A Study of the Relationship between Teachers' Perceptions of Self-Actualization Needs and Their Perceptions of Satisfaction with the Teaching Profession

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A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF SELF-ACTUALIZATION NEEDS AND THEIR PERCEPTIONS OF SATISFACTION WITH THE TEACHING PROFESSION

by

Margaret Anne Kennard

A Dissertation
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A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF
SELF-ACTUALIZATION NEEDS AND THEIR PERCEPTIONS OF
SATISFACTION WITH THE TEACHING PROFESSION

Margaret Anne Kennard, Ed.D
Western Michigan University, 1983

The purpose of this study was to examine the relationship between teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession. The review of related literature led to the development of the main hypothesis: "There is a direct relationship between teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession." Eight subhypotheses were developed which dichotomized segments of the population according to gender, age, years of experience, and grade level taught. The relationship between perceptions of self-actualization and perceptions of satisfaction was tested separately for each subpopulation.

The sample consisted of 615 teachers from all grade levels. Subjects were randomly selected from the 22 school districts in Macomb County, located northeast of Detroit, Michigan. The instrument utilized for this study was an employee attitude survey developed by the Macomb Intermediate School District. The instrument contained indices measuring both the independent variable (perceptions of self-actualization), and the dependent variable (perceptions of satisfaction).
Using an alpha of .05, the Pearson Product Moment Correlation Coefficient revealed a direct relationship between perceptions of self-actualization and perceptions of satisfaction for the entire population as well as each of the subpopulations mentioned above.
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When faced with a mountain I will not quit. I will keep on striving until I climb over, find a pass through, tunnel underneath, or simply stay and turn the mountain into a gold mine!

Dr. Robert H. Schuller

For me, completing this degree was like climbing a mountain—gratifying to finally reach the top, but the gratification came as a result of the determined effort exerted into each step along the way.

My dissertation reflects the efforts of some special people who supported and guided me toward its completion. I especially want to acknowledge the members of my dissertation committee, Dr. Uldis Smidchens, Dr. Richard Munsterman, and Dr. Joanne Simon, for their contributions and assistance.

A special feeling of appreciation is extended to my chairperson, Dr. Smidchens, for his encouragement and leadership. Dr. Smidchens is an outstanding educator, committed to the profession of teaching and guiding students.

A special thanks is extended to: the Educational Leadership staff at Western Michigan University, for their help and encouragement during the past three years; the staff members of the Communication Department at the Macomb Intermediate School District, for their assistance in data collection; and Jean Kasprzyk, my typist, for her patience and expertise.
Finally, I wish to acknowledge the warm, empathetic support I continually received from my colleagues in the SANG II Program. I will fondly remember the special friendship we shared.

Margaret Anne Kennard, Ed.D.
DEDICATION

You are the bows from which your children as living arrows are sent forth.

Kahlil Gibran

To my parents . . .
for their continued love and encouragement
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CHAPTER I

INTRODUCTION

This chapter reviews the general background which leads up to the statement of the problem. The need and significance of the study are then examined, leading to the purpose and the hypotheses which address this purpose.

Background of the Problem

Are workers able to meet the needs they are seeking to fulfill through their jobs? Survey data collected over a 25-year period indicate there has been a major shift in the attitude and values of the United States work force toward their jobs (Cooper, Morgan, Foley, & Kaplan, 1979). Workers' needs are changing, but are jobs keeping pace with these changing needs?

Our nation has experienced periodic outbreaks of labor problems during this century resulting in the legislative acts on labor reform such as the Taft-Hartley Act in 1947. These legislative acts emphasized the importance of job security, monetary rewards, and safe working conditions. These problems have not been confined only to factory workers. More recently, labor problems in the schools have resulted in numerous teacher strikes across the country.

Nash (1977) pointed out that now there is a workers' movement to improve the quality of working life by seeking meaning and self-fulfillment in their jobs. This is in agreement with Walton (1973)
who pointed out that the labor movement now embraces a much broader concept. Attention is focused on the nature of work and its effect on the attitudes of the workers.

Studies by Yankelovich, Skelly, and White (Yankelovich, 1979) demonstrated that workers are directing their energies toward intrinsic rewards which go beyond economic security. Wexley and Yukl (1977) described this intrinsic motivation as the effort expended in an employee's job to fulfill growth needs.

However, Herzberg (1978a) reported that while organizations continue to use hygiene factors (extrinsic satisfiers such as income) to motivate employees, they find their efforts are often ineffective. Employees are still becoming less interested in their jobs.

Herzberg's observation is supported by a 1982 pilot study conducted for the Public Agenda Foundation. In this report, 80% of the respondents affirmed, "I have an inner need to do the very best job I can regardless of pay" (Yankelovich, 1982).

Furthermore, a 1981 study conducted by Harris for Sentry Insurance revealed that 73% of all working Americans believe that "the motivation to work hard is not as strong today as it was a decade ago" (Yankelovich, 1982, p. 6).

Yankelovich et al. (in Yankelovich, 1979) pointed out that workers are emphasizing their need to be motivated toward experiences which will add meaning to their work life by providing opportunity for self-expression and fulfillment. Yet, their studies showed that only 13% of those surveyed said they believed their work was meaningful.
This intrinsic need for fulfillment (to grow and develop psychologically; to find one's identify; to realize one's potential) is referred to as self-actualization (Wexley & Yukl, 1977, p. 77).

Since it has been affirmed that self-actualization is necessary for worker satisfaction in general, this study looks at self-actualization and job satisfaction more specifically in the teaching profession. How important is meeting the self-actualization need toward perceptions of satisfaction with the teaching profession? Research studies (e.g., NEA, 1981, and Sweeney, 1981b) indicated that job dissatisfaction and the need to find meaningful, fulfilling work are present in the teaching profession.

Even though facilities are improving and teacher organizations are making progress in bargaining better contracts, there still appears to be growing dissatisfaction among American teachers. According to a recent NEA study (1981), only 46% of America's 2.2 million public school teachers said they would choose teaching as a career if they had the chance to go back to their college days and start over. That contrasts sharply with the responses from NEA studies in the 70's (Macnow, 1982), in which nearly 75% of the educators surveyed said they would choose teaching again.

While the work of teachers should ideally provide exceptional opportunities for personal fulfillment, a demoralizing work environment (caused by diminishing income; negative public opinion; a growing number of unprepared, undisciplined students; and a lack of economic opportunity) has been overwhelming (Delattre, 1981). This
leads to the assumption that teachers are becoming more dissatisfied with the teaching profession.

Statement of the Problem

Is teaching providing the meaningful, fulfilling work that teachers want and need? If there is dissatisfaction in the teaching profession, could it be related to how self-actualized teachers perceive themselves to be? Could this also be true for different subgroups of the teacher population?

The purpose of this study was to determine if there is a relationship between how well teachers perceive they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession. It was also to determine if this relationship exists in the population subgroups of (a) gender, (b) age, (c) years of experience, and (d) grade level taught.

Need and Significance of the Study

The importance of self-actualization in one's work was pointed out in the previous section. Numerous studies have affirmed this.

Herzberg's (1979b) studies revealed that workers' efforts increased when they are intrinsically motivated. He stated, "Failure to offer opportunities for psychological growth through work that one can love has resulted in the battered adult. This problem is part of what is popularly known as the midcareer crisis" (p. 11). This was supported by Maples (1980) who believed that the work set-
ting is an appropriate place for teachers to begin a program of making stress work positively for self-development.

A study by Chapman (1978) provided overwhelming evidence that teachers do not believe that their jobs encourage self-development in terms of instructional methods, innovation and creativity, maximum self-potential, and personal growth.

The growing rate of teacher "burnout" and low morale suggests that many teachers have difficulty in satisfying their needs and in deriving satisfaction from teaching (Frataccia & Hennington, 1982). Furthermore, a study by Anderson (1980) revealed that teachers who experience more intense and frequent feelings of burnout exhibit high need deficiency in the area of self-actualization.

Heath (1981) believed that teacher morale may be deteriorating because the intrinsic rewards for teaching are lower now than they used to be. This is confirmed by Weisensee (1980) who felt that the role of teacher needs to move from being viewed as a finite state to being viewed as an on-going process that continues to expand and deepen as the individual develops self-awareness. Becoming a teacher evolves out of the process of becoming a person. Weisensee further affirmed that the degree to which a person is an integrated (self-actualized) being is the degree of success experienced as an effective teacher. Each of these studies pointed out the significance of meeting intrinsic needs in one's work.

