The Relationship of Preferred Work Environment and Job Satisfaction of Community College Administrators

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THE RELATIONSHIP OF PREFERRED WORK ENVIRONMENT
AND JOB SATISFACTION OF COMMUNITY
COLLEGE ADMINISTRATORS

by

Susan Dunn DuFord

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
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The purpose of this study was to explore the relationship of job satisfaction and preferred work environment of community college administrators. Administrators from four southeast lower Michigan community colleges were the population (N = 50). The administrators in expanding areas (N = 29) were compared with those in contracting areas (N = 21). Members of each group completed a demographic questionnaire developed by the researcher as well as the Minnesota Satisfaction Questionnaire (Weiss et al., 1967) and the Work Environment Preference Schedule (Gordon, 1973). Survey instruments were mailed to each administrator and non-respondents were telephoned to determine reasons for noncompletion.

A direct relationship was found between job satisfaction and preferred work environment for administrators in expanding areas. Differences were not found between the contracting and expanding groups of administrators in terms of total job satisfaction or preferred work environment.
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THE RELATIONSHIP OF PREFERRED WORK ENVIRONMENT AND JOB SATISFACTION OF COMMUNITY COLLEGE ADMINISTRATORS

Western Michigan University

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ACKNOWLEDGMENTS

This dissertation is the result of encouragement and helpful suggestion from many sources. The significant others include my parents, Mary and Gerald Dunn, and the stability and humor of Ben Dudley and Joyce Kirkwood.

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Susan Dunn DuFord
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CHAPTER I

BACKGROUND AND STATEMENT OF THE PROBLEM

Background of the Problem

The "open" community college has given rise to a number of new institutions that follow an administrative mode that is bureaucratic. "All schools exhibit some bureaucratic tendencies" (Sergiovanni & Starratt, 1979, p.42). This does not imply that community colleges are replete with red tape and inefficiency. Rather, this refers to a hierarchically structured organization that categorizes the individuals within as having self-subordination, impersonalization, rule conformity, and traditionalism as personal characteristics (Gordon, 1973).

Less than a decade ago administrators enjoyed a time of abundance and these bureaucratic characteristics provided a framework for leadership and a stable work environment. That time was characterized by two particular assumptions: (a) that resources were virtually unlimited and (b) that problems were solvable. The mode of leadership which accompanied this time of abundance was called "additive." The mode was, and still is, characterized by the notion that adding resources would produce change or improve individual and institutional performance (Jentz & Wofford, 1979, p.13).

In the 1980's, "our schools and colleges are encountering one
of those periods of change from rapid expansion to slower contraction . . ." (Tyler, 1980, p.12). The current era of contraction appears to challenge the theory of change implicit in the additive mode and requires the emergence of new organizational tasks and administrative behaviors (Cohen & March, 1973; Jentz & Wofford, 1979; Yankelovich, 1981). Bureaucratic administration as the preferred work environment and leadership mode may be dysfunctional to the school, especially in contracting program areas (Sergiovanni & Starratt, 1979; Tyler, 1980).

Accompanying this shift in the mode of leadership and work environment are elements of personal and organizational risk. These changes may affect the level of job satisfaction experienced by community college administrators associated with contracting program areas.

Statement of the Problem

Maintaining administrative job satisfaction in a time of contracting resources and changing organizational environments is a concern facing community college administrations. The problem addressed in this study was to identify the amount of bureaucratic orientation individuals preferred in their work environment and if this affects job satisfaction. This could improve the ability to place administrators into positions which would enhance job satisfaction. Therefore, the purpose of this study was to provide evidence to support the proposition that when an individual is matched with a position in his/her preferred
work environment, job satisfaction will be enhanced.

This research was guided by the following questions:

1. Do community college administrators in expanding areas exhibit more/less job satisfaction than those in contracting program areas?

2. Is there a difference in preferred work environment of community college administrators in expanding versus contracting program areas?

3. What is the relationship between preferred work environment and job satisfaction of community college administrators working in an expanding area?

4. What is the relationship between preferred work environment and job satisfaction of community college administrators working in a contracting area?

Definitions of the terms in the research questions will now be discussed. A contracting area was viewed as a fiscal and humanistic problem related to the decline of staff, facilities, expectations and/or funding (Pogrow, 1980, p.147). An expanding area would involve increases in staff, facilities, expectations, and/or funding.

Preferred work environment was defined as the personality construct, "Bureaucratic orientation," . . . which "reflects a commitment to the set of attitudes, values, and behaviors that are characteristically fostered and rewarded by bureaucratic organizations" (Gordon, 1973, p.3). The individual personality characteristics that describe a bureaucratic orientation included
self-subordination, rule conformity, impersonalization, and traditionalism.

Job satisfaction is "a function of the correspondence between the individual's vocational needs and the reinforcement in the work environment" (Albright, 1972, p.1492). This was defined in terms of intrinsic (motivational) and extrinsic (working conditions) factors. These factors parallel the dichotomy presented in Herzberg's (1959) Motivation-Hygiene theory.

Job satisfaction and the Motivation-Hygiene theory are dependent on many variables. All of those variables were not addressed in this study. The focus was on how the preferred work environment affected community college administrator's job satisfaction, especially those in contracting program areas.

Conceptual Framework of the Study

An understanding of job satisfaction as the interaction of the individual with organizational forces was started in the 1950's by Herzberg and his associates (1959). The findings of these studies suggested that the factors involved in producing job satisfaction are separate and distinct from the factors that lead to job dissatisfaction. The major finding of these studies was that factors that make people satisfied differ from factors that make people dissatisfied. Satisfaction was more frequently associated with performing the actual job responsibility itself, while dissatisfaction was more frequently associated with conditions that surrounded the performance of the job. The major "satisfiers"
were achievement, recognition, the work itself, responsibility, and advancement. Major "dissatisfiers" included company policy, salary, interpersonal relations, supervision, and working conditions.

This Motivation-Hygiene theory is a dichotomy that parallels the Weiss et al., (1967) Theory of Work Adjustment as intrinsic-extrinsic satisfaction factors. The intrinsic factors of the work environment are individual perceptions of the organizational climate and can enhance job satisfaction. Extrinsic factors are structural aspects of the work environment and can bring about job dissatisfaction. Both factors depend on the administrator's personality (preferred work environment) characteristics.

The linkage between "forms of social organization and corresponding dimensions of personality . . . is an interactionist approach to organizational behavior. This posits that characteristics of organizations (structure) and aggregated perceptions of organizational impact on workers (organizational climate) produce differential outcomes in terms of performance and satisfaction based on individuals' orientations toward organizational effects" (Demaree, 1979, pp.1152-1153).

If the organizational effects are congruent with an individual's preferred work environment, job satisfaction of administrators could be enhanced.

Rationale

"An increasingly complex bureaucracy has made policy formulation and decision making so cumbersome that school leaders
have suffered a progressive decline in autonomy, . . ." (Rubin, 1980, p.453). The current decline also includes enrollment, funding, and facilities for some programs. This could indicate that the "additive" mode of administrative decision making at the community college level may be inappropriate in times of contracting resources. The "add-on model breaks down . . . increasing dissatisfaction" (Baker & Thompson, 1981, p.27). Refocusing of some administrative tasks and behaviors to a contracting or maintenance of program mode could precipitate changes in levels of job satisfaction as well as the bureaucratic orientation as a way of solving problems.

The maintenance of a preferred work environment for the administrative personnel may also necessitate changes in some task assignments. The additive mode and bureaucratic orientation may well continue to satisfy those administrators in expanding areas. The changes in contracting and maintenance of program-areas could necessitate other organizational structures and modes of operation.

"The sweeping reorganizations which must take place in the next half-dozen years are critical because of the danger, during rapid retrenchment, of judgmental error in deciding what is imperative" (Rubin, 1980, p.vii). To help reduce these errors, "It will be necessary to relate employee's preferences for different job environments to other personal and biographical characteristics" (Dunnette & Kirchner, 1965, p.147). This research provided data to begin to determine if personal work environment
preferences which correspond with organizational changes could help maintain job satisfaction levels of community college administrative staffs.

Summary

One of the primary reasons for measuring job satisfaction is to ascertain what the worker really wants from her/his job. In seeking a basis for determining administrators that will exhibit job satisfaction while working in contracting program environments, research involving current community college administrators was employed.

