like to find out what I'm really like, for fear they will be disappointed with me.
- \_\_\_\_\_ 9. I am frequently bothered by feelings of inferiority.
- \_\_\_\_\_ 10. Because of other people, I haven't been able to achieve as much as I should have.
- \_\_\_\_\_ 11. I am quite shy and self-conscious in social situations.
- \_\_\_\_\_ 12. In order to get along and be liked, I tend to be what people expect me to be rather than being myself.
- \_\_\_\_\_ 13. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation, and it makes me pretty sure of myself.
- \_\_\_\_\_ 14. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.
- \_\_\_\_\_ 15. I think I'm neurotic.
- \_\_\_\_\_ 16. I don't try to be friendly with people because I think they won't like me.
- \_\_\_\_\_ 17. I feel that I'm a person of worth, on an equal plane with others.
- \_\_\_\_\_ 18. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.
- \_\_\_\_\_ 19. I only half-believe in myself.
- \_\_\_\_\_ 20. I think I have certain abilities and other people say so too, but I wonder if I'm giving them an importance beyond what they deserve.
- \_\_\_\_\_ 21. I feel confident that I can do something about the problems that may arise in the future.
- \_\_\_\_\_ 22. I put on a show to impress people. I know I'm not the person I pretend to be.
- \_\_\_\_\_ 23. I do not worry or condemn myself if other people pass judgement against me.
- \_\_\_\_\_ 24. When I'm in a group I usually don't say much for fear of saying the wrong thing.



- \_\_\_\_\_ 25. I have a tendency to sidestep my problems.
- \_\_\_\_\_ 26. Even when people think well of me, I feel guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.
- \_\_\_\_\_ 27. I feel that people are apt to react differently to me than they would to other people.
- \_\_\_\_\_ 28. When I have to address a group, I get self-conscious and have difficulty saying things well.
- \_\_\_\_\_ 29. If I didn't always have such hard luck, I'd accomplish much more than I have.

DEMOGRAPHIC INFORMATION

- \_\_\_\_\_ 1. Sex: (a) female (b) male
- \_\_\_\_\_ 2. Age: (a) 25-35; (b) 36-45; (c) 46-55; (d) over 55
- \_\_\_\_\_ 3. Highest Degree Earned: (a) Ph.D.; (b) Ed.D.; (c) Master  
(d) Bachelor; (e) Other (specify) \_\_\_\_\_
- \_\_\_\_\_ 4. Position Now Held: (a) Vice President or its equivalent; (b) Dean;  
(c) Director or Department Head
- \_\_\_\_\_ 5. Years in Position: (a) 2-5; (b) 6-10; (c) 11-15; (d) 16-20;  
(e) Over 20
- \_\_\_\_\_ 6. If you wish to receive a summary of the results of this study, please indicate by providing your name and address below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your participation. Please return the completed questionnaire in the enclosed stamped, self-addressed envelope to:

Mercedier C. Cunningham  
 Department of Administration &  
 Higher Education  
 Room 309 Gundersen Hall  
 Oklahoma State University  
 Stillwater, Oklahoma 74074

## SELF-ACCEPTANCE SCALE

## COMPLETE SCALE

(The asterisked items measure self-acceptance; the others measure acceptance of others.)

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet according to the following scheme:

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

Remember, the best answer is the one which applies to you.

- \*1. I'd like it if I could find someone who would tell me how to solve my personal problems.
- \*2. I don't question my worth as a person, even if I think others do.
- 3. I can be comfortable with all varieties of people--from the highest to the lowest.
- 4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.
- 5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.
- \*6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.
- \*7. If there is any criticism or anyone says anything about me, I just can't take it.
- \*8. I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing.
- \*9. I realize that I'm not living very effectively but I just don't believe I've got it in me to use my energies in better ways.

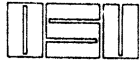
10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.
- \*11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.
- \*12. Something inside me just won't let me be satisfied with any job I've done--if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.
- \*13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.
- \*14. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.
- \*15. I am frequently bothered by feelings of inferiority.
- \*16. Because of other people, I haven't been able to achieve as much as I should have.
- \*17. I am quite shy and self-conscious in social situations.
- \*18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.
19. I usually ignore the feelings of others when I'm accomplishing some important end.
- \*20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.
21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.
22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.
23. I see no objection to stepping on others people's toes a little if it'll help get me what I want in life.
- \*24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.
25. I try to get people to do what I want them to do, in one way or another.

26. I often tell people what they should do when they're having trouble in making a decision.
27. I enjoy myself most when I'm alone, away from other people.
- \*28. I think I'm neurotic or something.
29. I feel neither above nor below the people I meet.
30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.
- \*31. Very often I don't try to be friendly with people because I think they won't like me.
32. There are very few times when I compliment people for their talents or jobs they've done.
33. I enjoy doing little favors for people even if I don't know them well.
- \*34. I feel that I'm a person of worth, on an equal plane with others.
- \*35. I can't avoid feeling guilty about the way I feel toward certain people in my life.
36. I prefer to be alone rather than have close friendships with any of the people around me.
- \*37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason they should dislike me.
- \*38. I sort of only half-believe in myself.
39. I seldom worry about other people. I'm really pretty self-centered.
- \*40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.
- \*41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.
- \*42. I feel confident that I can do something about the problems that may arise in the future.