According to Truch (1980), teachers who perceive themselves as self-actualizers also perceive themselves as more competent. Furthermore, they are perceived by their students as more concerned
than teachers who are low self-actualizers. The self-actualizing teacher may create growth situations for students. Truch stated:

It seems to make sense that each of us have strengths and insights which can be developed more than is currently allowed in our time-bound world; . . . we can all work toward a goal of achieving contentment and purpose . . . it is the process of becoming that is important, not necessarily the attainment of the goal. This is what is missing in education today. (p. 45)

If the teaching profession in its present state is not meeting teachers' needs for self-actualization, then school policies need to be evaluated in order to create a climate which facilitates teachers' personal growth, creativity, and the development of their fullest potential. Information regarding teacher self-actualization and satisfaction obtained from the results of this study could facilitate school districts' plans to implement programs which will help maximize and release the human potential of their teachers.

Summary

The problem statement followed by the need and significance of the study were discussed in this first chapter. The background of the problem emphasized the importance of meeting the self-actualization need toward worker satisfaction. It was pointed out that teachers' perceptions of self-actualization, as well as their perceptions of satisfaction with the teaching profession, are examined in the study. It was noted that the purpose of this study was to determine if a relationship exists between teachers' perceptions of self-actualization and their perceptions of satisfaction
with the teaching profession. This relationship was also looked at specifically in the subpopulation categories according to gender, age, years of experience, and grade level taught.

Chapter II contains a review of the related literature, while Chapter III details the research design. Chapter IV provides an analysis of the research results. A summary with conclusions based on analysis of the results appears in Chapter V.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this review was to summarize the literature as it relates to self-actualization and job satisfaction. This review of the related literature has been divided into four sections.

The first section of the review builds an understanding of need level theory since need level theory is basic to the concept of self-actualization. The next section presents a review of literature which defines and discusses self-actualization. This is followed by a review of research findings regarding the relationship of the self-actualization need and job satisfaction. The final section reviews literature on how the variables of gender, age, years of experience, and grade level taught might differ regarding self-actualization and job satisfaction.

Need Level Theory

Motivation theorists (i.e., Maslow, 1968; and Herzberg, 1966) point out that human needs exist in different levels. Maslow's theory is based on the concept that there are five basic need levels in a hierarchy: (a) physiological needs, (b) need for security and order, (c) need for affiliation and belongingness, (d) esteem needs, and (e) self-actualization. Self-actualization includes the need to
develop one's full potential for creative self-expression and the need for self-involvement which gives a sense of purpose and meaning.

Maslow (1968) postulated that an individual moves orderly up the hierarchy of needs. Relative gratification of a given need submerges it and activates the next higher need in the hierarchy. Even though Maslow emphasized the need of people to self-actualize by expressing themselves and fulfilling their capacities, he also believed that less than 1% of the adult population experiences self-actualization.

This is supported by McGregor (1960) in his statement: "Man is a wanting animal—as soon as one of his needs is satisfied, another appears to take its place. This process is unending. It continues from birth to death. Man continuously puts forth effort ... to satisfy his needs" (p. 36).

Some studies on Maslow's need hierarchy have revealed that each need category is not necessarily independent of other needs (Wahba & Bridwell, 1975). Movement in the hierarchy is not always in an orderly upward direction. For example, Maslow believed that lower needs are satisfied to a greater extent than higher needs.

This is confirmed in an earlier study of teachers conducted by Trusty and Sergiovanni (1966). The results demonstrated that the higher needs of esteem, autonomy, and self-actualization were the most deficient. Similar results were found in later studies of secondary teachers (Carver & Sergiovanni, 1971, and Sweeney, 1981a).

However, this is not always the case. Teachers in a study by Smallridge (1972) ranked security needs as most important. This was
also true in a later study of secondary teachers by Sweeney (1981b). He pointed out that although the need for job security had once been met through teacher retirement packages and tenure, this is no longer the situation. Due to the decline in student enrollments and the resultant teacher layoffs, the need for more job security has steadily increased in the past decade.

Some studies revealed that lower order and higher order needs cluster together independently from each other (Wahba & Bridwell, 1975). The lower order needs are sometimes referred to as extrinsic needs, while the higher order needs are referred to as intrinsic needs.

Lawler and Porter (1967) stressed that lower needs are satisfied through extrinsic rewards, while higher needs can be satisfied only through intrinsic rewards.

Herzberg's (1966) Motivator-Hygiene Theory, which supports the concept of lower and higher needs, has ideological similarities to Maslow's (1968) theory. Herzberg defined the lower order (extrinsic) needs as satisfiers or hygiene needs, while the higher order (intrinsic) needs are motivators. He identified the following five intrinsic factors as motivators: (a) achievement, (b) recognition, (c) the work itself, (d) responsibility, and (e) advancement. These motivators are similar to the concepts in Maslow's higher order self-actualization need.

However, Herzberg (1968) affirmed that man's lower order needs and higher order needs do not operate on a single continuum. He
hypothesized that some factors are satisfiers when present, but not dissatisfiers when absent. Other factors are dissatisfiers, but when eliminated as dissatisfiers, the result is not motivation.

This is illustrated in a school setting by the following example (Gleichman, 1976). If a school district air conditions one of the school buildings in its district, the enthusiastic response during the first week would seem like motivation. However, enthusiasm soon tapers off to a level that could only be called the absence of dissatisfaction with the air conditioning. If the air conditioning system fails, the response would be immediate dissatisfaction. When the system is repaired, the building occupants are not motivated but are merely returning to the level of absence of dissatisfaction.

There have been several attempts to modify Maslow's (1968) need hierarchy. After conducting a longitudinal study of 187 managers, Lawler and Suttle (1972) suggested that needs may be arranged in a two-level hierarchy with the essential biological needs on the bottom level and all other needs on the top level.

This is supported by Clay (1977) in a study which tested for a hierarchy of needs among instructors at four community colleges in North Carolina. The results revealed no evidence of a hierarchy of needs as described by Maslow. Clay's findings supported theory with a two-level need hierarchy that placed the essential biological needs (i.e., food, water, air, sleep) on the bottom of the hierarchy, and all other needs (security, social, esteem, and self-actualization) on the next level. This modification of Maslow's theory main-
tains that all of the upper-level needs are of equal importance, with "the dominant need varying from moment to moment and from day to day" (p. 22).

Studies by Coffer and Appley (1964), Dachler and Hulin (1969), and Alderfer (1969) all provided evidence that as the lower level needs become more satisfied, they become less important. However, in their longitudinal studies, neither Hall and Nougaim (1968) nor Lawler and Suttle (1972) found evidence that increased needs satisfaction was related to decreased needs importance.

Alderfer (1969), on the other hand, when testing for negative relationships between the satisfaction and importance of the same need, found some tendency for the satisfaction of the lowest level needs to be negatively associated with their importance. Yet, the satisfaction of upper-level needs did not decrease their importance.

The instrument for this study utilizes the need levels designed by Porter (1962). In modifying the Maslow (1968) need hierarchy, Porter eliminated the physiological need category (air, food, water, sleep) which he assumed is adequately met for most people in our society.

Porter also added autonomy as a higher order need between esteem and self-actualization. Maslow included the autonomy concepts as part of the esteem need. However, Porter felt that autonomy was logically distinct from the esteem need. He divided the esteem need into the two subcategories of (a) self-respect and (b) respect from others.
The next section of this chapter specifically reviews the higher need of self-actualization.

The Self-Actualization Need

The importance of the human need to find meaning and fulfillment has been noted and reaffirmed by numerous writers. For example, Frankl (1962), in his development of logotherapy, affirmed that striving to find meaning is the primary motivational force in man. This was reaffirmed by Hamachek (1968) who stated, "Even though it is certainly partly true that man behaves in terms of the forces which are exerted upon him, motivation is a problem of the discovery of personal meaning" (p. 3).

According to Maslow (1968), we are in the middle of a change in the philosophy of man. This involves man's nature, goals, potentialities, fulfillment, personal growth, and "the theory of how to help man become what he can and deeply needs to become" (p. 189).

Yankelovich's (1981) studies support the existence of this change. He pointed out that the "search for self-fulfillment and the need to "keep growing" have become definite parts of our American culture. This is reflected in recent best sellers such as Pathfinders (Sheehy, 1981) and The Sky's the Limit (Dyer, 1980).