For the purposes of this study, a combination of research studies served as a basis for investigating job satisfaction as it related to preferred work environment. One of the first prerequisites adopted in this study was the concept that certain items are "satisfiers" and others are "dissatisfiers" as suggested by Herzberg et al., (1959). These have been divided into intrinsic and extrinsic satisfaction factors by Weiss et al., (1967) to obtain a total satisfaction indicator. Another prerequisite was that it had been suggested that people are attracted to organizations they perceive as being congruent with various personal characteristics (DiMarco & Whitsitt, 1975; Vroom & Mann, 1960; Yankelovich, 1981). These personal characteristics determine a preferred work environment. This study investigated community college administrators' work environment preference as it related to level of job satisfaction.
The remainder of the study contains a review of the literature in Chapter II and the methodology used in Chapter III. Chapter IV describes the results of testing the hypotheses. The last chapter presents the findings and conclusions of the study. To assist the reader in understanding the data and documents used in the study, appendices are included following Chapter V.
CHAPTER II

REVIEW OF LITERATURE

Overview

Chapter two contains the research related to the concepts of job satisfaction, Herzberg's Motivation-Hygiene theory, personality characteristics related to satisfaction, and bureaucratic orientation as it relates to a preferred work environment. Application of these concepts is made to community college administrators in expanding and contracting program areas.

Many studies have concentrated on job satisfaction and work environments using business and industrial settings. Fewer studies have been conducted in the public sector. Recently, "colleges have been endeavoring to increase efficiency . . . these efforts have focused on adopting industry-oriented management techniques to college administrations" (Wilson et al., 1976, p.1). Research in business and industrial settings will be followed by related research in the educational field.

"School leaders have suffered a progressive decline in autonomy" (Rubin, 1980, p.453) due to the increasing pressure for change in the educational setting. Reorganizations of personnel, facilities, expectations, and funding sources have increased the probability of more errors in administrative judgment. "It will be necessary to relate employee's preferences
for different job environments to other personal and biographical characteristics" (Dunnette & Kirchner, 1965, p.147) if education is to survive the challenges of the 80's.

This literature review contains information about some of the variables related to job satisfaction, personality characteristics congruent with bureaucratic work environments, and the level of job satisfaction as it relates to a preferred work environment for community college administrators. Survey and demographic instruments used to obtain information on community college administrators' job satisfaction levels and preferred work environment are discussed, followed by a summary.

Herzberg Theory of Job Satisfaction

Job satisfaction as the interaction of the individual with organizational forces was the main outcome of the research of Herzberg and his associates (1959). Edmundson (1969, pp.5-9) summarizes the findings of these studies and theory development as suggesting that the factors involved in producing job satisfaction and motivation are separate from the factors that lead to job dissatisfaction.

The theory was first investigated using an examination of events in the lives of engineers and accountants. An attempt to isolate factors that made up the attitude stories told by the respondents resulted in the following definitions used by Herzberg et al., (1959):

1. RECOGNITION. Some act of notice, praise, or blame is involved.
2. ACHIEVEMENT. Successful completion of a job, seeing the results of one's work, solutions to problems, as well as absence of achievement is involved.

3. POSSIBILITY OF GROWTH. The likelihood to move onward and upward in the organization and ability to advance one's own skill within the profession.

4. ADVANCEMENT. An actual change in the status or position of the person.

5. SALARY. All sequences of events in which compensation plays a role.

6. INTERPERSONAL RELATIONS. Actual verbalization about the characteristics of the interaction between the person speaking and some other individual.

7. SUPERVISION-TECHNICAL. Events in which the competence or incompetence, fairness or unfairness of the supervisor were critical.

8. RESPONSIBILITY. Derived from being given responsibility for his/her own work or for the work of others.

9. COMPANY POLICY AND ADMINISTRATION. Factors involving over-all aspects of the company.

10. WORKING CONDITIONS. Physical conditions of work, the amount of work, or the facilities available for doing the work.

11. WORK ITSELF. Actual doing of the job or the tasks of the job.

12. FACTORS IN PERSONAL LIFE. Aspects of the job which affect one's personal life in such a way that the effect was a factor in the respondent's feelings about her/his job.

13. STATUS. Actual mention of status as being a factor.

14. JOB SECURITY. Objective signs of presence or absence of job security. (pp.44-49)

The major finding of Herzberg and his associates (1959)
was that factors that make people satisfied differ from factors that make people dissatisfied. Satisfaction was more frequently associated with performing the actual job responsibilities, while dissatisfaction was more frequently associated with conditions that surrounded the performance of the job. The major "satisfiers" were achievement, recognition, the work itself, responsibility, and advancement. Major "dissatisfiers" included company policy and administration, technical supervision, salary, interpersonal relations, supervision, and working conditions.

The establishment of two distinct factors by Herzberg et al. (1959) has influenced many researchers to divide the items that influence job satisfaction into two types: those characteristics of the individual (intrinsic factors) and those characteristics of the job (extrinsic factors). These factors have also been studied by Weiss, Dawis, England, and Lofquist (1967) as their Theory of Work Adjustment. This theory "proposes that job satisfaction is a function of the correspondence between the individual's vocational needs and the reinforcement in the work environment" (Albright, 1972, p.1492). The inclusion of an environmental factor infers there are personal characteristics that determine a preferred work environment. Studies (DiMarco & Whitsitt, 1975; Vroom & Mann, 1960; Yankelovich, 1981) have shown that people are attracted to organizations they perceive as being congruent with various personal characteristics.

The establishment of factors by Herzberg et al. (1959) as contributors to job satisfaction or dissatisfaction as
dimensions of personality and a linkage of these characteristics to forms of social organization are the focus of this line of research. An account of previous research findings in job satisfaction, the bureaucratic form of social organization, and the relationship between these two concepts appear in the following sections of this study.

Applied Research in Job Satisfaction

No attempt has been made to review and report all studies that used different classification schemes to collect job satisfaction data. Researchers (cited in Ben-Porat, 1981) summarize these different schema as:

Some writers, such as Campbell, Dunnette, Lawler, and Weick (1970), assert that the two-factor theory has served its purpose and should be either altered or laid aside. Miner and Dachler (1973) suggest that a revision or an extension of the theory should be considered. . . . Schneider and Locke (1971) interpret job satisfaction factors by event and by agent. . . . Among the various theories of job satisfaction, Herzberg's two-factor theory (1959) has received much attention. This is probably the theory most familiar to students . . . because of the many efforts aimed at its verification. . . . (pp.523; 533)

Thus, from the many studies confirming this theory, the Motivation-Hygiene scheme was used in this study as the conceptual basis for investigating job satisfaction as it relates to job environment.

Factors which have changed the college environment include financial limits, legal or political limits, competitive or technological boundaries, declining enrollments in some programs, and uncertain long-range conditions. The ways college administrations perceive people, time, money, facilities, and all other
resources, will demand change, especially in those areas that are contracting in human and/or fiscal resources.

"The conditions of decline . . . are beyond the control of leaders whose lives they affect" (Jentz & Wofford, 1979, p.10). The leader who is unwilling or unable to adapt to the need for change especially in contracting and maintenance of program areas, is likely to be a casualty (Hollander, 1978).

As administrators in contracting and maintenance of program areas face common uncertainties for their programs, staff, and facilities, they were grouped together as those persons in contracting areas for purposes of this study. As the diversity of problems continues to increase for administrators in contracting areas, the "add-on model breaks down . . . increasing dissatisfaction" (Baker & Thompson, 1981, p.27).

Public managers tend to operate their services and programs using as their basic criteria "the way it has always been done" (Ukeles, 1982, p.7). This could explain, in part, administrative resistance to proposed changes and new organizational structures. There are no clear-cut answers or guarantees associated with change.

College administrators "are caught in ambiguous positions. . . . Some college administrators consider this ambiguity to be challenging and refreshing. . . . But for other administrators these conditions produce dissatisfaction and frustration" (Sprunger & Bergquist, 1978, p.5).

If the conditions inherent in the "additive" mode are the
ones most community college administrators are well-versed in, and if restraints are being put on this model causing dissatisfaction and frustration in those areas where the model no longer serves as the primary basis for effective decision making, it was hypothesized that community college administrators in expanding areas would exhibit more total job satisfaction than those in contracting program areas.

Other factors have also been shown to influence total job satisfaction. Many personal characteristics have been chosen to be study variables in research of a worker's relation to job satisfaction. The following are frequently studied characteristics and are presented in this review: (a) sex, (b) age, (c) years in current position, (d) formal educational level, and (e) area of responsibility (i.e. contracting versus expanding areas).

**Sex**

Literature reviews (Herzberg, Mauser, Peterson, & Capwell, 1957; Hulin & Smith, 1964) and nationwide survey (Quinn, Staines, & McCollough, 1973) fail to show consistent differences in job satisfaction between the sexes. This inconsistency of results is also shown in two recent studies. Sharpiro and Stern (1975) in a study of professional managers and non-professional workers in a public service area found that total job satisfaction was higher for professional males than females. In *Beyond The Open Door*, Cross (1974, p.107) states that "more women on the whole say that they are satisfied with their jobs than men do" in
a community college setting. Consistent differences in job satisfaction between the sexes in professional settings has not been established.