43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.
44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.
- \*45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.
46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.
47. I can't help feeling superior (or inferior) to most of the people I know.
- \*48. I do not worry or condemn myself if other people pass judgment against me.
49. I don't hesitate to urge people to live by the same high set of values which I have for myself.
50. I can be friendly with people who do things which I consider wrong.
- \*51. I don't feel very normal, but I want to feel normal.
- \*52. When I'm in a group I usually don't say much for fear of saying the wrong thing.
- \*53. I have a tendency to sidestep my problems.
54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.
55. I'm easily irritated by people who argue with me.
56. When I'm dealing with younger persons I expect them to do what I tell them.
57. I don't see much point to doing things for others unless they can do you some good later on.
- \*58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.
- \*59. I feel that I'm on the same level as other people and that helps to establish good relations with them.

60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.
- \*61. I feel that people are apt to react differently to me than they would normally react to other people.
- \*62. I live too much by other peoples' standards.
- \*63. When I have to address a group, I get self-conscious and have difficulty saying things well.
- \*64. If I didn't always have such hard luck, I'd accomplish much more than I have.

APPENDIX B  
COVER LETTERS



## Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
GUNDERSEN HALL  
(405) 372-6211, EXT. 6245

We are conducting a national study of factors which appear to effect administrators of state-supported institutions of higher learning which enroll not more than 15,000 students. Specifically, this step in the research requires us to investigate administrators' attitudes toward their jobs, and we hope you will complete the enclosed questionnaire.

Even though some of your colleagues are being invited to participate, we are asking you not to consult with them in filling out the form. Although the form appears lengthy, it will take only a few minutes of your time to complete. Your perceptions are essential for the next stage of research.

Your responses, of course, will be confidential, and neither you nor your institution will be identified when the results are reported. Your anonymity will be respected. If you wish a summary of the results of the study, check the appropriate box at the end of the questionnaire. We have enclosed an addressed stamped envelope for your completed questionnaire.

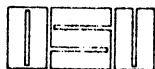
Your contribution is deeply appreciated.

Mercedier Cunningham  
Research Associate

Thomas A. Karman  
Department Head

MC/TAK/klg





*Oklahoma State University*

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
GUNDERSEN HALL

November 21, 1977

Dear Colleague:

A few weeks ago a questionnaire was mailed to you in conjunction with a national study of factors which appear to effect administrators of state supported institutions of higher learning which enroll not more than 15,000 students. Your responses to the questionnaire are needed to assist us in investigating administrators' attitude toward their jobs.

Although forty-eight percent of the administrators have completed the questionnaire, your participation is very important. Will you please complete and return the questionnaire by December 14, 1977? If your copy of the completed instrument is in the mail, please disregard this letter. Thank you for your participation.

Sincerely,

Mercedier C. Cunningham  
Research Associate

MCC:k1g

APPENDIX C

RELIABILITY AND VALIDITY METHODS  
FOR EACH SUBSCALE

RELIABILITY AND VALIDITY FOR JOB  
SATISFACTION SUBSCALE

The test-retest method (for the determination of reliability) was used with a pre-test sample of 53 male juniors and male seniors enrolled at Ohio State University in sociology classes for electrical and mechanical engineers. All had full-time jobs in industrial concerns. These students were asked to indicate their feelings about the job they had held by checking items on the scale in the appropriate manner. Six weeks later the same group was asked to indicate, again, their feelings about the items on the questionnaire.

Satisfaction scores on the criterion scale in its first application to the pre-test group ranged from 15 to 48 with a mean score of 35.05. Scores from the second application ranged from 17 to 49 with a mean of 35.00. The Pearsonian coefficient of correlation between test and retest scores was .94 with a standard error of .03.

The split-half test of reliability was also used with data obtained from 213 ex-employees and 100 employees of an animal registration association because the organization had shown a high degree of turnover. Job satisfaction scores for ex-employees ranged from 14 to 50 with a mean score of

34.31. This mean score was not significantly different from the college students. The critical ratio between these two groups was .51. A Split-half correlation for the ex-employee group was .82. When corrected by the Spearman-Brown Formula the co-efficient was .90.

Satisfaction scores for the employee group ranged from 22-50 with a mean of 39.10. The Split-half Coefficient for this group was .81 with the corrected Spearman-Brown Formula yielded a coefficient of .90.

To test the validity of this scale a panel of judges were used who classified individuals of the ex-employee sample as satisfied or dissatisfied from data obtained from personnel records of the employing organization. In six out of ten cases judgments based on data external to the satisfaction scale showed high consistency with the scale ratings. The critical ratio in each case being at or above 2.0.

The Job Satisfaction Scale in light of the above findings was judged to be sufficiently reliable and valid for use as a criterion scale.<sup>1</sup>

<sup>1</sup>Robert P. Bullock, Social Factors Related to Job Satisfaction (Columbus, Ohio, 1952), pp. 59-60.

## RELIABILITY AND VALIDITY FOR JOB INVOLVEMENT

In constructing this scale, 110 items or statements potentially related to job involvement were collected from interviews, other researchers, existing questionnaires, or invented by Lodahl and Kejner. This number was reduced to 87 items after the initial elimination of the duplications. These 87 items were submitted to judges (i.e., 11 psychologists, 3 sociologists and 8 graduate students in Human Relations) after specific instructions had been given.