Yankelovich (1981) described people's growing need for "self-fulfillment" in the following statement:

A person who gauges his or her self-worth in terms of a bigger car, a better neighborhood and a steadily rising income does well in good times. . . . [However] when incomes fail to keep pace with inflation . . .
person who gauges self-worth in terms of less tangible quality-of-life values may have a broader range of satisfactions to fall back on. (p. xx)

Sheehy (1981) used the phrase "sense of well-being" which has some striking similarities to self-actualization. According to her studies, people with a high sense of well-being seem to be pleased with all aspects of their lives. She pointed out that people with a high sense of well-being perceive meaning and direction in their lives and feel a gratifying sense of their personal growth and development (p. 22). Furthermore, Dyer (1980) referred to a "no-limit person" as one who is motivated intrinsically and strives for growth and development in order to reach his/her highest potential.

For the purpose of this study, the term self-actualization reflects Herzberg's (1966) concepts regarding intrinsic factors or motivators, as well as ideologies described by Sheehy, Dyer, and Yankelovich (1981). However, self-actualization is specifically defined by emphasizing the concepts described by Maslow (1968) and Rogers (1961), and operationalized by Porter (1962).

Maslow noted that self-actualization is defined in various ways, but that "a solid core of agreement is perceptible" (p. 197). He affirmed that all definitions of self-actualization accept the following: (a) expression of the inner core of self, (b) actualization of latent capacities and potentialities, (c) full-functioning, and (d) availability of the human and personal essence (p. 197).

These concepts are summarized in Maslow's statement: the inner nature of man "has a dynamic force of its own, pressing always for
open, uninhibited expression . . . this force is one main aspect of the urge to grow, the pressure to self-actualization, the quest for one's identity" (p. 193).

This is in agreement with Rogers (1961) who viewed self-actualization as the "human tendency to realize one's potential by releasing and expressing what lies within. In contrast, the non-self-actualizing person raises walls of defense, restricting his own growth and fulfillment" (p. 17).

In order to determine how well managers were meeting their perceived self-actualization needs in an industrial setting, Porter (1962) divided the term self-actualization into three main concepts: (a) opportunity for personal growth and development, (b) the feeling of self-fulfillment, and (c) the feeling of worthwhile accomplishment. He operationalized these concepts by measuring the difference between how much of a particular need the individual perceived he had "met" in his work and how much he thought he should have. The difference between the actual and ideal determined the perceived need deficiency. The larger the discrepancy, the greater the need deficiency. The result is greater dissatisfaction of the respondent.

Porter's three concepts used for operationalizing self-actualization were utilized in this study to operationalize how teachers perceive they are meeting their self-actualization needs.

The following section reviews research findings concerning the relationship of the self-actualization need and job satisfaction.
Self-Actualization and Job Satisfaction

Numerous studies have demonstrated that workers' job satisfaction is dependent upon how well their needs are being met. Mace (1970) concluded, "A teacher has needs at all levels of the need hierarchy and . . . the success he experiences in meeting these needs through his position as a teacher will influence the job-satisfaction he exhibits" (p. 16). This is in agreement with a Syracuse University study (Greenstein, 1972) of elementary teachers which concluded that general satisfaction with organizational role (teaching position) is related to perceptions of expectation fulfillment.

However, Frataccia (1982) pointed out that the growing incidence of teacher burnout suggests that many teachers are having difficulty in satisfying their needs and in deriving satisfaction from teaching.

O'Toole (1974) pointed out that workers are dissatisfied with jobs that fail to keep pace with changes in worker attitudes, aspirations, and values. Furthermore, according to Weisensee (1980), the teacher role needs to move from being viewed as a finite state to being viewed as an on-going process that continues to expand and deepen as the individual develops self-awareness.

Generally, research has shown that some of the more intrinsic aspects of work are more satisfying than extrinsic factors (O'Reilly & Caldwell, 1980). For example, the results of a study by Doll (1979) concluded that all groups of teachers place greater importance on the higher order needs of esteem, autonomy, and self-actualization than on lower order needs.
Numerous studies have revealed the importance of the human need of self-actualization to job satisfaction. In a study by Renwick and Lawler (1978), 23,000 respondents rated the following four things as most important in their jobs: (a) chances to do something that makes one feel good about oneself; (b) chances to accomplish something worthwhile; (c) chances to learn new things; and (d) the opportunity to develop skills and abilities.

Herzberg (1979b) reaffirmed this in his statement: "Men and women are human beings who need to know they are creative. What they seek to create is something that expresses their uniqueness as individuals" (p. 13).

This is further supported in a study by Pusateri (1976) who concluded that the job satisfied teacher in the primary and secondary grades might be described as a person whose value orientation attaches significance to self-actualizing values, and who has abilities to think and act in creative ways.

Pusateri's study of 81 teachers in the School of Education at Loyola University revealed a relationship between self-actualization and job satisfaction.

A self-actualized individual could be expected to be satisfied in the occupation he holds in the sense that it provides experience for his growth here and now. It would not necessarily exclude his aspiring for a different position or career but keep him satisfied with what he has at present. (p. 16)

Main Hypothesis (Entire Sample)

The preceding review of self-actualization and its relationship to job satisfaction leads this researcher to state the following
hypothesis: There is a direct relationship between teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession.

The final section of this review reports research findings illustrating how gender, age, years of experience, and grade level taught differ regarding self-actualization and job satisfaction. The main hypothesis is restated specifically for each of the population subgroups.

Population Subgroups

The population was subdivided in order to determine whether the relationship between teachers' perceived self-actualization and their perceived satisfaction with the teaching profession exists in the following subgroups: (a) gender, (b) age, (c) years of teaching experience, and (d) grade level taught. The literature review provides rationale for why each population subgroup should be looked at separately.

Gender

Traditionally, studies have revealed significant differences in work attitudes between men and women. For example, Morse (1953) noted that men had higher aspiration levels than females. Since the employee who has a higher aspiration level will be less satisfied than fellow workers with a lower aspiration level, it was concluded that males are generally less satisfied than females.
This was supported by March and Simon (1958) who pointed out that men are expected to advance more than women. As a result, men seem more difficult to please.

Later studies continued to reveal differences. Pusateri (1976) explained that "both biological factors inherent in the male and female and cultural factors which delimit appropriate roles for each have contributed to sex differences in interests, attitudes and values" (p. 55).

A study in 1973 (Muncrief, 1973) revealed that more female teachers with more years of experience were in the high work adjustment group than teachers with fewer years of experience. This is in agreement with a later study by Jones and Heinen (1977) which concluded that females in their 30's revealed the least maladjustment.

In a study (Shealy, 1974) of teacher morale in South Carolina, the morale level of males was lower than that of females. Therefore, it can be assumed that the satisfaction level of females was higher than males.

Generally, when gender differences appeared in study results, females were found to be more satisfied and more self-actualized. However, in a study which measured work values as either extrinsic or intrinsic, females scored higher on how much they valued the surroundings in which they worked, while males revealed more intrinsic values (Drummond, 1978).

Although some studies did support differences in male and female attitudes, the trend is revealing less sexual differences in
attitudes toward work. Women's expectations toward their jobs are becoming more comparable to men's.

Studies are now rejecting stereotypical views that working women are more concerned than men with the hygienic aspects of their jobs, and that they are less concerned than men that their work be self-actualizing. A study by Crowley, Levitin, and Quinn (1973) indicated that men and women are equally concerned about meaningful work.

Recent trend affirms that women are no longer satisfied with less than males. Their aspirations continue to rise. This is demonstrated in a study by Nykaza (1977) which concluded that female teachers were as interested as male teachers in being involved in the decision-making process. However, the female teachers did not express interest in taking on more responsibility.

In contrast, a study comparing university faculty men's and women's aspirations for administrative positions revealed that a slightly higher proportion of women expressed administration aspirations than did men (Bowker, 1980). Hinkley (1975) pointed out that it has become increasingly apparent that both men and women are seeking psychological as well as monetary rewards from their work.

This is supported by a study of job satisfaction among secondary teachers. It was concluded that age, teaching aptitude, and experience (but not sex) affect job satisfaction (Gupta & Nisha, 1979). Sweeney (1981a), in a study of secondary teachers, also revealed that satisfaction of need levels is not related to gender.
More recent studies are revealing less sexual differences in attitudes toward work; however, both sides are supported in the literature. In order to affirm this continuing trend of less sexual differences, the following is hypothesized:

**Hypothesis 1A (female teachers).** There is a direct relationship between female teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession.

**Hypothesis 1B (male teachers).** There is a direct relationship between male teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession.

**Age**

Much of the literature revealed that age is a significant factor in job and need satisfaction. According to Shealy (1974), older, more experienced teachers tend to have a higher morale.