Age

Many demographic studies of morale and job satisfaction in industry and business settings show consistency in the finding (Stogdill, 1974, p.114) "that, with increasing age, managers tend to become more satisfied until they begin to contemplate the period of retirement." Stogdill (1974) also reports two studies that indicate satisfaction tends to increase to age 59, then show a decrease.

When other factors are added to the study such as organizational level and job outcome, Schuler (1975b) found no difference across organizational levels and found that neither age nor education influenced the job outcome. This indicates that age may not be a causal factor of large magnitude, but is still a variable related to total job satisfaction.

Years in Current Position

Stogdill's (1974, p.114) study of aircraft plant managers reported in 1965 that the "number of years in the same position tends to involve a negative relation to all aspects of satisfaction. . . ." The longer a manager remains in the same job, the more likely he/she will exhibit dissatisfaction.

Work experience is task specific and measures only part of total work satisfaction. Abdel-Halim (1981, p.551) reported
that "considering the relatively high upward and horizontal mobility of managers, the length of work experience on present job may reflect low, rather than high, levels of competence (The Peter Principle)." Incompetence may signal reported dissatisfaction. However, Argyris (1964, p.53) cited eleven studies that show the higher up the organizational ladder and/or the greater the professionalism, the higher the probability that people will report intrinsic work satisfaction.

If community college administrators can be considered a professional group, job satisfaction should be high. However, changes in expectations and roles that schools are currently undergoing could explain what Bedeian, Armenakis, and Curran (1981) found cited in over two dozen studies: that there is a negative relationship between job satisfaction and role ambiguity and role conflict. Extending this to relate to years in current position, Abdel-Halim (1981) and Schuler (1977) found that administrators with more work experience may not be readily capable of dealing effectively with conflicting work demands, but high ability people may consider stress resolution activities as intrinsically satisfying. Years in current position appear to have a negative effect on job satisfaction, especially in areas experiencing conflict and change.

**Formal Educational Training**

Stogdill (1974, p.113) reports nine studies with contradictory results concerning education. No clear-cut evidence is
shown as a correlation between education and extrinsic satisfaction factors; however, less well educated managers appear to derive more satisfaction from extrinsic than intrinsic aspects of work.

Education sorts people into occupations with differing levels of worker power. The level of education is important in determining correspondence to the total work situation (Lofquist & Dawis, 1969). Sewell and Hauser (1975) found a positive relationship between education and income; Kalleberg, et al. (1981) found that education interacts negatively with the size of the operation, but for females only. Schuler (1977) found that work experience was related to job satisfaction, but education was not. Abdel-Halim (1981, p.557) warns that substituting work experience for an educational criteria may not be appropriate as "managers with high ability are either younger or newer on the job." Cross (1974, p.106) summarizes this concept by stating that "when the measure of job success is satisfaction, the possession of a college degree still apparently results in an occupational advantage" and probably more job satisfaction. Higher ability (educated) persons may tend to be more satisfied than less-educated persons.

Area of Responsibility

Ritchie and Miles (1970) studied managers at different levels of an organization, and found that satisfaction did not differ by level of position, but was related to the amount of participation in decision making. Other job characteristics that
relate positively to job satisfaction (Dunham, 1979; Hackman & Oldham, 1966; Pierce & Dunham, 1976; Steers & Mowday, 1977) and area of responsibility included skill variety, task identity, task significance, autonomy, and task feedback.

As areas within a college setting begin to exhibit changes from the additive mode, new organizational tasks and administrative behaviors will be required (Cohen & March, 1973; Jentz & Wofford, 1979; Yankelovich, 1981). This could cause role ambiguity and role conflict, which is "frequently shown to be correlated with job dissatisfaction" (Bedeian, Armenakis, & Curran, 1981, p.247).

The lack of job characteristics that relate positively to job satisfaction as well as changes in staff, facilities, expectations, and/or funding present an ambiguous situation that could correlate with lower organizational commitment (VanSell, Brief, & Schuler, 1977).

This research on personal characteristics that relates to job satisfaction, suggests that the level of total job satisfaction of community college administrators would differ according to many variables. Sex, age, years in current position, and formal educational training would then be important demographic informational sources when attempting to describe this population.

Research on Bureaucratic Orientation

A bureaucratic orientation "reflects a commitment to the set of attitudes, values, and behaviors that are characteristically fostered and rewarded by bureaucratic organizations" (Gordon,
The individual personality characteristics that are most often mentioned in bureaucratic orientations include self-subordination, rule conformity, impersonalization, and traditionalism.

Bureaucratic orientation is a refinement of Weber's ideal bureaucracy as a superior form of organization (Sergiovanni & Starratt, 1979, p.41). The "nonacademic culture of college is established along traditional line relationships . . . including the four ingredients that Max Weber postulated" (Sprunger & Bergquist, 1978, p.49). However, Argyris (1964, p.8) notes that even "Weber and Comte feared that the organization could begin to destroy individual personality and subject it to a 'dehumanizing regimentation.'"

This regimentation includes self-subordination. This is defined as a specific allocation of responsibility and reliance on exact hierarchical levels of authority (Sergiovanni & Starratt, 1979, p.42). Rule conformity and impersonalization are defined by Dunnette and Kirchner (1965, p.160). Rule conformity is a "definite set of rules and regulations that are to be followed in a very precise and orderly fashion," and impersonalization as "the power to direct is vested in an office or position which the individual occupies." Traditionalism is based on seeing employment in an organization as a career based on technical competence with seniority as a basis for promotion (Sergiovanni & Starratt, 1979, p.44).

The innate "good" or "bad" qualities of bureaucracies was
not at issue in this study. The characteristics of community college administrators that can effectively deal with educational diversity may or may not involve a bureaucratic orientation.

"Higher education is a reflection of general society and tends to be bureaucratic because society is" (Scigliano, 1981, p.337). There are indications that community colleges are becoming more bureaucratic in their behavior and structure even while there is a demand for a new realignment of power and administration (Monroe, 1972). In a national, random study of 282 directors of occupational education, McQuay (1978, p.322) found that they did not support participative models of administration.

This uncertainty in effective organizational structure is in addition to the problem areas identified by Kotler and Goldgehn (1981) for community colleges. These include:

- Declining enrollments in select disciplines,
- Insufficient attraction of high-quality students,
- Low retention rates, insufficient attraction of funds, declining overall enrollment, changing wants and needs in the marketplace, increasing operating costs, erosion of the tax base and sources of funds, increasing competition from other colleges and alternatives to higher education. (p.6)

These problems posed will force colleges to adopt new structures and to apply new strategies in order to maintain performance at high levels (Scigliano, 1981, p.352). While the diversity of problems continues to increase, the number of clients in certain areas is falling. "Of all the areas to be hit by contraction, humanities will be the hardest hit, ... there is an increasing migration of students toward more
immediately 'practical' and vocationally oriented areas" (Giamatti, 1981, p.51).

Management of this institutional complexity and changing environmental pressures has prompted researchers to call for modifications in college organizational processes. Research also shows that college administrators prefer a work environment that is bureaucratically oriented as opposed to participative models. There is a "basic bureaucratic concern of losing turf" (Ukeles, 1982, p.192) and "resistance to new organizational structures..." (Wilson, et al., 1976, p.5).

Administration of these differing areas may call for change. "In essence, doing better at what one already knows is, at best, a mixed blessing" (Staw, Sändelands, & Dutton, 1981, p.520). Bureaucratic administration as the preferred work environment and leadership mode may be dysfunctional to the school, especially in contracting program areas (Sergiovanni & Starratt, 1979; Tyler, 1980). Therefore, it was hypothesized that the preferred work environment of community college administrators in expanding areas would be more bureaucratically oriented than those in contracting areas.

The personal characteristics of community college administrators must also be taken into account when determining a preference for work environment. Those characteristics mentioned frequently in research on organizational structures are: (a) sex, (b) age, (c) years in current position, (d) formal educational training, and (e) area of responsibility.
Sex

Stead (1978) found that in academic situations, men and women are more similar than dissimilar. However, women tend to see the organization as a whole and men see the organization as formal and informal and prefer the formal. Breyer and Zalupski (1981, p.10) also found women "in substantial number in those middle and low-level administrative posts that . . . concentrate more on performance and men depending more on others in the hierarchy." This could indicate a difference in preferred work environment according to sex.

Age

Maehr and Kleiber (1981, p.788) cite five studies to substantiate their findings that younger persons show a willingness to take moderate risks and an orientation toward the future, while older persons are characterized by conservatism. There appears to be a "shift at midlife from getting what one wants to protecting what one has, a shift from a change orientation to a maintenance orientation." This maintenance orientation reflects the "individual's desire to express his abilities, to have control over his immediate work world" (Argyris, 1972, p.113). Thus, as one increases in age, there is less likelihood that change in work environment will be welcomed.