For each of the 87 items; the mean, medians, standard deviation, and 2 values were calculated. By utilizing these statistically techniques; 47 items were discarded. The 40 retaining items were cast into a four category Likert format of response (strongly agree, agree, disagree and strongly disagree). The items were then administered to 137 nursing personnel from a large general hospital. Total scores summed over the 40 items were obtained for each person. The data from the 40 items plus the total job-involvement score were intercorrelated and factor analyzed. These were then reduced to 20 items after considering the item - total correlation, the communicability of an item and the factorial clarity of the items. The 20 items were then administered to a group of engineers. The data from the engineers and

the nurses were intercorrelated and factor analyzed. For the nurses the loading of the total score on the first factor was .99, and for the engineers, .96. These loadings indicated the presence of a general job involvement factor over the 20 items.

Split-half reliability of the 20 item job involvement scale was computed by calculating Pearson product-moment correlation coefficients between halves of the scale, using off-even items as the split. The Split-half correlations were corrected by means of the Spearman-Brown formula. The reliability proved to be adequate but not extremely high.

The validity for the job involvement scale was evident in that it discriminated among groups (nurses, engineers and students (F value = 8.84,  $p < .01$ ) with students having a lower job involvement score). The scale correlated: with other well-understood variables as age, .26,  $p < .01$ ; with supervisory qualities .31,  $p < .05$ ; with the number of people contacted per day in the job .30,  $p < .01$ ; and with interdependence of the job .34,  $p < .01$ .

The Job Involvement Scale, in light of the above findings, was judged to be sufficiently reliable and valid.<sup>2</sup>

<sup>2</sup>Thomas M. Lodahl and Mathilde Kejner, "The Definition and Measurement of Job Involvement," Journal of Applied Psychology, Vol 49, No. 1 (1969), pp. 24-33.

RELIABILITY AND VALIDITY FOR JOB-  
RELATED TENSION SUBSCALE

The reliability of the Job-Related Tension Index was based upon the findings from two related projects; an intensive survey of 53 selected individuals in six industrial locations; and a national survey of 725 persons representing that portion of the labor force of the United States employed during the spring of 1961.

Information on role expectations for the focal persons was obtained from members of the role set (i.e., role senders), with the focal person identifying his major role senders. The focal persons discussed their concepts of their jobs and their feelings towards their jobs, which constituted the second of two focal interviews. The focal persons interviews were then complimented by the role senders' own account of their expectations for and behavior toward the focal person. These interviews from each of the 53 individuals in the intensive series of case studies yielded a comprehensive description of the work environment and provided data to construct the Job-Related Tension Index.

To establish reliability for this Index, an intercorrelation analysis of the items was performed, that is, all items were correlated with each other. For the national

survey (represented all adults over 18 years old who lived in private households) only two inter-item correlations were negative and less than ten were positive but not significant at the .05 level. The average inter-item correlation was in the middle .20's. The inter-item correlation for the intensive sample was similar to the national survey.

The National sample utilized an open-ended question to elicit information about the number, content and intensity of job-related worries. These were found to be closely related to the tension index. The Job-Related Tension Index in light of the above findings was judged to be sufficiently reliable and valid.<sup>3</sup>

<sup>3</sup>R. Kahn et al., Organizational Stress: Studies in Role Conflict and Ambiguity (New York, 1964).



## RELIABILITY AND VALIDITY OF SELF-ACCEPTANCE

The preliminary self-acceptance scale consisted of 47 statements and the acceptance of other consisted of 40 statements. Items from both scales were mixed to form one scale. The final selection of items was made on the basis of appropriateness of the items to the definitions of self-acceptance and acceptance of others. Thus thirty six items were selected for the self-acceptance scale.

Scores for any item ranged from one to five. If a response "true of myself" indicated high acceptance of self or others, than that response received 5. When the response "true of myself" indicated low acceptance, that response received one. An individual's score on a scale was his total score for all items on that scale.

Matched-half reliabilities were computed for seven groups. The Spearman-Brown Formula was then used to estimate whole test reliability. These estimates of whole-test reliability were .894 or greater for self-acceptance.

One validity of the scale consisted in having one group of subjects (N=20) write freely about their attitudes toward self. Judges then rated each paragraph. The mean rating for each individual was correlated with scores on the corresponding scale. The Pearson product-moment correlation

between scores and ratings was .897 for self-acceptance (significantly greater than zero).

Another approach to validity involved comparison between different groups. The small group of speech problem cases and the three counselees scored very low on self-acceptance when compared with college students of the same age, sex, and race.

The Self-Acceptance Scale in light of the above findings was judged to be sufficiently reliable and valid.<sup>4</sup>

<sup>4</sup>Emanuel M. Berger, "The Relation Between Expressed Acceptance of Self and Expressed Acceptance of Others," Journal of Abnormal and Social Psychology, University of Minnesota (1952), pp. 778-781.