Brammer and Shostrom (1968) pointed out that age is a significant factor in psychological growth. After age 35, a person becomes more stable, consolidating his gains. He/she no longer gropes undecidedly, but moves with greater facility because his/her potential has been given a direction. With the deepened insight that experience brings, the person may contribute original and creative works to society.
This is consistent with a study conducted by Jones and Heinen (1977). Their findings showed that persons in the 30 to 39 age bracket for both males and females have the least degree of maladjustment. Jones suggested that this may be due to a function of finding a life's direction or purpose.

More recent studies (Knoop, 1981, and Sweeney, 1981a) demonstrated that satisfaction increases with age. This is consistent with Sheehy (1981) whose research indicated that a person's "sense of well-being" increases with age.

In contrast, Cardinell's (1981) observations on teacher burnout showed that many teachers lose commitment to the profession as their careers develop.

The results from a study by Marshall (1972) of 653 elementary teachers revealed that age has no significant relationship with teacher self-actualization and need fulfillment. This is supported by a later study by Hull (1976) in which no significant relationship was found between age and level of self-actualization. Some of the youngest subjects were the most highly actualized, while some of the oldest teachers were least actualized.

Although some studies did not show a relationship between age and job and need satisfaction, the literature did suggest that satisfaction increases with age. This review resulted in the following hypotheses:

**Hypothesis 2A (more senior teachers).** There is a direct relationship between the more senior teachers' perceptions of how well
they are meeting their self-actualization needs and perceptions of satisfaction with the teaching profession. (More senior is defined as over age 40.)

Hypothesis 2B (less senior teachers). There is a direct relationship between the less senior teachers' perceptions of how well they are meeting their self-actualization needs and perceptions of satisfaction with the teaching profession. (Less senior is defined as age 40 or under.)

Years of Teaching Experience

The literature relating to years of experience was consistent with the findings regarding the relationship of age and job satisfaction.

Pusateri (1976) defined an "experienced" teacher as having 6 to 15 years of teaching experience. Individuals entering this stage of experience or stabilization study their work to see how they may earn advancement. They become active in professional organizations and look for additional means of demonstrating ability. Furthermore, teachers who have taught more than 15 years have completed graduate work, and have obtained proficiency in their subject so that their personal growth is at a satisfactory level (Pusateri, 1976).

Shealy (1974) found that more experienced teachers tended to have a higher morale than less experienced teachers. This is consistent with Muncrief's (1973) study that concluded that women
teachers with more years of experience were basically in the high
work adjustment group.

In contrast, Anand (1977) concluded that the number of years of
teaching experience has no effect on job satisfaction. This is
supported in studies by Marshall (1972) and Hull (1976).

The literature suggested that satisfaction might increase with
years of experience. In order to determine whether the findings in
the literature are supported, the following hypotheses are proposed:

**Hypothesis 3A (more experienced teachers).** There is a direct
relationship between the more experienced teachers' perceptions of
how well they are meeting their self-actualization needs and percep­tions of satisfaction with the teaching profession. (More experi­enced is defined as over 10 years of experience.)

**Hypothesis 3B (less experienced teachers).** There is a direct
relationship between the less experienced teachers' perceptions of
how well they are meeting their self-actualization needs and percep­tions of satisfaction with the teaching profession. (Less experi­enced is defined as 10 or less years of experience.)

**Grade Level Taught**

Few studies were found regarding the influence of grade level
on job satisfaction and how well self-actualization needs are met.
Most studies drew their samples from either an elementary population
or a secondary population rather than a cross-section of both. For
example, a recent study on secondary teachers (Sweeney, 1981b) re-
revealed more deficiencies for the higher level needs of esteem and self-actualization. However, according to the results in a study by Anderson (1980), elementary teachers perceive their actualization needs to be satisfied more than middle/junior or high school teachers.

A possible explanation for this could be that the general preparation of the elementary teacher is designed to place emphasis on the total development of the child. In contrast, the secondary teacher becomes more of a specialist in a particular subject area. The elementary teacher works with a relatively small group of children for the entire day while the secondary teacher works with a relatively larger number of students, most of whom are with him/her for only a small part of each day. This forces the secondary teacher into a more structural, less flexible role in the classroom (Miller, 1966).

There are not enough cross-sectional studies to be able to draw any conclusion regarding how the grade level taught might influence teachers' level of satisfaction or their level of self-actualization. However, the information could be valuable for school districts and teacher training institutions. Therefore, the following is hypothesized:

**Hypothesis 4A (elementary teachers).** There is a direct relationship between elementary teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession. (Elementary is defined as grades K-6.)
Hypothesis 4B (secondary teachers). There is a direct relationship between secondary teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession. (Secondary is defined as grades 7-12.)

Summary

Most need level theories stem from Maslow's (1968) hierarchy of needs. Although research studies have rejected Maslow's theory in its pure form, it has been fairly well accepted that needs do exist in different levels. There have been many attempts to modify Maslow's hierarchy, most of which view needs as either upper (intrinsic) or lower (extrinsic).

Herzberg's (1966) motivator-hygiene theory which views needs as either intrinsic or extrinsic has been a basis for studying workers' needs in an industrial setting.

Self-actualization is considered an upper-level need. The basic concept of self-actualization has been alluded to by numerous writers. In this study, self-actualization is defined by emphasizing concepts described by Maslow (1968) and Rogers (1961).

For the purpose of operationalizing self-actualization, Porter (1962) divided self-actualization into three major concepts: (a) opportunity for personal growth and development, (b) the feeling of self-fulfillment, and (c) the feeling of worthwhile accomplishment. These are the concepts which were used in this study in order to operationalize the independent variable, self-actualization.
The literature revealed that workers are emphasizing intrinsic values, and are placing more importance on the need to self-actualize. Support was provided for a relationship between self-actualization and job satisfaction.

The literature presented studies for both support and non-support of the influence of the four personal factors on job satisfaction and self-actualization. However, rationale was provided for why each subgroup of the population should be tested separately as well as part of the entire population. Traditionally, gender had a significant effect on workers' attitudes toward their jobs. However, the literature revealed a changing trend supporting fewer differences in males' and females' attitudes toward work.

Even though there were studies which did not reveal a relationship between age and job satisfaction, study results suggested that job satisfaction may increase with age and years of experience.

Studies revealed a high deficiency in upper-level needs for secondary teachers. Elementary teachers tended to be more satisfied and self-actualized than secondary teachers, although there was a lack of cross-sectional studies comparing both levels.

The literature findings led to the development of the main hypothesis which was tested in this study. The literature also provided rationale for testing the hypothesis separately in subpopulations according to gender, age, years of experience, and grade level taught.

Chapter III discusses the research design and the methodology used to test the hypotheses.
CHAPTER III

STUDY DESIGN AND METHODOLOGY

This chapter presents the research design and methodology used in this study. The following are presented and discussed:

1. General information on the population of interest in this study.

2. A description of the stratified, random-sampling procedure which was used.

3. Steps which were taken in the development of the instrument.

4. Purpose and functions of the instrument.

5. A description of instrument content for measuring independent and dependent variables.

6. Background and rationale for instrument content.


8. Description and rationale for instrument response scale which was utilized.


10. Statistical methods used in the analysis of the data.

Population of the Study

The population of interest in this study was the 7,271 public school teachers in the 22 school districts in Macomb County, Michigan. Macomb County, located northeast of Detroit, covers 508 square miles, and has a resident population of 694,000.
Support service staff, making up 878 of the teachers in this population, include the following: (a) attendance, (b) guidance, (c) health, (d) psychological, (e) speech, (f) social workers, (g) teacher consultants, (h) librarians, and (i) audio and visual technicians.

Thirty-three percent of the population teach elementary school, 16% teach middle school, 26% teach high school, and 15% are placed in special education (see Table 1).

The school districts range from smaller rural districts with only 48 teachers, to larger suburban districts employing over 1,200 teachers (see Table 2). Most of the districts are experiencing a decline in enrollment. However, the enrollment in Anchor Bay, Richmond, and Chippewa Valley was increasing.