Years in Current Position

Zander and Quinn (1962) found that the degree of control
that is centralized in an organization affects the amount of conformity demanded of members. Since "all schools exhibit some bureaucratic tendencies" (Sergiovanni & Starratt, 1979, p.42), many community college administrators have been drawn to and conform with the rule structure and hierarchy in existence at most colleges.

The longer one remains in the same position, the less likely advancement within the organizational structure becomes available. Less organizational commitment to flexible task assignments and processes may give way to the emphasis of the "basic bureaucratic concern of losing turf" (Ukeles, 1982, p.192).

There appears to be a relationship between the number of years in a current position to the inflexibility of bureaucratic structures. This may be dysfunctional to the school, especially in contracting program areas (Sergiovanni & Starratt, 1979; Tyler, 1980).

As the demand for changing organizational structures becomes a reality in times of retrenchment, "managers with more work experience may not be readily capable of dealing effectively with ambiguous or conflicting work demands when they occur because of rigid coping patterns developed over the years" (Abdel-Halim, 1981, p.557; Schuler, 1977).

**Formal Educational Training**

In relating to work environment, Argyris (1972, p.59) concurred with Goldthorpe and Lockwood (1972) and quoted them
as saying:

Education and occupational position are each related independently to each other, to almost all aspects of values and orientations, and these relationships are essentially additive. Education and occupational position are important in understanding: self-direction versus conformity to externally imposed rules, and valuing intrinsic or extrinsic aspects of work. (p.669)

Esser and Strother (1962) found that managers with average amounts of education tended to be rule oriented, the most educated were middle rule oriented, and the least educated were least rule oriented. Educational training was also found to be "associated with self-perceived estimates of job relevant abilities . . ." (Abdel-Halim, 1981, p.558; Lofquist & Dawis, 1969), as well as responsibility (Stogdill, 1974, p.352).

As organizational processes and perceptions change, although still rule oriented, the "high ability people are better able to deal with stressful, constraining role demands" (Abdel-Halim, 1981, p.550; Kahn, et al., 1964). This research on personal characteristics that relate to bureaucratic orientation, suggests that the preferred work environment of community college administrators may impact on the results of this investigation. Sex, age, years in current position, and formal educational training would then be important demographic informational sources when attempting to describe this population. Therefore, data on demographics will be presented in Chapter IV.
Relationship of Preferred Work Environment to Job Satisfaction

The existence of individual differences in reacting to situations and events increases the complexity of the study of preferred work environment and total job satisfaction of community college administrators, since clearly defined relationships are difficult to isolate. "The nature of the educational process appears to follow re-occurring cycles of expansion and contraction" (Best, 1973, p.115). In the 1980's "our schools and colleges are encountering one of those periods of change from rapid expansion to slower contraction" (Tyler, 1980, p.12). Although an organizational reaction to scarcity can insulate it against immediate failure, increasing efficiency and control (bureaucratic orientation) can prove maladaptive in changing program areas. "In essence, doing better at what one already knows is, at best, a mixed blessing" (Staw, Sandelands, & Dutton, 1981, p.520). Cost and technical efficiency concerns of an administrative nature only partially address total organizational concerns.

Walker (1979, p.206) believes that "individual leaders are regarded as expendable by university constituencies, and that this attitude is a real influence on administrative style, perspectives, and problems." Many studies of job satisfaction deal with the lack of congruence in the perception that an individual has of her/himself, his/her job, and the institution for which she/he works. Argyris (1964; 1972; Argyris & Cyert, 1980) perceives a fundamental conflict between the organization
and the individual. The nature of organizations is to structure roles and control performance in the interest of objectives. An individual has the desire to express abilities and to have control over one's immediate work world.

"Within a given organization, role perceptions would be related to satisfaction" (Schuler, 1977, p.105). As would be the case in contracting program areas, educational administrators need to adopt alternate types of management strategies. As DiCarlo (1981) points out:

The relatively painless decisions of the 1960's and 1970's, such as what new buildings were needed and what additional staff needed to be hired, are now giving way to decisions about matters that are less pleasant. (p.38)

These changes foster role ambiguity and conflict which have been shown to be correlated with job dissatisfaction, unfavorable attitudes, and lower organizational commitment (Bedeian, Armenakis, & Curran, 1981; VanSell, Brief, & Schuler, 1977). Workers are no longer willing to trade satisfaction on the job for money and status (Yankelovich, 1981). Changes in interpersonal and organizational processes will dictate a necessity for relating an employee's preference for job environments to personal characteristics if changes are to be meaningful (Dunnette & Kirchner, 1965, p.147; Sprunger & Bergquist, 1978, p.308).

Since college environments have been established along hierarchically bureaucratic orientations, and "people somehow gravitate into jobs that are commensurate with their own abilities" (Lopez, Kesselman, & Lopez, 1981, p.287; Marquardt & McCormick,
a change in organizational structure would tend to increase administrative resistance to the proposed changes.

These subjective feelings of person-job environment incongruence were shown to be highly related to negative job attitudes (Abdel-Halim, 1981; Coburn, 1975). This may also precipitate maladaptive cycles for some college administrators whose well-learned responses become more inappropriate under contracting program conditions.

This "incongruence between the individual and organization can be the foundation for increasing the degree of effectiveness of both" (Argyris, 1964, p.7). Change and crisis are perceived by some administrators as an opportunity and by others as a constraint.

In coping with this incongruence and change, Walker (1979, p.187) suggests that "the most effective administrators perceive the university largely operating as a political democratic community." "Aggressive leadership is required... to cope with declining resources" (Alfred, 1978, p.86).

High ability people will be better able to deal with the stress and the resolution of these ambiguous role demands (Abdel-Halim, 1981; Kahn, et al., 1964). The "many problems posed will force colleges to adopt new structures and to apply new strategies in order to maintain performance and satisfaction at high levels" (Scigliano, 1981, p.352). "When the environment has changed, flexibility and diversity in response have survival value" (Staw, Sandelands, & Dutton, 1981, p.502; Toffler, 1981).
Those college administrators who perceive the situation as a challenge, are open to change, and have a sense of control over their lives will probably confront the current school problems with a higher level of job satisfaction. From this research, it was hypothesized that there would be a direct relationship between job satisfaction and bureaucratic orientation (preferred work environment) for community college administrators working in expanding areas, and there would be an inverse relationship between job satisfaction and preferred work environment for those community college administrators in contracting areas.

Measurement of Job Satisfaction and Preferred Work Environment

A combination of research studies served as a basis for investigating job satisfaction as it related to preferred work environment. A theoretical base adopted in this study was the concept that certain items are "satisfiers" and others are "dissatisfiers" as suggested by Herzberg's (1959) Motivation-Hygiene theory.

Further research in this area was conducted by Weis^ et al. (1967). Their research led to the development of the Minnesota Satisfaction Questionnaire (MSQ) which divides total job satisfaction into intrinsic and extrinsic satisfaction factors. "The resemblance of these factors to Herzberg's Motivation-Hygiene theory is obvious" (Albright, 1972, p.1493).

Normative data was collected on seven occupational groups.
These included groups of laborers, teachers, office clerks, and managers. Buros (1979) lists 111 studies which have used the Minnesota Satisfaction Questionnaire (MSQ) as part of the research on job satisfaction. Over two dozen of these studies used college administrators or public school administrator populations. This instrument was used to measure the level of total job satisfaction of community college administrators in this study.

The measurement of the preferred work environment was accomplished using the Work Environment Preference Schedule (WEPS) developed by Gordon (1973). This instrument measures "bureaucratic orientation" as a personality construct. This instrument distributes persons on the single dimension of Weberian bureaucratic beliefs (Demaree, 1979, p.1153) and would indicate a preference for or against a bureaucratic work environment.

Normative data were derived from ten occupational groups. Three of these groups were principals, superintendents, and pupil personnel administrators; all educationally related and administrative groupings. This instrument was suggested for use with adults and of the 21 studies listed in Buros (1979), nine studies had been conducted using this instrument with secondary and post-secondary educational populations. Four of these studies related specifically to college administration. This survey instrument was used to measure the preferred work environment of community college administrators in this study.

In combination with the job satisfaction index score and
a preferred work environment dimension, demographic items such as: (a) sex, (b) age, (c) years in current position, (d) formal educational training, and (e) perceived area of responsibility were collected using an instrument developed by the researcher.

Therefore, the conceptual schema of this study was divided into three areas; (a) total job satisfaction score, (b) bureaucratic orientation (preferred work environment) score, and (c) demographic items. Information contained on the demographic instrument was used to describe the population. Total job satisfaction score (dependent variable) and bureaucratic orientation scores (preferred work environment) (dependent variable) were collected from each respondent divided by area of responsibility (expanding or contracting) (independent variable).