APPENDIX D

ADDITIONAL DATA AND  
WRITTEN RESPONSES

TABLE XXXIII  
STATES REPRESENTED IN POPULATION

Total States in the United States	Number States in Study	Percent of States in Study
50	48*	95%
<u>States Represented in Population</u>		
Alabama	Maine	Ohio
Alaska	Maryland	Oklahoma
Arizona	Massachusetts	Oregon
Arkansas	Michigan	Pennsylvania
California	Minnesota	Rhode Island
Colorado	Mississippi	South Carolina
Connecticut	Missouri	South Dakota
Florida	Montana	Tennessee
Georgia	Nebraska	Texas
Idaho	Nevada	Utah
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Iowa	New Mexico	Washington
Kansas	New York	West Virginia
Kentucky	North Carolina	Wisconsin
Louisiana	North Dakota	Wyoming
<u>States Not Represented in Population</u>		
Delaware	Hawaii	

\*District of Columbia was not represented in population.

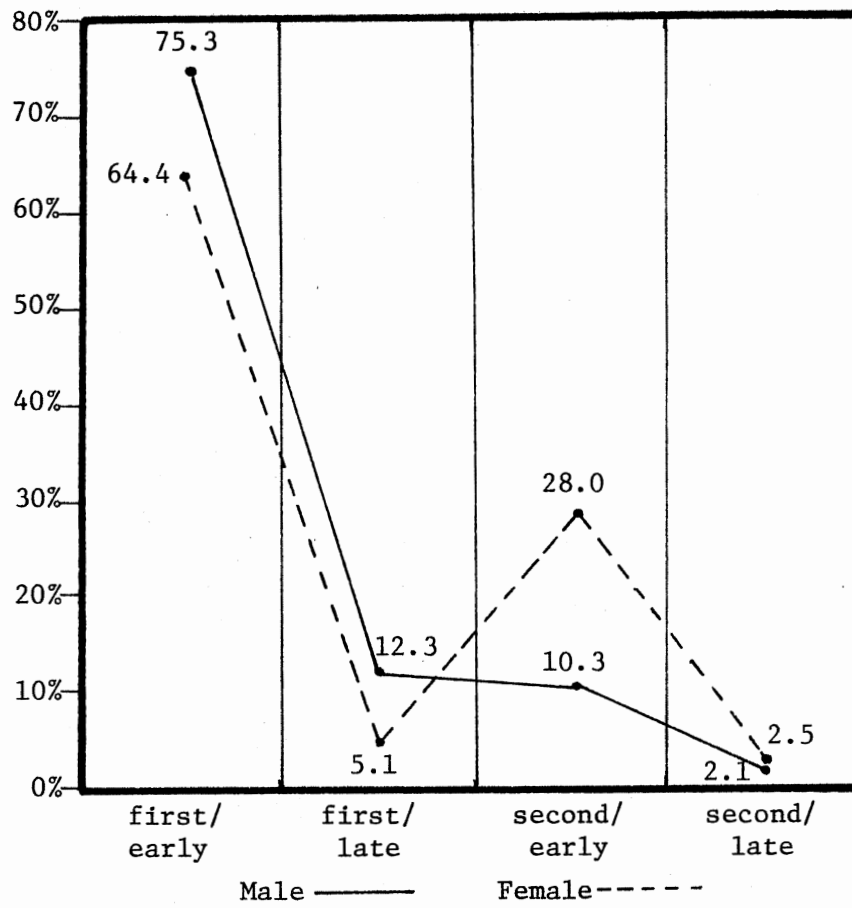


Figure 5. Response Rate by Sex

TABLE XXXIV

THE NUMBER AND PERCENTAGE OF MEN AND WOMEN RESPONDING TO THE VARIOUS ITEMS IN SUBSCALE JOB SATISFACTION

		W O M E N (1)					M E N (2)				
1. Which best describes how good a job you have?	N	Excellent	Good	Average	Not Average	Poor	Excellent	Good	Average	Not Average	Poor
	%	63	43	8		1	84	52	5	2	
		54.8	37.4	7		.9 3*	58.7	36.4	3.5	1.4	3*
2. Which best describes your feelings about your job?	N	Very Satisfied	Fairly Satisfied	N/A	Fairly Dissatisfied	Very Dissatisfied	Very Satisfied	Fairly Satisfied	N/A	Fairly Dissatisfied	Very Dissatisfied
	%	49	57	3	5		67	68	3	6	
		43	50	2.6	4.4	4*	46.5	47.2	2.1	4.2	2*
3. How much time are you satisfied with your job?	N	Most Times	Good Deal of Time	Half of Time	Occasionally	Seldom	Most Times	Good Deal of Time	Half of Time	Occasionally	Seldom
	%	72	24	15	4		92	39	9	3	
		62.6	20.9	13	3.5	3*	64.3	27.3	6.3	2.1	3*
4. Which best describes the organization you are working for?	N	Excellent	Good	Average	Below Average	Poor	Excellent	Good	Average	Below Average	Poor
	%	31	63	16	4		55	58	17	4	
		27.2	55.3	14.0	3.5	4*	38.2	47.2	11.8	2.8	2*
5. Which best reflects your feelings compared with other people about job?	N	Dislike Job Much More	Dislike Job More	Like Job About Same	Like Job Better	Like Job Much More	Dislike Job Much More	Dislike Job More	Like Job About Same	Like Job Better	Like Job Much More
	%		2	28	61	23			34	78	32
			1.8	24.6	53.5	20.2 4*		23.6	54.2	22.2	2*
6. Which best describes your feelings about your work?	N	Very Unpleasant	Not Pleasant	About Average	Pleasant	Very Enjoyable	Very Unpleasant	Not Pleasant	About Average	Pleasant	Very Enjoyable
	%		3	15	55	41	1	2	14	77	49
			2.6	13.2	48.2	36 4*	0.7	1.4	9.8	53.8	34.3 3*
7. Which best describes the conditions which affect your work?	N	Very Bad	Poor	Average	Better Than Average	Very Good	Very Bad	Poor	Average	Better Than Average	Very Good
	%	3	6	19	55	32		10	19	76	39
		2.6	5.2	16.2	47.8	27.8 3*		6.9	13.2	52.8	27.1 2*