Sampling Procedure

This study was part of a larger study conducted by the Macomb Intermediate School District. Although the survey was also distributed to samples of all school employee groups, this study was only concerned with the sample drawn from the teacher population. A stratified, random-sampling method was utilized to determine the distribution of the instrument. The sample of 615 teachers was randomly selected from the 7,271 public school teachers in Macomb County. This sample was drawn by computer from the data base of Macomb County school employees at the Macomb Intermediate School District.
Table 1

Total Numbers of Teachers by Grade Level Category in Macomb County

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Elem.</th>
<th>Middle School</th>
<th>High School</th>
<th>Special Education</th>
<th>Support*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7,271</td>
<td>2,375</td>
<td>1,125</td>
<td>1,898</td>
<td>1,054</td>
<td>819</td>
</tr>
<tr>
<td>Percent</td>
<td>---</td>
<td>33%</td>
<td>16%</td>
<td>26%</td>
<td>15%</td>
<td>11%</td>
</tr>
</tbody>
</table>


*Support staff includes: attendance, guidance, social workers, librarians, and speech-audiology personnel.
Table 2
Sample Breakdown by District

<table>
<thead>
<tr>
<th>School District</th>
<th>Total</th>
<th>% of Total</th>
<th>Sample N</th>
<th>School District</th>
<th>Total</th>
<th>% of Total</th>
<th>Sample N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Bay</td>
<td>201</td>
<td>2.8</td>
<td>17</td>
<td>Mt. Clemens</td>
<td>254</td>
<td>3.5</td>
<td>21</td>
</tr>
<tr>
<td>Armada</td>
<td>72</td>
<td>.9</td>
<td>6</td>
<td>New Haven</td>
<td>58</td>
<td>.8</td>
<td>5</td>
</tr>
<tr>
<td>Center Line</td>
<td>202</td>
<td>2.8</td>
<td>17</td>
<td>Richmond</td>
<td>101</td>
<td>1.4</td>
<td>9</td>
</tr>
<tr>
<td>Chippewa Valley</td>
<td>360</td>
<td>5</td>
<td>31</td>
<td>Romeo</td>
<td>260</td>
<td>3.6</td>
<td>22</td>
</tr>
<tr>
<td>Clintondale</td>
<td>212</td>
<td>2.9</td>
<td>17</td>
<td>Roseville</td>
<td>408</td>
<td>5.6</td>
<td>34</td>
</tr>
<tr>
<td>East Detroit</td>
<td>441</td>
<td>6.1</td>
<td>38</td>
<td>South Lake</td>
<td>145</td>
<td>2.0</td>
<td>12</td>
</tr>
<tr>
<td>Fitzgerald</td>
<td>157</td>
<td>2.2</td>
<td>14</td>
<td>Utica</td>
<td>1,394</td>
<td>19.2</td>
<td>118</td>
</tr>
<tr>
<td>Fraser</td>
<td>327</td>
<td>4.5</td>
<td>27</td>
<td>Van Dyke</td>
<td>262</td>
<td>3.6</td>
<td>22</td>
</tr>
<tr>
<td>Lake Shore</td>
<td>277</td>
<td>3.8</td>
<td>23</td>
<td>Warren Con.</td>
<td>1,062</td>
<td>14.6</td>
<td>90</td>
</tr>
<tr>
<td>Lakeview</td>
<td>215</td>
<td>3</td>
<td>18</td>
<td>Warren Woods</td>
<td>269</td>
<td>3.7</td>
<td>23</td>
</tr>
<tr>
<td>L'Anse Creuse</td>
<td>434</td>
<td>6</td>
<td>37</td>
<td>M.I.S.D.</td>
<td>160</td>
<td>2.2</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>7,271</strong></td>
<td><strong>100.0</strong></td>
<td><strong>615</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to attain a 95% confidence interval with 5% error when estimating a population proportion for dichotomous data, a simple random sample size needs to be only 384 for the population size in this study. However, Fonvielle (1982) cautioned about the importance of the different employee subgroups that might be significant in eventual analysis. Therefore, it was necessary to "over-sample" for this study in order to assure representative numbers of subjects in all subgroups (school district and grade level). The teacher sample size of 615 contained more subjects than were necessary to obtain a 95% confidence interval with 5% error.

Since the population was stratified according to school district, the percentage of teachers from each school district in the sample was proportional to each school district's percentage of county teacher population (see Table 2).

Furthermore, each of the 22 strata according to school district were further stratified according to the following four groups: (a) elementary, (b) middle school, (c) high school, and (d) special education (see Table 3). In order for these grade-level subgroups to be representative of each school district, the subgroup sample numbers were based on percentages for each school district separately rather than using a county percentage for each grade level. For instance, some districts had a higher percentage of elementary teachers while others had a higher percentage of secondary teachers.
Table 3
Sample Breakdown of School District Stratas by Grade Level Subgroups

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Bay</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>Mt. Clemens</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Armada</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>New Haven</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Center Line</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>Richmond</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Chippewa Valley</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>Romeo</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Clintondale</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>Roseville</td>
<td>12</td>
<td>3</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>East Detroit</td>
<td>15</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>South Lake</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Fitzgerald</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>Utica</td>
<td>54</td>
<td>22</td>
<td>36</td>
<td>6</td>
</tr>
<tr>
<td>Fraser</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>Van Dyke</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Lake Shore</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>Warren Con.</td>
<td>36</td>
<td>15</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>Lakeview</td>
<td>8</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>Warren Woods</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>L'Anse Creuse</td>
<td>12</td>
<td>8</td>
<td>14</td>
<td>3</td>
<td>M.I.S.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>245</strong></td>
<td><strong>107</strong></td>
<td><strong>191</strong></td>
<td><strong>72</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33
Rationale for Subgroup Dichotomies

As discussed in Chapter II, the first hypothesis was tested separately in the following subgroups: (a) gender, (b) age, (c) years of teaching experience, and (d) grade level taught.

The population subgroups were broken down into dichotomies for each subhypothesis. Gender (male, female) and grade level taught (elementary, secondary) are natural dichotomies. Elementary was classified as kindergarten through sixth grade, and secondary was seventh grade through twelfth grade since this is the breakdown used by most of the districts in Macomb County. However, the following rationale was provided for the dichotomies of age and years of teaching experience.

Age

Data collected by the Michigan State Board of Education (1982) revealed that the average Michigan teacher (both male and female) is 41 years old. Therefore, "age" was divided as follows for hypotheses 3A and 3B: (a) teachers over age 40, and (b) teachers, 40 or under.

Years of Experience

The average teacher in Michigan has taught approximately 10 years. Therefore, "years of experience" was divided as follows for hypotheses 4A and 4B: (a) teachers with over 10 years of experience, and (b) teachers with 10 or less years of experience.
Development of the Instrument

The instrument in this study for measuring employee attitudes was developed by the Macomb Intermediate School District. The Macomb Intermediate School District is a service organization which provides support, special help, and special equipment to local educators in Macomb County's 22 school districts. This survey on teachers' attitudes was administered in November 1982.

The major purpose of the survey was to obtain an employee attitude data base for quality of work life programs in Macomb County's schools.

The survey sought information in the following areas: (a) the quality of work life in the schools, (b) communication in the schools, (c) co-worker relationships, (d) problems facing schools, and (e) perceptions of school effectiveness.

Two functions of the quality of work life data were: (a) to determine how well teachers' perceive their needs are being met in each of the need levels, and (b) to determine teachers' perceptions of satisfaction with their jobs.

The instrument was designed to measure more concepts than were utilized in this study. However, since this instrument provided a measure for both the independent variable (self-actualization) and the dependent variable (job satisfaction), it met the data collection needs for this study.
Based on all literature from 1957 to 1972, Taylor (1973) reported that self-actualization measures can be either the demands of the job for growth, learning, and opportunities for using their existing competencies, or the employees' perceptions that they either have enough or need more of these things.

The instrument for this study utilized the latter of these two self-actualization measures. That is, it measured teachers' perceptions of how self-actualized they are, as well as their perceptions of how satisfied they are with the teaching profession.

Administration procedures were checked in a pretest of the instrument administered to 32 graduate students at Eastern Michigan University on October 12, 1982. Respondents were asked to list and comment on any items that were confusing or difficult to answer. It took an average of 13 minutes for subjects to complete the survey.

**Instrument Content**

The survey contained 100 job attitude questions and eight demographic questions (see Appendix A).

**Measure of independent variable.** The independent variable, which is teachers' perceptions of how well their self-actualization needs are being met, measured perceptions in the following areas: (a) opportunities for growth and development; (b) feeling of self-fulfillment (realizing one's potential and being able to use one's own unique capabilities); and (c) feeling of worthwhile accomplishment.
These perceptions of self-actualization were measured by subject response to the statements listed in Table 4.

As discussed in Chapter II, these are the concepts developed and used by Porter (1962) to measure need level deficiencies in an industrial environment. (A description of his method is provided in the review of literature.) These concepts have also been used in Psychology Today studies to determine how important workers perceive self-actualization to be (Crowley et al., 1973; Renwick & Lawler, 1978).