Using this schema and the review of research prompted by the research questions posed in Chapter 1, it was hypothesized that: (1) administrators in expanding areas would exhibit higher total job satisfaction than the contracting group, (2) that the preferred work environment of administrators in expanding areas would be more bureaucratically oriented than those in contracting areas, (3) that there would be a direct relationship between job satisfaction and bureaucratic orientation for administrators in expanding areas, and (4) that there would be an inverse relationship between job satisfaction and bureaucratic orientation for administrators in contracting areas.
Summary

The review of literature was concerned with the concepts of job satisfaction and the personality characteristics associated with a preferred work environment. These concepts helped to explain changing work situations as they relate to community college administrators. This review developed more clearly the problem statement and hypotheses presented in Chapter III and discussed the instruments used to measure the variables in this study.

The design, population, instruments, procedures, data analysis, and hypotheses used in this study are presented in Chapter III.
CHAPTER III

METHODOLOGY

Introduction

This study was designed to investigate the relationship between job satisfaction and preferred work environment of community college administrators in expanding versus contracting program areas. The relationship information was collected using the Work Environment Preference Schedule (WEPS) (Gordon, 1973) and the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, & Lofquist, 1967). To examine the variables in this study, one-tailed t-tests for independent groups and Pearson product-moment statistical techniques were used for data analysis. The remainder of the chapter includes information concerning the method of research, population, the instruments used for data collection, the procedures of the study, and the hypotheses.

Purpose

The purpose of this study was to determine the relationship between job satisfaction, based on the Herzberg Motivation-Hygiene theory, and work environment preference, adopted from the bureaucratic orientation model of Weiss et al. (1967) of community college administrators in expanding versus contracting program areas. This relationship was examined using two survey instruments.

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Population

Four community colleges in southeast lower Michigan (Appendix B) representing approximately 10% of all community colleges in Michigan, were selected as the population for this study. Presidents of the community colleges were telephoned and asked for their institutional participation. Those participating were visited by the researcher to have the President identify those program areas within the institution that could be divided into expanding or contracting areas.

Areas within the colleges were identified as expanding or contracting using Pogrow's (1980, p.147) definition. A contracting area was viewed as a fiscal and humanistic problem related to the decline of staff, facilities, expectations, and/or funding. An expanding area would involve increases in staff, facilities, expectations, and/or funding.

The first President visited and the researcher developed guidelines to determine the areas of contracting or expanding consistent with Pogrow's (1980) definition. Student enrollment, funding appropriated to the department, numbers of faculty involved, and space allotment for each area were investigated. In order to be considered as contracting or expanding, at least two of the four specific criteria would be less than or more than, respectively, the previous semester's numerical count. All four institutions then followed this methodology to determine the specific departments or divisions to be labeled as contracting or expanding.
A list of the administrators for each institution divided into the two areas was developed. The population consisted of approximately 50 community college administrators, 58% (N=29) considered working within expanding and 42% (N=21) working within contracting program areas. Each administrator was asked to fill out a demographic questionnaire (Appendix A) and two survey instruments and return them to the researcher within ten days.

Instruments

Three instruments were used. The first contained demographic items indicating: (a) sex, (b) age, (c) years in current position, (d) formal educational training, and (e) perceived area of responsibility.

The second was the short-form Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). The conceptual framework for the development of this questionnaire was based on the Theory of Work Adjustment which uses the correspondence (or lack of it) between the personality and the work environment as the explanation for observed satisfaction. "Work adjustment is predicted by matching an individual's work personality with work environments. In other words, work adjustment depends on how well an individual's abilities correspond to the ability requirements in work, and how well his/her needs correspond to the reinforcers available in the work environment" (Weiss et al., 1967, p.v).
The short-form MSQ is composed of twenty items, and provides a measure of total general satisfaction with one's current position. The response format is Likert-type, with five choices of "very satisfied," "dissatisfied," "neither," "satisfied," and "very satisfied." Scoring weights for these choices are: "1," "2," "3," "4," and "5." respectively. The general satisfaction score is determined by summing the weights for all twenty items.

Normative data were collected on seven occupational groups. These included groups of laborers, teachers, office clerks, and managers. The range of scores possible is 1 to 100. "A percentile score of 75 or higher is ordinarily taken to represent a high degree of satisfaction" (Weiss et al., 1967). For the teacher norming group, this represented a total score of 87 or higher. For the manager norming population, this percentile equated to a total score of 88 or higher. Hoyt reliability coefficients for general satisfaction for those two groups were .87 and .91, respectively.

Validity information was available from two sources: (a) studies of occupational group differences which were significant to .001, and (b) studies of the relationship between satisfaction and the Minnesota Studies. Cross-correlations are reported at -.22 and canonical correlations as .12 in external validity studies undertaken by the authors of the survey instrument.

The resemblance of the factors in the MSQ to Herzberg's Motivation-Hygiene theory is obvious (Buros, 1972). "The MSQ gives reasonably reliable, valid, well-normed indications of
general satisfaction at work. . ." (Buros, 1979, p.1679). This instrument was chosen for its direct relationship to the variables in this study and its resemblance to the Herzberg theory, and measured the dependent variable in hypotheses one, three, and four.

The third instrument was the Work Environment Preference Schedule (WEPS) (Gordon, 1973). The WEPS measures the personality construct, "bureaucratic orientation." Buros (1979, pp.1153-1155) reports school administrators used as a norming population and states that it is "more appropriate for use with middle class and professional workers." Reliability estimates are reported as: internal consistency coefficients from .83 to .91; test-retest correlations as .82 for three months, and .65 for sixteen months.

The WEPS consists of 24 items. A single total score is obtained. A Likert response scale format is used for the possible responses of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree," scored with point values of "2," "2," "1," "1," and "0," respectively. The range of scores possible is 0 to 48, and the mean score for the administrative norming group was 24.6. A score of 24 or higher would indicate the bureaucratic mode to be the one preferred by the individual (Gordon, 1973).

Validity coefficient correlations of the WEPS with other similar value inventories showed .48 and -.34 with two scales from the Study of Values and substantial statistical relationships between WEPS scores and authoritarianism (California F-Scale), dogmatism (Rokeach Scale), and religious conservatism (brief Couch scale) (Gordon, 1973). This instrument was used in three
studies having college administrators as populations and two other studies determining school environments.

Descriptive categories of individual characteristics obtained by the summed scores on the Work Environment Preference Schedule measured the dependent variable in hypotheses two, three, and four.

Procedures

On October 26, 1982, cover letters (Appendix A) and the survey and demographic questionnaires were sent to the administrators. A stamped pre-addressed envelope was included for return of the instruments to the researcher. A pre-addressed post card was included to be returned separately to indicate completion and non-respondents. Each respondent was asked to complete the instruments and return them to the researcher within ten days. All non-respondents were contacted by phone within two days of the end of the stated response period.

The instruments were scored manually. Each instrument was coded by program area (expanding or contracting) and demographic characteristics for the purpose of processing and follow-up of non-respondents.

Data Analysis

Based on the review of literature, the following research hypotheses were established for the investigation:

1. Community college administrators in expanding areas
exhibit more job satisfaction than those in contracting program areas.

2. The preferred work environment of community college administrators in expanding areas will be more bureaucratically oriented than those in contracting areas.

3. There is a direct relationship between job satisfaction and bureaucratic orientation (preferred work environment) for community college administrators in expanding areas.

4. There is an inverse relationship between job satisfaction and preferred work environment for community college administrators in contracting areas.

Null and Alternate Hypotheses

1. There is no difference in the mean job satisfaction of community college administrators in expanding or contracting program areas, against the alternate; the mean job satisfaction of administrators in expanding areas is greater than the mean job satisfaction of administrators in contracting areas.

2. There is no difference in the mean preferred work environment (bureaucratic orientation) of community college administrators in expanding or contracting areas, against the alternate; the mean preferred work environment of administrators in expanding areas is greater than the mean preferred work environment of administrators in contracting areas.

3. The Pearson Product-moment Correlation (PPMC) between job satisfaction and preferred work environment for administrators in
expanding areas will be equal to zero, against the alternate; the
PPMC between job satisfaction and preferred work environment for
administrators in expanding areas will be greater than zero.

4. The PPMC between job satisfaction and preferred work environ­
ment for administrators in contracting areas will be equal to zero,
against the alternate; the PPMC between job satisfaction and
preferred work environment for administrators in contracting areas
will be less than zero.

The null hypotheses one and two were tested using the one­
tailed t-test for independent means at the .05 level of significance
($\alpha = .05$). That the Pearson Product-moment Correlation Coefficient
was not equal to zero was tested at the .05 level of significance
($\alpha = .05$) for null hypotheses three and four. All data analysis
was accomplished using the Statistical Package for the Social
Sciences (SPSS) at the Wayne State University Computer Center.