TABLE XXXIV (Continued)

		W O M E N (1)					M E N (2)						
8. Which best reflects your feelings about changing jobs?		Quit if Something Else	Almost Any Job	Change if More Money	Not Eager to Change	Do not Want to Change	Quit if Something Else	Almost Any Job	Change if More Money	Not Eager to Change	Do not Want to Change		
N		3	2	20	38	42	1	4	17	70	43		
%		2.9	1.9	19.9	36.2	40	13*	1			11*		
9. If a vacancy existed in your organization and your friend is looking for job would you:		Recommend Job	Recommend Job But Caution	Tell About Vacancy	Look for Vacancy Elsewhere	Discourage	Recommend Job	Recommend Job But Caution	Tell About Vacancy	Look for Vacancy Elsewhere	Discourage		
N		46	53	16			70	48	22	3			
%		40	46.1	31.9		3*	49	33.6	15.4	2.1	3*		
10. How well satisfied are you with your job?		Completely Dissatisfied	More Dissatisfied	Half & Half	More Satisfied	Completely Satisfied	Completely Dissatisfied	More Dissatisfied	Half & Half	More Satisfied	Completely Satisfied		
N		1	4	10	34	65	8	5	5	40	85		
%		.9	3.5	8.8	29.8	57.0	4*	5.6	3.5	3.5	29	59.4	3*

\* No Response

TABLE XXXV

## THE NUMBER AND PERCENTAGE OF MEN AND WOMEN RESPONDING TO THE VARIOUS ITEMS IN SUBSCALE JOB INVOLVEMENT

		W O M E N (1)					M E N (2)					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	
1. You can measure one by job he/she does.	N %	21 18.4	65 57	16 14	2 1.8	10 8.8 4*	25 17.6	93 65.5	15 10.6	1 .7	8 5.7	4*
2. Major satisfaction comes from my job.	N %	10 8.7	37 23.2	58 50.4	5 4.3	5 4.3 3*	5 3.5	59 41.3	70 49	6 4.2	3 2.1	3*
3. Mornings at work fly by.	N %	40 34.8	63 54.8	9 7.8	1 .9	2 1.7 3*	54 37.8	79 55.2	8 5.7	1 .7	1 .7	3*
4. I show up early to get things ready.	N %	18 15.7	26 22.6	50 43.5	16 13.9	5 4.3 3*	30 21	50 49.7	52 36.4	6 4.2	5 3.5	3*
5. I lie awake nights thinking ahead.	N %	18 15.7	64 55.7	25 21.7	8 .7	3*	14 9.8	71 49.7	42 29.4	15 10.5	1 .7	3*
6. I'm really a perfectionist.	N %	18 12.6	62 53.9	31 27	4 3.5	3*	18 12.6	62 43.4	56 39.2	6 4.2	1 .7	3*
7. I'm depressed when I fail at something.	N %	17 14.8	66 57.4	30 26.1	1 .9	1 .9 3*	15 10.5	75 52.4	46 32.2	6 4.2	1 .7	3*
8. I have other activities more important than my work.	N %	9 7.8	47 40.9	39 33.9	11 9.6	9 7.8 3*	14 9.8	46 32.2	69 48.8	9 6.3	5 3.5	3*
9. I live, eat, and breathe my job.	N %	1 .9	13 11.3	69 60	31 27	1 .9 3*	1 .7	6 4.2	88 61.5	44 30.8	4 2.6	3*
10. I would keep working if I didn't need the money.	N %	33 28.7	58 50.4	16 13.9	7 6.1	1 .9 3*	15 10.5	77 53.8	37 25.9	12 8.4	2 1.4	3*
11. Quite often I feel like staying home.	N %	2 1.7	14 12.2	63 54.8	35 30.4	1 .9 3*		11 7.7	81 56.6	50 35	1 .7	3*
12. My work is only a small part of what I am.	N %	8 7	43 37.4	49 42.6	13 11.3	2 1.7 3*	20 14.1	48 33.8	57 40.1	15 10.6	2 1.4	4*
13. I am very much involved in my work.	N %	34 29.6	72 62.6	9 7.8		3*	38 26.6	90 62.9	12 8.4	2 1.4	1 .7	3*
14. I avoid taking on extra duties and responsibilities.	N %	1 .9	3 2.6	61 53	50 43.5	3*	4 2.8	6 4.2	73 51	60 42		3*



TABLE XXXV (Continued)