Porter's instrument was later adapted by Trusty and Sergiovanni (1966) for use in a school setting. Studies utilizing the Trusty and Sergiovanni adaptation concluded that it is a valid instrument for use in a school setting when measuring deficiencies of the six need levels in Porter's modification of Maslow's (1968) need hierarchy (e.g., Sweeney, 1981b). Consistency in study results confirmed the reliability of the concepts used to measure the need levels in the instrument.

An effort was made to keep the statements and questions neutral. Fonvielle (1982) pointed out the need to ask neutrally worded questions to which there are no clear "right answers" because people would rather agree than disagree.

Measure of dependent variable. The survey measured the dependent variable (perceptions of satisfaction with the teaching profession) by having the subjects respond to the following statements.
Table 4

Statements for Measuring Concepts of Self-Actualization

<table>
<thead>
<tr>
<th>Growth and Development</th>
<th>Feelings of Self-Fulfillment</th>
<th>Feelings of Worthwhile Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I consider my job interesting. (#3)</td>
<td>1. I consider my job interesting. (#3)</td>
<td>1. I consider my job challenging. (#11)</td>
</tr>
<tr>
<td>2. My job gives me a chance to learn new skills. (#5)</td>
<td>2. Most employees here are willing to &quot;go the extra mile&quot; to get a job done. (#26)</td>
<td>2. My work provides me with a sense of accomplishment. (#12)</td>
</tr>
<tr>
<td>3. I consider my job challenging. (#11)</td>
<td>3. My job provides me rewards that can't be measured in dollars. (#38)</td>
<td>3. Most employees here are willing to &quot;go the extra mile&quot; to get a job done. (#26)</td>
</tr>
<tr>
<td>4. My work provides me opportunities for professional growth. (#39)</td>
<td>4. I feel like I am making a contribution to my department/school. (#66)</td>
<td>4. I believe staff members like me can bring about change in my department/school. (#31)</td>
</tr>
<tr>
<td>5. My work provides me with opportunities for promotion. (#40)</td>
<td></td>
<td>5. My job provides me rewards that can't be measured in dollars. (#38)</td>
</tr>
<tr>
<td>6. I am a better employee this year than I was last year. (#55)</td>
<td></td>
<td>6. When I do a good job, I know it's appreciated. (#70)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. I feel like I am making a contribution to my department/school. (#66)</td>
</tr>
</tbody>
</table>
1. If I could start my working career over again, I would probably do something different. (See question 47 in Appendix A.)

2. I usually feel good about my job. (See question 67 in Appendix A.)

3. I used to care more about my job than I do now. (See question 48 in Appendix A.)

4. I often go home frustrated because of my job. (See question 57 in Appendix A.)

5. Sometimes I feel like I'm "fighting the system." (See question 69 in Appendix A.)

6. I am satisfied with my work assignment. (See question 2 in Appendix A.)

Reliability and Validity Information

Internal reliability and validation were checked in a pretest of the instrument which was administered to 32 graduate students.

Reliability. The Coefficient Alpha reliability coefficient was used to determine the internal consistency of the instrument (homogeneity of the items). The process described by Kerlinger (1973) is as follows: Take two random samples of items from the test and treat each sample as a separate subtest. Correlate the two sets, continuing the process indefinitely. The average intercorrelation of the subsamples shows the test's internal consistency.

According to Gay (1981), "If a test is composed of several subtests, then the reliability of each subtest must be evaluated, not
just the reliability of the total test . . . the reliability of a
given subtest is typically lower than the total test reliability" (p. 123). Therefore, the reliability coefficient was calculated for
each index separately.

A pretest can be used for reliability which will determine in­
ternal consistency of the indices and the entire instrument. Accord­
ing to Babbie (1973), most of the items designed to measure a single
variable will be empirically related to one another. "If one of the
items is very weakly related to the others, the researcher may con­
clude that it does not really measure the variables and may decide to
drop it from the questionnaire" (p. 219). An item could also just be
dropped from a particular index designed to measure a specific con­
cept.

The Coefficient Alpha was calculated on a pretest of the instru­
ment which was previously discussed in the development of the instru­
ment. Results were: (a) satisfaction index, alpha = .82; self­
actualization index, alpha = .89. These pretest results demonstrated
a high degree of internal consistency.

Validity. In order to establish content validity, a panel of
experts was utilized (see Appendix C). The experts determined
whether each statement measured the variable it was designed to
measure.

According to Kerlinger (1973), content validation is judgmental.
If the concept to be measured has subsets, then one has to ask not
only is it representative of the concept, but which subset does it fit?

For this instrument, statements to determine perceptions of needs were divided into the five need levels of: (a) security, (b) social, (c) esteem, (d) autonomy, and (e) self-actualization. These need levels are an adaptation of Maslow’s (1968) need hierarchy, operationalized by Porter (1962) and Trusty and Sergiovanni (1966).

Criteria for defining each need level were presented to the panel of experts (see Appendix D). Self-actualization was defined by the three concepts developed by Porter for measuring self-actualization. These three concepts (growth and development, feelings of self-fulfillment, and feelings of worthwhile accomplishment) were utilized to develop the statements for measuring perceptions of self-actualization in the instrument (see Table 4).

The panel of experts was requested to determine in which need level category each statement was most appropriate based on the criteria presented for each need level. This judgment of the experts validated the appropriateness of the statements used to measure each index. Eighty-four percent of the experts’ category selections were in agreement with the statements originally designed to measure each index.

Response Scale

A four-point Likert Scale was utilized for measuring the independent variables. Responses were divided into the following cate-
categories: (a) agree; (b) unsure, probably agree; (c) unsure, probably disagree; and (d) disagree.

By providing a more clear direction for the interpretation of the data, this scale is statistically stronger than an odd-number scale which allows a middle response category for uncertainty. According to Yankelovich, as reported by Lipset and Wattenberg (1981), respondents are more likely to be indecisive when they are given the opportunity to be indecisive. However, the wording of the second and third response categories (unsure, probably agree; unsure, probably disagree) gave the respondent who was unsure an opportunity to express his/her uncertainty.

Procedures for Administration

Task-Force Committee

Before a survey can be distributed, it is necessary to obtain needed support. Fonvielle (1982) emphasized that the project must have the support of top management, as well as employee involvement.

The Macomb Intermediate School District had contacted teacher union leaders and school superintendents to explain the purpose of the survey, and to establish a task-force committee. This committee reviewed the survey and helped establish support of all the local districts.
Distribution

The letters and surveys were sent out from the Intermediate School District via the inter-school mailing system. The Intermediate School District delivered the surveys to the central office of each school district. Then each school district was responsible for delivery to each individual employee (see Appendix E for staff survey procedures).

An attached cover letter explaining the purpose of the survey promised confidentiality of all responses. Each respondent was requested to discard the cover letter with the identification number before returning the survey (see Appendix B).

Follow-Up

In order to determine whether the needed number of responses had been received for each subgroup (school district and grade level taught), it was necessary to identify the subjects who returned their survey. Therefore, a postcard (with an identification number) was distributed with the surveys to each of the respondents. The respondents were requested to return the postcard to the Macomb Intermediate School District when they sent back the completed survey (see Appendix F).

Nonrespondents were randomly telephoned to determine the reason for their lack of response. Survey response is further discussed in Chapter IV.
Data Analysis

The range of scores for the index on satisfaction was 1 - 4. A score of 1 represented the highest amount of satisfaction, while a score of 4 represented the lowest score for satisfaction. (An "agree" response was 1 point; an "unsure, probably agree" response was 2 points; an "unsure, probably disagree" response was 3 points; and a "disagree" response was 4 points.) The points designated for each response were reversed for questions 47, 48, 57, and 67 (see Appendix A). A response mean for satisfaction was calculated by averaging the mean responses of all statements in the satisfaction index.

The range of scores for the index on self-actualization was also 1 - 4. A score of 1 represented the highest amount of self-actualization, while a score of 4 represented the lowest score for self-actualization. (An "agree" response was 1 point; an "unsure, probably agree" response was 2 points; an "unsure, probably disagree" response was 3 points; and a "disagree" response was 4 points.) A response mean for self-actualization was calculated by averaging the mean responses of all statements in the self-actualization index.

A mean and standard deviation was calculated for each index. This determined the amount of similarity among subjects for each variable. The index mean and standard deviation was valuable information for interpreting the correlation coefficient. According to Hinkle, Wiersma, and Jurs (1979), when the group is homogeneous (meaning there is a restricted range of scores on either or both vari-
ables), the correlation coefficient will be smaller. "If the researcher is looking for relationships between variables, there must be enough dispersion or heterogeneity in the scores to allow a relationship to manifest itself" (p. 83).