Summary

In Chapter III, the purpose of the study, population,
instruments used for data analysis, data gathering procedures,
data analysis, and the hypotheses were discussed in relation to
the problem stated for this study. Chapter IV contains the
results of the study.
CHAPTER IV

RESEARCH FINDINGS

This chapter presents descriptive information related to the respondents and the results of hypotheses testing divided into these major topics: instrument return and follow-up, demographic identification of the respondents, hypothesis testing, and a summary.

Instrument Return and Follow-Up

Four community colleges in southeast lower Michigan were contacted and the administrators within these institutions were divided by each institution's President into expanding or contracting program areas as their major area of responsibility. These administrators (N = 50) were sent a packet of instruments which included a demographic survey, the Minnesota Satisfaction Questionnaire (Weiss et al., 1967) and the Work Environment Preference Schedule (Gordon, 1973).

By the end of the 10 day return period, 48 instruments had been returned (96%). All nonrespondents were telephoned and revealed no contaminating pattern regarding failure to complete and return the instruments. One respondent was away from campus for an extended period and one reported he was too busy to respond. Therefore, based on the high response rate and no bias indicated by the nonrespondents, the respondents represent the
Demographic Identification of Respondents

From the demographic questionnaire, the following information was obtained: there were 8 females and 40 males; the average age of administrators in the expanding group was 47.00, in the contracting group was 41.15; the average number of years in current position for administrators in the expanding group was 9.93, in the contracting group was 6.65 (Table 1).

Table 1
Age and Years in Current Position of Respondents by Area

<table>
<thead>
<tr>
<th>Characteristic by Area</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: Combined Groups</td>
<td>46.63</td>
<td>6.70</td>
<td>28.00</td>
</tr>
<tr>
<td>Expanding Group</td>
<td>47.00</td>
<td>6.08</td>
<td>26.00</td>
</tr>
<tr>
<td>Contracting Group</td>
<td>41.15</td>
<td>13.54</td>
<td>24.00</td>
</tr>
<tr>
<td>Years in Current Position: Combined</td>
<td>8.56</td>
<td>5.43</td>
<td>18.00</td>
</tr>
<tr>
<td>Expanding Group</td>
<td>9.93</td>
<td>5.07</td>
<td>19.00</td>
</tr>
<tr>
<td>Contracting Group</td>
<td>6.65</td>
<td>5.20</td>
<td>17.00</td>
</tr>
</tbody>
</table>

The level of formal education for these administrators included no Bachelor's degrees, 26 Master's degrees, 1 Specialist degree, 20 Doctorates, and 1 Associate degree. Table 2 shows educational training divided by area of responsibility. The level
of education appears to be nearly the same for both groups of administrators. Fifty-four percent of the expanding group hold Master's degrees compared to 55% of the contracting group. The expanding group contained 43% with Doctorates compared to 40% with Doctorates in the contracting group.

Table 2
Formal Educational Training: Expanding Versus Contracting Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>BS/BA</th>
<th>MS/MA</th>
<th>SPEC.*</th>
<th>DR.</th>
<th>Associate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Contracting</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

*Specialist

The demographic information revealed the majority (83%) of the administrators to be male. The average number of years served in current position was 8.56, the average age was 46.63 years, and many (54%) indicated Master's level education.

Hypothesis Testing

The first research hypothesis stated that there would be a higher level of job satisfaction among those administrators in expanding areas than those in contracting areas. The corresponding null hypothesis stated that there would be no difference in the mean job satisfaction scores of the two groups. The results of the
total job satisfaction score means are presented in Table 3.

Table 3
Group Means, Standard Deviation, and t-value of Job Satisfaction Scores by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>p*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding</td>
<td>28</td>
<td>85.64</td>
<td>10.90</td>
<td>1.19</td>
<td>.12</td>
</tr>
<tr>
<td>Contracting</td>
<td>20</td>
<td>82.20</td>
<td>8.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05

As shown in Table 3, the mean score of the expanding group is 85.64 which is slightly higher than that of the contracting group mean score of 82.20. Even though the MSQ is constructed such that higher scores indicate more job satisfaction, the difference in these means do not provide evidence to reject the first null hypothesis (p = .12). A comparison of these mean scores to the norming population scores will be discussed in Chapter 5.

The second hypothesis stated that there would be a higher bureaucratic orientation (preferred work environment) for community college administrators in expanding rather than contracting areas. The corresponding null hypothesis stated that there would be no difference in the mean scores of these two groups on the Work Environment Preference Schedule (WEPS) (Gordon, 1973). The results of data analysis on these scores are shown in Table 4.
Table 4
Group Means, Standard Deviation, and $t$-Value of Preferred Work Environment Scores by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>$t$-Value</th>
<th>$p^*$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding</td>
<td>28</td>
<td>27.39</td>
<td>8.56</td>
<td>.44</td>
<td>.33</td>
</tr>
<tr>
<td>Contracting</td>
<td>20</td>
<td>26.40</td>
<td>6.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* $p > .05$

Table 4 shows the mean scores for preferred work environment. The expanding group's mean score is 27.39, which is higher than the contracting group's mean score of 26.40. The measurement scale of the WEPS was constructed such that higher scores reflect a more bureaucratic orientation on the job. Comparison of data collected in this study with the norming population will be discussed in Chapter 5. The second null hypothesis was not rejected at the .05 level of significance ($p = .33$) using a $t$-test for independent groups.

The third research hypothesis stated that there would be a direct relationship between the level of job satisfaction and preferred work environment for those community college administrators in expanding areas. The corresponding null hypothesis stated that the PPMC would be equal to zero between job satisfaction and preferred work environment for administrators in expanding areas.

The fourth research hypothesis stated that there would be an inverse relationship between level of job satisfaction and preferred work environment for those administrators in contracting...
areas. The corresponding null hypothesis stated that the PPMC would be equal to zero between level of job satisfaction and preferred work environment for administrators in contracting areas. Table 5 shows the results of correlational calculations.

Table 5
The Relationship of Job Satisfaction to Preferred Work Environment by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Correlation Coefficient*</th>
<th>$r^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding</td>
<td>+0.38</td>
<td>0.14</td>
<td>0.02**</td>
</tr>
<tr>
<td>Contracting</td>
<td>-0.03</td>
<td>0.00</td>
<td>0.45</td>
</tr>
</tbody>
</table>

*Pearson Product-Moment  **$p < .05$*

As shown in Table 5, the correlation between job satisfaction and preferred work environment indicated a low positive (direct) relationship ($r = +0.38$) for the administrators in expanding areas. The coefficient of determination ($r^2 = 0.14$) indicated that 14% of the variance in job satisfaction could be associated with the variance in preferred work environment for this group, and provided evidence to reject the null hypothesis of no relationship ($p < .05$). The correlation between job satisfaction and preferred work environment for the contracting group of administrators ($r = -0.03$) did not provide evidence to reject the null hypothesis of no relationship. Based upon this data analysis, the null hypothesis of no relationship was rejected for hypothesis 3, but
was retained for hypothesis four. Interpretation of mean scores and correlations found in this study will be discussed in Chapter V for each group of administrators.

Summary

In Chapter IV, the demographic characteristics of the community college administrators were discussed. Null hypothesis three was rejected. No evidence was found to reject null hypotheses one, two, or four. Many factors have been considered concerning community college administrators and their perceived work environment and job satisfaction. An overview of these factors is contained in Chapter V. Interpretations of the research findings and implications for further research are also found in the next chapter.
CHAPTER V

DISCUSSION AND CONCLUSIONS

Chapter V presents a discussion of the investigation and its findings. The discussion is organized into the following topical areas: review of the problem and procedures, interpretation of the findings, implications of the findings, recommendations for future research, and conclusions.

Review of the Problem and Procedures

This investigation was undertaken in the context of the incompleteness of our knowledge of administrative reactions to changes made necessary by the current era of contraction being experienced by community colleges in Michigan. Much of the literature on retrenchment has focused on budgeting, long-range planning, instructional techniques for a more diverse student population, and how to administer these changes rather than on the human aspects of the administrators faced with these decisions (Cross, 1974). The present investigation attempted to overcome this deficiency by focusing on the concepts of job satisfaction and preferred work environment of community college administrators.

The review of literature presented in Chapter II focused on four areas: (a) the Herzberg Motivation-Hygiene theory as a theoretical basis for studying job satisfaction; and selected
research in job satisfaction related to managerial personnel.  

(b) Age, sex, years in current position, and formal educational training as important demographic indicators were then discussed. Next, (c) research on bureaucratic orientation (preferred work environment was detailed. Finally, (d) the relationship between job satisfaction and preferred work environment and the measurement of these variables was presented.

The concept of job satisfaction was investigated by Herzberg et al. (1959) and resulted in a theoretical basis for determining general satisfaction of persons at work. This research was continued by many, and resulted in Weiss's et al. (1967) Theory of Work Adjustment.