		W O M E N (1)					M E N (2)						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable		
15.	I used to be more ambitious about my work.	N 8	29	49	29		5	43	64	29	2		
		% 7	25.2	42.6	25.2	3*	3.5	30.1	44.8	20.3	1.4	3*	
16.	Most things are more important than work.	N	12	82	17	2	3	13	103	21	1		
		%	10.6	72.6	15	1.8	2.1	9.2	73.1	14.9	.7	5*	
17.	I used to care more about my work.	N 2	26	64	17	4	5	31	92	12	2		
		% 1.8	23	56.6	15	3.5	3.5	21.8	64.8	8.5	1.4	2*	
18.	Sometimes I'd like to kick myself for the mistakes.	N 7	46	46	12	4	8	52	64	14	5		
		% 6.1	40	40	10.4	3.5	5.6	36.4	44.8	9.8	3.5	3*	

\* No Response

TABLE XXXVI

THE NUMBER AND PERCENTAGE OF MEN AND WOMEN RESPONDING TO THE  
VARIOUS ITEMS IN SUBSCALE JOB-RELATED TENSION

		W O M E N (1)					M E N (2)				
		Never	Rarely	Some- times	Rather Often	Nearly All the Time	Never	Rarely	Some- times	Rather Often	Nearly All the Time
1.	Feeling you have too little authority.	N 10 % 8.7	58 50.4	33 28.7	13 11.3	1 .9 3*	17 11.9	67 46.9	50 35	8 5.6	1 .7 3*
2.	Being unclear on what the scope and responsibilities are.	N 17 % 14.9	60 52.6	28 24.6	8 7	1 .9 4*	27 18.9	83 58	25 17.5	8 5.6	3*
3.	Not knowing what opportunities for advancement or promotion exist.	N 28 % 24.6	52 45.6	21 18.4	7 6.1	6 5.3 4*	44 30.8	58 40.6	31 21.7	8 5.6	2 1.4 3*
4.	Thinking that you'll not be able to satisfy the conflicting demands.	N 15 % 13.2	60 52.6	32 28.1	6 5.3	1 .9 4*	18 12.7	72 50.7	47 33.1	5 3.5	4*
5.	Feeling that you're not fully qualified.	N 43 % 37.4	53 46.1	19 16.5		3*	60 42	66 46.2	16 11.2	1 .7	3*
6.	Not knowing what your superior thinks of you.	N 25 % 21.7	49 42.6	31 27	5 4.3	5 4.3 3*	31 21.7	80 55.9	22 15.4	8 5.6	2 1.4 3*
7.	Not being able to get information needed to carry out your job.	N 10 % 8.7	53 46.1	41 35.7	9 7.8	2 1.7 3*	18 12.6	63 44.1	52 36.4	9 6.3	1 .7 3*
8.	Having to decide things that affect the lives of other individuals.	N 7 % 6.1	38 33.3	48 42.1	13 11.4	8 7 3*	10 7	45 31.5	48 33.6	29 20.3	11 7.7 3*
9.	Feeling that you may not be liked and accepted.	N 12 % 10.4	76 66.1	24 20.9	2 1.7	1 .9 3*	20 14	80 55.9	43 30.1		3*
10.	Feeling you are unable to influence your immediate superior's decisions.	N 8 % 7	58 50.4	33 29.7	12 10.4	4 3.5 3*	17 11.2	79 55.3	39 27.3	6 4.2	2 1.4 3*
11.	Not knowing just what the people you work with expect.	N 13 % 11.3	70 60.9	27 23.5	3 2.6	2 1.7 3*	25 17.5	87 60.8	29 20.3	2 1.7	3*
12.	The amount of work you have to do may interfere.	N 6 % 5.2	24 20.9	44 38.3	38 33	3 2.6 3*	6 4.2	50 35.2	63 44.4	20 14.1	3 2.1 4*
13.	You have to do things on the job that are against your better judgment.	N 15 % 13	73 63.5	23 20	4 3.5	3*	23 16.1	80 55.9	36 25.2	2 1.4	2 1.4 3*

TABLE XXXVI (Continued)

		W O M E N (1)					M E N (2)					
		Never	Rarely	Some- times	Rather Often	Nearly All the Time	Never	Rarely	Some- times	Rather Often	Nearly All the Time	
14.	Your job tends to interfere with your family life.	N 18 15.7	43 37.4	45 39.1	9 7.8	3*	19 13.4	48 33.8	53 37.3	20 14.1	2 1.4	4*
15.	Your advancement on the job has not been what it should be.	N 27 23.7	47 41.2	26 22.8	8 7	6 5.3	41 28.9	68 47.9	24 16.9	7 4.9	7 4.9	4*
16.	Thinking someone else may get the job above you, the one you are directly in line for.	N 52 47.3	34 30.9	12 10.9	8 7.3	4 3.6	73 51.4	53 37.3	11 7.7	4 2.8	1 .7	4*
17.	You have too much responsibil- ity and authority delegated to you.	N 45 39.5	64 56.1	3 2.6	2 1.8	4*	67 47.2	60 42.3	14 9.9	1 .7		4*