Since both variables were measured on an interval scale, the Pearson Product Moment Correlation Coefficient was the appropriate correlation coefficient to test the hypotheses in this study. It was calculated for all teacher respondents in order to measure the relationship between the two variables in the main hypothesis. A separate correlation coefficient was calculated for each subpopulation group for which the hypothesis was tested. In order to reflect the size of the population correlations corresponding to each sample correlation coefficient, a confidence interval for the population correlation was calculated (see Table 5).

For each of the nine hypotheses, the probability used for committing a Type I error was .05. The null hypothesis (Ho: $\rho = 0$) states that the Pearson Product Moment Correlation Coefficient between perceptions of self-actualization and perceptions of satisfaction with the teaching profession is equal to zero.

Summary

In the preceding chapter, the population and sampling procedures were described. The random subsample of 615 teachers is part of a larger sample of all school employees in Macomb County. This study is part of a larger study conducted by the Macomb Intermediate School District.
The development of the instrument was discussed. Statements for specific indices measuring both the independent and dependent variable were presented. Rationale for a four-point response scale was discussed. Information concerning the reliability and validity of the instrument was presented. This included details regarding a panel of experts for content validity, and a pretest in order to establish an alpha coefficient for reliability. Procedures for administration of the instrument were then presented. They included: (a) a task-force committee, (b) distribution, and (c) follow-up.

The statistical procedures used for each hypothesis were described. The Pearson Product Moment Correlation Coefficient was selected as the appropriate statistical method in order to test all the hypotheses.

The next chapter presents the results from the collected data.
### Table 5

Results of Pearson Product Moment Correlation Coefficient for Self-Actualization and Satisfaction

<table>
<thead>
<tr>
<th>Teacher Subgroup</th>
<th>Pearson r □</th>
<th>Coefficient of Determination (r²)</th>
<th>Confidence Interval CI90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>.60</td>
<td>.36</td>
<td>(.55, .64)</td>
</tr>
<tr>
<td>Females</td>
<td>.59</td>
<td>.35</td>
<td>(.54, .63)</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 and under</td>
<td>.62</td>
<td>.38</td>
<td>(.57, .66)</td>
</tr>
<tr>
<td>Over 40</td>
<td>.58</td>
<td>.34</td>
<td>(.53, .63)</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or less years</td>
<td>.55</td>
<td>.30</td>
<td>(.50, .60)</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>.63</td>
<td>.40</td>
<td>(.59, .67)</td>
</tr>
<tr>
<td>Grade level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>.55</td>
<td>.30</td>
<td>(.50, .60)</td>
</tr>
<tr>
<td>Secondary</td>
<td>.67</td>
<td>.45</td>
<td>(.63, .71)</td>
</tr>
<tr>
<td>TOTAL SAMPLE</td>
<td>.61</td>
<td>.37</td>
<td>(.56, .65)</td>
</tr>
</tbody>
</table>

Note. The Pearson Product Moment Correlation Coefficients supported the main research hypothesis and each subhypothesis. All hypotheses were accepted.
CHAPTER IV

RESULTS

Introduction

This chapter contains the findings of the study. The response rate is reported first, and the factors which affected this response rate are examined.

General information about the population provided from the collected data are presented next. This information includes: (a) a measure of the independent variable (degree of perceived self-actualization); (b) a measure of the dependent variable (degree of perceived satisfaction); (c) gender of the population; (d) age of the population; (e) years of experience; and (f) grade level taught.

Finally, the correlation coefficient for each hypothesis is presented. This correlation coefficient determines how much linear relationship exists between the independent and dependent variables for the entire population, as well as in the population subgroups.

Response Rate

Five hundred thirty-six of the 615 subjects (87%) in the teacher population returned their survey. Thirty-nine percent of the 536 surveys that were returned were returned by elementary teachers.
(K-6); 28% were returned by middle school teachers (7-9); and 26% were returned by high school teachers (10-12).

There are several possible reasons for this high rate of response. First of all, the purpose of the survey, which was explained in the cover letter, could have significant importance to the respondents. There appears to be a growing interest among teachers concerning their quality of work life. Since the major purpose of the survey was to create a data base for quality of work life programs in Macomb County, the respondents' high response rate may have been a reaction to their personal interest in quality of work life.

Furthermore, the Macomb Intermediate School District has a good working relationship with the administrators, as well as union leaders, in the county school districts. The high response rate could also be a result of the cooperation which has been established between the Intermediate School District and the local school districts.

As previously mentioned in Chapter III, follow-up procedures were conducted to determine reasons for nonresponse. It was indicated that the main reason for nonresponse was a lack of interest.

**Population Subgroup Dichotomies**

Percentages for the dichotomies in each population subgroup were calculated (see Table 6). Thirty-four percent of the teacher population was male, while 66% was female. Forty-nine percent of the teachers were age 40 or under, while 51% were over age 40.
Table 6
Percentages for Dichotomies in Population Subgroups

<table>
<thead>
<tr>
<th>Teacher Subgroup</th>
<th>Number of Subjects</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>195</td>
<td>34</td>
</tr>
<tr>
<td>Females</td>
<td>334</td>
<td>66</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 and under</td>
<td>262</td>
<td>49</td>
</tr>
<tr>
<td>Over 40</td>
<td>272</td>
<td>51</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or less years</td>
<td>168</td>
<td>31</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>366</td>
<td>68</td>
</tr>
<tr>
<td>Grade level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>186(^a)</td>
<td>42</td>
</tr>
<tr>
<td>Secondary</td>
<td>256</td>
<td>58</td>
</tr>
</tbody>
</table>

Note. Due to missing cases in each subpopulation, dichotomy totals were not equal to sample size.

\(^a\)For grade level subpopulation, 38 subjects selected response #1 or #5 which excluded them from grade level dichotomy (see Question B, Appendix A).
Sixty-eight percent of the teachers had over 10 years of experience, while 31% had 10 or less years of experience. Forty-two percent of the population were elementary teachers, while 58% were secondary teachers. All the dichotomies in the population subgroups had a fairly balanced representation except the dichotomy for years of experience. There were disproportionately more teachers in the category, "over 10 years of experience," than in the category, "10 years of experience or less." A possible reason for this unequal representation could be the increased number of teacher layoffs in Macomb County as a result of declining student enrollments.

Description of Results

Independent and Dependent Variable

In order to gain a better understanding of the independent and dependent variable, the mean and standard deviation was calculated for self-actualization (see Table 7) and satisfaction (see Table 8). This was calculated for the entire population as well as for each subgroup in the population. This information helped determine the degree of similarity in the population regarding either the self-actualization or satisfaction variable.
Table 7

Results for Self-Actualization Variable for All Sample Subgroups

<table>
<thead>
<tr>
<th>Teacher Subgroup</th>
<th>Number of Subjects</th>
<th>Response Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>195</td>
<td>1.84</td>
<td>.53</td>
</tr>
<tr>
<td>Females</td>
<td>334</td>
<td>1.79</td>
<td>.44</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 and under</td>
<td>262</td>
<td>1.87</td>
<td>.52</td>
</tr>
<tr>
<td>Over 40</td>
<td>272</td>
<td>1.76</td>
<td>.44</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or less years</td>
<td>168</td>
<td>1.77</td>
<td>.47</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>366</td>
<td>1.84</td>
<td>.49</td>
</tr>
<tr>
<td>Grade level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>186(^a)</td>
<td>1.74</td>
<td>.42</td>
</tr>
<tr>
<td>Secondary</td>
<td>256</td>
<td>1.88</td>
<td>.53</td>
</tr>
<tr>
<td>TOTAL SAMPLE</td>
<td>536</td>
<td>1.82</td>
<td>.48</td>
</tr>
</tbody>
</table>

Note. Due to missing cases in each subpopulation, dichotomy totals were not equal to sample size.

\(^a\)For grade level subpopulation, 38 subjects selected response #1 or #5 which excluded them from grade level dichotomy (see Question B, Appendix A).
Table 8

Results for Satisfaction Variable for All Sample Subgroups

<table>
<thead>
<tr>
<th>Teacher Subgroup</th>
<th>Number of Subjects</th>
<th>Response Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>195</td>
<td>1.98</td>
<td>.68</td>
</tr>
<tr>
<td>Females</td>
<td>334</td>
<td>1.86</td>
<td>.63</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 and under</td>
<td>262</td>
<td>2.00</td>
<td>.67</td>
</tr>
<tr>
<td>Over 40</td>
<td>272</td>
<td>1.83</td>
<td>.62</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or less years</td>
<td>168</td>
<td>1.86</td>
<td>.58</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>366</td>
<td>1.94</td>
<td>.68</td>
</tr>
<tr>
<td>Grade level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>186&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.83</td>
<td>.63</td>
</tr>
<tr>
<td>Secondary</td>
<td>256</td>
<td>2.03</td>
<td>.68</td>
</tr>
<tr>
<td>TOTAL SAMPLE</td>
<td>536</td>
<td>1.92</td>
<td>.65</td>
</tr>
</tbody>
</table>

Note. Due to missing cases in each subpopulation, dichotomy totals were not equal to sample size.