The interaction of job satisfaction in basically bureaucratic organizations was studied by Gordon (1973) and these two concepts formed the basis for this investigation. This study was undertaken to determine if these factors were related and to provide evidence by which community college administrators could be matched with positions in their preferred work environment and thus increase overall job satisfaction. This appeared to be crucial in those areas of the college that were contracting in current levels of funding, facilities, and/or staffing.

Research hypotheses were formulated which stated that: (1) administrators in expanding areas would be more satisfied than those in contracting program areas, (2) administrators in expanding areas would exhibit a higher bureaucratic orientation (preferred work environment) than those in contracting areas, (3) there
would be a direct relationship between job satisfaction and preferred work environment for administrators in expanding areas, and (4) there would be an inverse relationship between job satisfaction and preferred work environment for administrators in contracting areas. The independent variable was area of responsibility (expanding versus contracting). The level of job satisfaction and preferred work environment were the dependent variables.

Methods used to carry out the investigation were discussed in Chapter III. The population consisted of full-time administrators at four southeast Lower Michigan community colleges. Those administrators categorized by the Presidents of those institutions, from the two areas of expanding or contracting program areas, resulted in a population of 50 persons. The two groups of subjects were evenly split by area.

A contracting area was defined by Pogrow (1980, p.147) as "a fiscal and humanistic problem related to the decline of staff, facilities, and/or funding." An expanding area would involve increases in staff, facilities, and/or funding. Due to the nature of the investigation, random assignment of subjects to these groups was not possible. However, comparison of the perceptions of these groupings by the Presidents of the institutions corresponded (69%) well with the perceptions of the administrators questioned, as to which area they were assigned to work within.

The instrument chosen to determine job satisfaction was the Minnesota Satisfaction Questionnaire (Weiss, et al., 1967). Hoyt
reliability coefficient for general satisfaction was \( .92 \). To determine preferred work environment, the Work Environment Preference Schedule (Gordon, 1973) was administered. Reliability was reported from \( .83 \) to \( .91 \) for internal consistency and validity coefficients reported were significant at the \( .05 \) level. Both instruments used to collect data are contained in Appendix C.

A demographic questionnaire was developed by the researcher to include: (a) sex, (b) age, (c) years in current position, (d) perceived area of responsibility, and (e) formal educational training. The research hypotheses one and two were tested in the null form using mean comparisons and a one-tailed \( t \)-test for independent groups, and hypotheses three and four were analyzed using the Pearson Product-moment Correlation. These hypotheses reflected the relationship expected between level of job satisfaction and preferred work environment differentiated by area of responsibility. All hypotheses were tested at the \( .05 \) (\( \alpha = .05 \)) level of significance, which indicates the probability of committing a Type 1 error is \( .05 \).

**Interpretation of Findings**

The demographic information revealed the majority (83%) of the administrators to be male. The average number of years served in current position to be 8.56, and many (54%) indicated Master's level education. The Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1767) was used to ascertain the level of job satisfaction of each administrator. From the 48 respondents, there emerged a range of satisfaction scores of 57 to 100. The mean
satisfaction score was 84.21, with a standard deviation of 9.93. These data compare favorably with the norming group results obtained by the test authors during the test's construction and refinement. For example, they found a range of 52 to 99, a mean score of 82.37, and a standard deviation of 9.34 for the manager norm group (Weiss et al., 1967, p.5; 113).

Acceptance of the results of the satisfaction scores implied that this group of administrators scored the same as the norm group of managers. An additional implication involved the establishment of a relationship between the satisfaction score and preferred work environment.

The Work Environment Preference Schedule (WEPS) (Gordon, 1973) was used to ascertain whether the preferred work environment of this population was bureaucratic. From the 48 respondents, the range of bureaucratic orientation scores was 0 to 43. The mean score was 26.98, with a standard deviation of 7.62. These data compare favorably with the results obtained by the test author on school administrators as a norm group. For example, Gordon (1973) found a range of 7 to 37, a mean score of 24.6, and a standard deviation of 6.9 for the school personnel administrator norming population. Acceptance of the results of these scores implied that this group of administrators scored the same as the norm group of administrators (Gordon, 1973, p.14).

A higher level of job satisfaction was hypothesized for community college administrators in expanding rather than contracting areas. The difference in the group means of the
expanding group (\(\bar{X} = 85.64\)), and the contracting group (\(\bar{X} = 82.20\)) did not provide enough evidence to reject the null hypothesis of no difference. This is not consistent with the predicted results based on current studies by Bedeian et al. (1981), Cohen and March (1973), and Yankelovich (1981). "The conditions of decline" (Jentz & Wofford, 1979, p.10) which produce dissatisfaction and frustration (Baker & Thompson, 1981; Sprunger & Bergquist, 1978) appear not to have affected this population.

A higher level of bureaucratic orientation was hypothesized for administrators in expanding rather than contracting areas. The difference in the group means of the expanding group (\(\bar{X} = 27.39\)), and the contracting group (\(\bar{X} = 26.40\)) did not provide enough evidence to reject the null hypothesis of no difference. This is not consistent with the predicted results of the call for modifications in college organizational processes by Scigliano (1981), Ukeles (1982), Wilson et al. (1976), Tyler (1980), and Staw et al. (1981).

The analysis of items associated with job satisfaction and preferred work environment seem to indicate that the population of administrators in this study exhibited nearly the same range of scores as the norming population used by the test authors of both indicies. The interaction of personal characteristics associated with job environments could help to explain the inconsistency of data collected and the predicted results. No support was found for either hypothesis one or hypothesis two.
Both expanding and contracting groups of administrators exhibited nearly the same scores for job satisfaction and preferred work environment as the norming populations; however, as the results were not as expected based on the research for this investigation, other variables appear to have affected the results of this study. Stogdill (1974) suggested that younger persons tend to be more satisfied with their jobs. Abdel-Halim (1981) and Schüler (1977) also mentioned the combination of lesser work experience and high ability (formal education) could affect and increase job satisfaction. Argyris (1964) mentioned that the greater the professionalism, the higher the probability that people would report work satisfaction. These factors may indicate variables which might be considered in further research on similar populations as the one in this study.

The preferred work environment reflected in this study (bureaucratic orientation) appears to reflect the bureaucratic nature of society (Scigliano, 1981) and supports Monroe's (1972) contention and McQuay's (1978) study that community colleges are becoming more bureaucratic in their behavior and non-supportive of participative models of administrations. Abdel-Halim (1981, p.550) stated that "high ability people are better able to deal with stressful, constraining role demands" and remain satisfied with their work. This could explain, in part, the conflicting results of this investigation. The relationship of these two variables for each of the administrative groups will be discussed in the next section.
As predicted, the group of community college administrators in expanding areas exhibited a direct relationship between job satisfaction and preferred work environment (Table 5). This is consistent with the findings of Lopez, et al. (1981), Marquardt and McCormick (1974), McCormick, et al. (1979), and Schuler (1977). The "additive" mode which Jentz and Wofford (1979) discuss, appears to create a work environment that corresponds with high levels of satisfaction consistent with the 1960's and 1970's periods of abundance in the educational realm.

The contracting group of administrators did not exhibit an inverse relationship between job satisfaction and preferred work environment (Table 5) as predicted. This is contrary to the research on contraction described by Tyler (1980), the perspectives of administrators in changing areas of Walker's (1979) research, and the conflict between organization and the individual explained by Argyris (1964; 1972; Argyris & Cyert, 1980). The "decisions about matters that are less pleasant" pointed out by DiCarlo (1981, p.38) appear not to have affected this particular population at this time.

As the contracting group exhibited a slightly lower satisfaction level and a lower bureaucratic orientation (Tables 3; 4) than the expanding group, the "self-perceived estimates of job relevant abilities" (Abdel-Halim, 1981, p.558; Lofquist & Dawis, 1969) may not have been reality-based. Question four on the demographic questionnaire was designed to determine the perceptions of administrators as to their area of responsibility. Fully 25%
of those administrators determined by the presidents of the institutions placed in contracting areas perceived themselves as still working within an expanding area. These administrators appear to be operating their programs and services using the criteria "the way it has always been done" (Ukeles, 1982, p.7). There may also be the "basic bureaucratic concern of losing turf" (Ukeles, 1982, p.192) involved in the perceptions of this group.

Sergiovanni and Starratt (1979) and Tyler (1980) observe that in periods of change from rapid expansion to slower contraction, as community colleges are currently experiencing, may be a dysfunctional response to the school if they continue to work in a bureaucratic nature. A hierarchically structured organization may not provide a framework for leadership in the 1980's.