\* No Response

TABLE XXXVII

THE NUMBER AND PERCENTAGE OF MEN AND WOMEN RESPONDING TO THE  
VARIOUS ITEMS IN SUBSCALE SELF-ACCEPTANCE

		W O M E N (1)					M E N (2)					
		Not True of Self	Slightly True of Self	Half True of Self	Mostly True	True	Not True of Self	Slightly True of Self	Half True of Self	Mostly True	True	
1. I'd like it if I could find someone who would help me solve my personal problems.	N %	66 57.9	34 29.8	9 7.9	4 3.5	1 .9	89 61.4	48 33.1	5 3.4	2 1.4	1 .7	1*
2. I don't question my worth as a person.	N %	28 24.1	21 18.1	12 10.3	28 24.1	27 23.3	32 22.1	19 13.1	9 6.2	43 29.7	42 29	1*
3. When people say nice things about me, I find it difficult to believe they really mean it.	N %	66 56.9	43 37.1	5 4.3	2 1.7	2*	98 67.6	37 25.5	8 5.5	1 .7	1 .7	1*
4. If there is any criticism about me, I just can't take it.	N %	51 44	51 44	12 10.3	1 .9	1 .9	59 40.7	73 50.3	12 8.3	1 .7		1*
5. I regard most of the feelings and impulses I have toward people as being quite natural.	N %	3 2.6	6 5.2	2 1.7	44 37.9	61 52.6	4 2.8	9 6.3	5 3.5	54 37.8	71 49.7	3*
6. Something inside me won't let me be satisfied with any job I've done.	N %	89 77.4	18 15.6	4 3.5	4 3.5	3*	113 79	21 14.7	6 4.2	1 .7	2 1.4	3*
7. I'd like to have the feeling of security.	N %	55 49.1	38 33.9	8 7.1	5 4.5	6 5.4	62 42.8	41 28.3	11 7.6	19 13.1	12 8.3	1*
8. I'm afraid for people to find out what I'm really like.	N %	80 69	30 25.9	4 3.4	1 .9	1 .9	111 76.6	29 20	4 2.8	1 .7		1*
9. I am frequently bothered by feelings of inferiority.	N %	60 51.7	48 41.4	8 6.9		2*	82 56.6	56 38.6	5 3.4	2 1.4		1*
10. Because of other people I haven't been able to achieve as much as I should have.	N %	84 72.4	24 20.7	4 3.4	3 2.6	1 .9	121 84	19 13.2	2 1.4	1 .7	1 .7	2*
11. I am quite shy and self-conscious in social situations.	N %	54 47	39 33.9	18 15.6	3 2.6	1 .9	66 45.5	56 38.6	20 13.8	3 2.1		1*
12. I tend to be what people expect me to be rather than being myself.	N %	62 53.4	48 41.4	6 5.2		2*	79 54.5	59 40.7	6 4.1	1 .7		1*
13. I seem to have a real inner strength in handling things.	N %	7 6.03	7 6.03	5 4.3	55 47.4	42 36.2	6 4.1	14 9.7	12 8.3	73 50.3	40 27.6	1*

TABLE XXXVII (Continued)

		W O M E N (1)					M E N (2)						
		Not True of Self	Slightly True of Self	Half True of Self	Mostly True	True	Not True of Self	Slightly True of Self	Half True of Self	Mostly True	True		
14.	I feel self-conscious when I'm with people who have a superior position to mine.	N 66 % 56.9	42 36.2	3 2.6	3 2.6	2 1.7 2*	67 46.2	61 42.1	11 7.6	4 2.8	2 1.4	2* 1*	
15.	I think I'm neurotic.	N 86 % 75.4	22 19.3	4 3.5	1 .9	1 .9 4*	124 85.5	18 12.4	1 .7	2 1.4		1*	
16.	I don't try to be friendly with people because I think they won't like me.	N 100 % 86.9	11 9.6	1 .9	1 .9	2 1.7 3*	129 89	12 8.3	2 1.4	2 1.4		1*	
17.	I feel I'm a person of worth, on an equal plane with others.	N 5 % 4.3	1 .9	1 .9	33 28.4	76 65.5 2*	7 4.9	1 .7	2 1.4	37 25.7	97 67.4	2* 2*	
18.	I'm not afraid of meeting people.	N 3 % 2.6	4 3.5	4 3.5	40 34.8	64 55.7	7 4.8	4 2.8	4 2.8	42 29	88 60.7	1* 1*	
19.	I only half-believe in myself.	N 88 % 75.9	23 19.8	3 2.6	1 .9	1 .9 2*	122 84.7	17 11.8	1 .7	2 1.4	2 1.4	2* 2*	
20.	I think I have certain abilities and other people say so too.	N 53 % 48.2	40 36.4	9 8.2	5 4.5	3 2.7 8*	59 41.3	57 39.9	16 11.2	9 6.3	2 1.4	3* 3*	
21.	I feel confident that I can do something about the problems that may . . .	N 1 % .9	7 6.1	5 4.4	39 34.2	62 54.4 4*	6 4.1	9 6.2	3 2.1	50 34.5	77 53.1	1* 1*	
22.	I put on a show to impress people. I know I'm not the person I pretend to be.	N 97 % 83.6	17 14.7	2 1.7			110 75.9	27 19.6	3 2.1	1 .7	4 2.8	1* 1*	
23.	I do not worry or condemn myself if other people pass judgment against me.	N 9 % 7.9	29 25.4	23 20.2	37 32.5	16 14 4*	10 6.9	42 29	22 15.2	49 33.8	22 15.2	1* 1*	
24.	When I'm in a group I usually don't say much for fear of saying the wrong thing.	N 76 % 66.7	31 27.2	7 6.1			86 59.3	53 36.6	4 2.8	1 .7	1 .7	1* 1*	
25.	I have a tendency to sidestep my problems.	N 67 % 58.3	46 40	1 .9	1 .9		86 59.3	50 34.5	7 4.8	2 1.4		1* 1*	
26.	Even when people think well of me, I feel guilty . . .	N 99 % 86.8	12 10.5	2 1.8		1 .9 3*	123 84.8	19 13.1	1 .7	2 1.4		1* 1*	
27.	I feel people are apt to react differently to me than others.	N 74 % 64.9	29 25.4	6 5.3	2 1.8	3 2.6 4*	96 67.1	34 23.8	4 2.8	4 2.8	5 3.5	3* 3*	