Implications of the Findings

Maintaining a high level of job satisfaction in times of retrenchment is a concern facing administrators in post-secondary education. The "additive" mode may no longer be the mode in which administrators will be functioning in the future. A knowledge of each administrator's preferred work environment coupled with individual demographic information could be useful in decisions concerning placement of persons into jobs. Overall job satisfaction of individuals and the entire administrative staff could be enhanced if a concerted effort were to be made in matching person to job. For example, high ability people have been shown to exhibit less of a preference for a bureaucratic
work environment and thus could maintain higher job satisfaction when placed in a contracting area (Cross, 1974). Probably the most meaningful information obtained from this study was the continued emphasis placed on the "status quo" bureaucratic hierarchy as it related to satisfaction of those administrators in expanding areas. There appears to be no shift, as yet, toward a more participative structure for decision making at the community college level, nor does there appear to be, in this population, a group that would welcome this particular change.

Implications derived from the relationship between job satisfaction and preferred work environment for administrators in expanding areas suggested the need for more emphasis being placed on planning alternate structures and change methodology as the needs and wants of the school population continues to shift to more vocationally oriented programs as Giametti (1981) has suggested. Administrators might begin to place more emphasis upon curriculum changes, cross-departmental endeavors, and benefit structures that would reward creative uses of time and resources, re-training, in-service, and alternate means to update themselves and the faculty. Special efforts to increase the opportunities to engage in varied task assignments as Dunham (1979), Hackman and Oldham (1966), and Steers and Mowday (1977) suggest could increase the awareness of administrative personnel to alternate decision-making methods and may increase the probability of determining what personal characteristics influence the ability of certain persons to work efficiently in contracting
Because the proliferation of activities and duties expected of administrators may result in their dissatisfaction, top level administrators might examine minimum committee participation, adopting more liberal systems of cross-level participation in policy formulation, encouraging attendance at professional meetings, refining the criteria for appraising administrative work, and developing a system of promotions that would reward job performance in contracting as well as expanding areas. A concerted effort toward developing a more participative decision making approach to administration might be considered. As Scigliano (1981, p.352) states, the "many problems posed will force colleges to adopt new structures and to apply new strategies in order to maintain performance and satisfaction at high levels."

The results of this investigation concur with Herzberg's (1959) study of engineers and accountants showing "satisfiers" and "dissatisfiers" associated with work situations. Work environment can contribute to dissatisfaction. Since this was not found to be the case for this population, the workplace appeared to not be a variable in creating dissatisfaction with this group. Edmundson (1969) found similar results concerning work environment and satisfaction levels of community college faculty in South Carolina. McQuay (1978) found no support for participative models of administration in a national sample of directors of occupational education, and Argyris's (1972) studies in business and industry have shown that a bureaucratic structure gives managers more control over one's immediate work
world and is a factor in many business establishments when determining job satisfaction.

These diverse populations suggest a widespread perception in many work situations that a hierarchical structure is a satisfier for managerial personnel. This appears to pose problems in a changing society and presents a possible dysfunctional mechanism for efficient school management. The leader who is unwilling to or unable to adapt to the need for change is likely to be a casualty (Hollander, 1978).

Those college administrators who perceive the situation as a challenge, are open to change, and have a sense of control over their lives will probably confront the current school problems with a higher level of job satisfaction. How to determine those persons who will thrive in a era of change and retrenchment has not been sufficiently investigated.

Recommendations For Future Research

In the opinion of the investigator, a substantial amount of research remains to be done with regard to the role of bureaucratic orientations of community colleges and how this affects the level of job satisfaction associated with an era of retrenchment. Efficient long-range planning for post-secondary institutions should include research and data associated with the women and men that will be making decisions about the most efficient ways to implement the changes necessitated by fiscal and political retrenchment. The human resource should not be forgotten in lieu
of differentiated budgets and quantitative forecasting techniques.

Studies of community college administrators could be undertaken with regard to more participative organizational climates and personal decision making orientations to better accommodate program areas experiencing decline in fiscal and political clout. A balance of preferred work environment to individual needs could be determined to increase the level of job satisfaction experienced by the entire administrative staff.

In institutions faced with contracting resources and increasing diversity of student populations, the "reduced motivation of those remaining in the profession due to the more limited opportunities for mobility which would exist," (Pogrow, 1980, p.149) calls for research on a longitudinal basis to insure morale and satisfaction levels be maintained.

Variable reward systems for these changing environments could also be investigated. The traditional reward may not be available as post-secondary institutions begin to systematically redefine areas of student interest. All institutions will not be able to afford to offer every program necessary to re-tool the public for new job opportunities. Possibly, institutions will find it necessary to become more specialized in course offerings related to the new high-tech demands while concentrating on upgrading the liberal arts core curriculum. This will provide opportunities to bolster the participation of all employee groups in any re-direction policies and present the administration with the challenge of being in the fore-front of in-service to other
segments of employee groups within each institution (Scigliano, 1981; Staw, Sandelands, & Dutton, 1981; Toffler, 1981). The leader who is unwilling to change may have to seek other avenues to job satisfaction.

The results of the present investigation could suggest further research possibilities. The results reported in this document were obtained in a specific geographical region. A replication of the study using state-wide or other geographical areas would provide more conclusive results. Investigations of smaller and/or rural institutions might suggest other variables to be relevant in view of the possible differentiation in organizational hierarchies, student population size, and fiscal properties.

The morale and satisfaction levels of community college administrators remain issues of concern. Are less satisfied administrators likely to be less efficient? What effect does morale and satisfaction have on persons in areas forced to contract or maintain current levels of staff, facilities, and funding? Will quality administrators look outside the educational profession for satisfying work environments and positions?

It seems reasonable to assume that level of job satisfaction and preferred work environment will play a part in individual administrative decisions. If money and status can not be substituted for job satisfaction as readily as in past years (Yankelovich, 1981), alternate methods of matching person-job will become more pertinent in times of economic uncertainty. Is
there a certain type of person who thrives in an atmosphere of contracting resources?

Answers to the questions posed above might well be learned as a result of systematic investigations of institutions and there interactive effects with persons employed within these schools. Such knowledge might permit the prediction of efficient person-job matching to facilitate effective organizational behaviors. This knowledge should be looked upon, not as a quantitative way to deal with human problems, but as a tool to help identify alternative organizational structures and courses of action to assist administrators in making personnel judgments.

Conclusions

It is believed that this investigation has demonstrated that a relationship exists between preferred work environment and level of job satisfaction for community college administrators in expanding areas. When attempting to enhance the level of job satisfaction in times of retrenchment of those persons working in expanding areas, the knowledge of how a bureaucratic work climate affects job satisfaction has implications for administrators when attempting to determine promotions, horizontal job movements, and outside applicant characteristics. This might also help administrators to anticipate the extent of possible resistance to change within their own ranks and the elements which are likely for more efficient long-range planning of human resources in expanding areas of a community college.
The process of long-range planning is an imperfect function of organizations. However, administrators who engage in planning and are flexible, and can be diverse in their response to changed environments have greater survival value to the organization (Staw, Sandelands, & Dutton, 1981; Toffler, 1981). While adding to the existing knowledge of community college administrators in Michigan, it is hoped that the results of this study will be encouraging enough to other researchers that the study might serve as a point of departure for further research into the human problem addressed.
Appendix A

Letter of Transmittal and
Demographic Questionnaire
October 26, 1982

Dear Administrator,

This letter is written to request your assistance in a study of job satisfaction of community college administrators. Specifically, the study will examine the relationship of job satisfaction and preferred work environment of administrators.

The population will consist of community college administrators in Southeast Michigan. Please complete the demographic data and survey instruments and return them in the attached envelope by November 5, 1982.

As none of the instruments are individually identifiable, please send the enclosed post card separately so confidentiality can be maintained.

This study has been discussed with and endorsed by the President of your college.

Sincerely,

Susan DuFord
Researcher

Richard E. Munsterman
Dr. Richard Munsterman
W. M. U. Advisor
DEMOGRAPHIC QUESTIONNAIRE

Personal Data: Please read and answer each question as accurately as possible.

1. Sex:
   _____ female
   _____ male

2. Age: (to the nearest year)
   _____ years

3. As of Fall semester, 1982, how many years have you been employed at the community college in your current position? (to the nearest year)
   _____ years

4. Do you consider the area, program, or staff you supervise to be (check one)
   _____ Contracting: declining in staff or facilities or funding
   _____ Maintaining: neither increase nor decrease in staff or facilities or funding
   _____ Expanding: increasing in staff or facilities or funding

5. What is the highest academic degree or training you presently hold?
   _____ Bachelor's
   _____ Master's
   _____ Specialist
   _____ Doctorate
   _____ Other, please specify ____________________________

   Two survey instruments are attached. On the first, check the most appropriate response for each question. On the second, indicate the answer that best reflects your situation.
Appendix B

List of Institutions
LIST OF INSTITUTIONS

Henry Ford Community College
Oakland Community College
Schoolcraft Community College
Washtenaw Community College
Appendix C

Measurement Instruments
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