TABLE XXXVII (Continued)

		W O M E N (1)					M E N (2)				
		Not True of Self	Slightly True of Self	Half True of Self	Mostly True	True	Not True of Self	Slightly True of Self	Half True of Self	Mostly True	True
28.	When I have to address a group, I get self-conscious and be- have differently.	N 42	57	10	3	2	71	58	14	1	1
		% 36.8	50	8.8	2.6	1.8 4*	49	40	9.7	.7	.7 1*
29.	If I didn't always have such hard luck, much more than I have.	N 103	10	2			133	12			
		% 89.6	8.7	1.7		3*	91.7	8.3			1*

\* No Response

## Written Comments from Participants

## I. Female Written Responses

## A. Job Satisfaction

1. Item number 8 on the job satisfaction subscale of the survey instrument (See Appendix A)
  - a. "none of the above choices are appropriate for me because a change in job would not necessarily be tied to money."
  - b. "I am not eager to change jobs but would do so if an even more interesting opportunity presented itself."
  - c. "Money is not involved."
  - d. "If I were to change jobs it would not be for more money, but for less stress! Money is not the only motivator in job changes."
2. Responses written at the end of the job satisfaction subscale -
  - a. "My only dissatisfaction arises from the administrative network. I have little respect for many of my colleagues."
  - b. "I enjoy student personnel work, but I do not like this particular job because of the organization."
  - c. "I do not need to work for money, but would quit to work where I might have greater impact."
  - d. "The ability to have impact in a meaningful way is very important to my job satisfaction."

## B. Job Involvement

1. Written responses at the end of job involvement subscale. (See Appendix A)
  - a. "The statements are too simplistic to provide the opportunity for me to describe my personal involvement."

### C. Job-Related Tension

1. Written response at the end of job-related tension subscale. (See Appendix A for Questionnaire)
  - a. "I would resent you drawing simple conclusions about my responses. While the major satisfaction in my life comes from my job, the job is in addition the primary social opportunity to learn and appreciate people, to help others, and to gratify a variety of other psychological needs."
  - b. "Frustrations on my job are caused by lack of staff and space."

### D. Self-Acceptance

1. Item number 7 - (See Appendix A)
  - a. "Most people would read this as — are you a conformist?"
2. Item number 23 (See Appendix A, Survey Questionnaire)
  - a. "I assess the situation; if there is a reason to affect a change. If not, then I do not worry."
3. Responses written at the end of questionnaire.
  - a. "I found many of your choices difficult to respond to accurately."
  - b. "Congratulations on a good questionnaire."

## II. Male Written Responses

### A. Job Satisfaction

1. Item number 8 (See Appendix A for questionnaire)
  - a. "I do not want to change, but would if something very very challenging came along."
  - b. "A very inconsistent question. A mixing of many factors."
  - c. "If I were to consider a job change it would have to be the same work as I now do."



- d. "All jobs at times have their flaws. Mostly, the flaws are bureaucratic. But even this is a challenge particularly in Student Affairs."
- e. "Money is not a key factor - personal and professional development is."

B. Self-Acceptance

- 1. Item number 20 (See Appendix A)
  - a. "A poor question. The answer to first half can be different from answer to second half of question. In second part does "them" refer to abilities or other people?"
- 2. Item number 21 -
  - a. "I feel this question is ambiguous."
  - b. "Very poor set! Does not deal with self-Acceptance."

VITA *2*

Mercedier C. Cunningham

Candidate for the Degree of

Doctor of Education

Thesis: A NATIONAL STUDY OF THE PERCEPTIONS OF MALE AND FEMALE HIGHER EDUCATION STUDENT PERSONNEL ADMINISTRATORS: JOB SATISFACTION, JOB INVOLVEMENT, JOB-RELATED TENSION, AND SELF-ESTEEM

Major Field: Higher Education

Biographical:

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Education: Graduated from Lincoln High School, Forrest City, Arkansas, in 1958; received the Bachelor of Arts degree in Psychology from Philander Smith College, Little Rock, Arkansas, August, 1962; received the Master of Education degree from the University of Arkansas at Fayetteville with a major in Counselor Education in January, 1969; and completed the requirements for the Doctor of Education degree at Oklahoma State University with a major in Higher Education, May, 1978.

Professional Experience: Appointed a junior high classroom teacher in the Eudora Special School District, Eudora, Arkansas, in August, 1965; appointed junior and senior high school counselor for the Eudora Special School District, 1966-72; Assistant Dean of Student Affairs at Oklahoma State University, Stillwater, Oklahoma, 1972-73; and appointed Assistant Director of Student Activities, Oklahoma State University, Stillwater, Oklahoma, 1973 to present.

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