<sup>a</sup>For grade level subpopulation, 38 subjects selected response #1 or #5 which excluded them from grade level dichotomy (see Question B, Appendix A).
**Self-actualization (independent variable).** As pointed out in Chapter III, the range of scores for perceived self-actualization was 1 - 4. A score of 1 represented the highest amount of self-actualization, while a score of 4 represented the lowest amount of perceived self-actualization. The mean response in the self-actualization index score was 1.81. The mean response and standard deviation for the entire sample, as well as each subgroup, is presented in Table 7.

It is noted that the subgroup of secondary teachers perceived the lowest amount of self-actualization, while the subgroup of teachers over 40 years perceived the highest amount. However, all subgroup mean scores revealed only a minor deviation from the mean score of the entire sample.

**Satisfaction (dependent variable).** As previously discussed in Chapter III, the range of scores for perceived satisfaction was 1 - 4. A score of 1 represented the highest amount of satisfaction, while a score of 4 represented the lowest amount of satisfaction. For the entire sample, the mean response in the satisfaction index score was 1.92. The mean response and standard deviation for the entire sample, as well as each subgroup, is presented in Table 8.

It is noted that the subgroup of secondary teachers perceived the lowest amount of satisfaction, as well as the lowest amount of self-actualization. Furthermore, teachers over 40 scored highest in both perceived satisfaction and perceived self-actualization. However, all satisfaction mean scores revealed very little deviation from the mean score of the entire sample.
Relationship Between Self-Actualization and Satisfaction

The Pearson Product Moment Correlation Coefficient (Pearson $r$) between self-actualization and satisfaction for the entire sample was $0.61$. The Pearson $r$ for the entire sample, as well as for each subgroup in the sample is presented in Table 5. The coefficient of determination ($r^2$) indicates the proportion of the variance in one variable that can be associated with the variance in the other variable (Hinkle et al., 1979). The coefficient of determination ($r^2$) for the entire sample was $0.37$. Therefore, $37\%$ of the variance in perceptions of self-actualization can be associated with the variance in perceptions of satisfaction. The coefficient of determination for the entire population, as well as each subpopulation, is listed in Table 5.

As stated in Chapter III, the alpha level (probability of committing a Type I error) was $0.05$. Since the hypotheses were directional, in calculating a confidence interval, a $90\%$ confidence level was used (see Table 5). In each case, the null hypothesis of the population correlation, being equal to zero, was rejected.

Summary

This chapter presented the results of the study. After general information about the population was reported, the Pearson Product Moment Correlation Coefficient was presented with a confidence interval for each hypothesis. Conclusions regarding these results are discussed in Chapter V.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter begins with a summary of Chapters I through IV, followed by limitations of the study.

As previously discussed, this study has been conducted for the purpose of determining whether or not a relationship exists between the amount of teachers' perceived self-actualization and the amount of satisfaction they perceive with the teaching profession. A further purpose has been to determine whether this relationship exists in the following subpopulations according to: (a) gender, (b) age, (c) years of experience, and (d) grade level taught. In this chapter, the conclusions relative to each of these items are discussed. Information about the population regarding self-actualization and satisfaction are discussed. Conclusions regarding the relationship between self-actualization and satisfaction for the total sample are presented first, followed by comparisons for each subgroup in the sample.

The second part of this chapter offers two kinds of recommendations. First, suggestions are presented for school districts and teacher training institutions to make practical use of the results from this study. This is followed by recommendations for future research.
Study Summary

In Chapter I, information on the background of the problem was presented. It was pointed out that there has been a major shift in the attitudes and values of the United States work force toward their jobs. Workers are now expressing their need for fulfillment. To grow and develop psychologically, to find one's identity, and to realize one's potential is referred to as self-actualization. It was noted that numerous studies have affirmed the importance of self-actualization in one's work.

It was further pointed out in the statement of the problem that there appears to be a growing dissatisfaction among American teachers. The purpose of this study was to determine if teachers' perceptions of dissatisfaction with the teaching profession are related to how self-actualized they perceive themselves to be. An additional purpose was to determine whether this relationship exists in the population subgroups according to: (a) gender, (b) age, (c) years of experience, and (d) grade level taught.

The review of related literature was presented in Chapter II, which led to the development of the hypotheses. Need level theory was discussed first, followed more specifically by explanation and definitions of self-actualization. Literature regarding the relationship of self-actualization need and job satisfaction was then presented. This led to the development of the main hypothesis of the study: "There is a direct relationship between teachers' perceptions of how well they are meeting their self-actualization
needs and their perceptions of satisfaction with the teaching profession." This was followed by a report of research studies illustrating that self-actualization or job satisfaction might be different regarding, gender, age, years of experience, and grade level taught.

These findings demonstrated the need for eight subhypotheses in order to examine the relationship between self-actualization and job satisfaction separately in each of the following subpopulations: (a) female teachers; (b) male teachers; (c) teachers, age 40 or under; (d) teachers over age 40; (e) teachers with over 10 years of experience; (f) teachers with 10 or less years of experience; (g) elementary teachers (grades K-6); and (h) secondary teachers (grades 7-12).

Chapter III presented the research design and methodology. A detailed description of the population and sampling procedure was given. The sample of 615 teachers was randomly selected from the 7,271 public school teachers in Macomb County.

The instrument, which was developed by the Macomb Intermediate School District, contained 100 job-attitude questions, 8 demographic questions, and utilized a four-point response scale. The instrument was designed to measure more concepts than were needed for this study. However, it provided a reliable and valid measurement for both the independent variable (perceptions of self-actualization) and the dependent variable (perceptions of job satisfaction).
The procedures for administration were discussed in detail, including the development of a task-force committee, survey distribution, and follow-up.

Independent and Dependent Variables

In order to attain a better understanding of the population in this study, information regarding teachers' perceptions of self-actualization and satisfaction are discussed before conclusions are presented. Information about the population regarding each variable is valuable toward a better understanding of the conclusions which were drawn for each hypothesis.

**Self-Actualization (Independent Variable)**

The mean self-actualization response for the total sample was 1.82. According to the instrument response scale, a response of 1 indicated that the subject agreed with statements that demonstrated perceptions of self-actualization, while a response of 4 indicated the subject disagreed with statements that demonstrated perceptions of self-actualization. The mean self-actualization response (1.82) was slightly below the scale midpoint. This indicated that subjects agreed, more than disagreed, with statements that demonstrated perceptions of self-actualization.

The mean self-actualization score for each population subgroup supported the main conclusion regarding the self-actualization variable that was made for the entire population (see Table 7). Further-
more, the scores revealed little difference in mean self-actualization responses between the population subgroups in each dichotomy (see Table 7).

**Satisfaction (Dependent Variable)**

The mean satisfaction response for the entire sample was 1.92. On the basis of the values placed on the instrument response scale, a response of 1 indicated the subject agreed with statements that demonstrated perceptions of satisfaction with the teaching profession, while a response of 4 indicated that the subject disagreed with statements that demonstrated perceptions of satisfaction. The mean satisfaction response (1.92) was slightly below the scale midpoint. This indicated that subjects agreed, more than disagreed, with statements that demonstrated perceptions of satisfaction.

The mean satisfaction response for all population subgroups, except secondary teachers, supported the main conclusion regarding the satisfaction variable that was made for the entire population (see Table 8). The mean response for secondary teachers indicated a slightly below average amount of satisfaction. Furthermore, the scores revealed little difference in the mean satisfaction responses between the population subgroups for each dichotomy (see Table 8).

**Conclusions**

Guidelines for interpreting the size of the correlation coefficients for testing the following hypotheses were taken from Hinkle
et al. (1979). All findings testing the relationship between self-actualization and satisfaction are consistent with the research findings that were reported in the review of literature.

**Main Hypothesis (Entire Sample)**

As discussed in Chapter III, the Pearson Product Moment Correlation Coefficient was calculated to measure the relationship between self-actualization and satisfaction for the part of the population stated in each hypothesis. This was reported in Table 5 in Chapter III.

The Pearson $r$ measuring the relationship for the entire sample was .61. According to Hinkle et al. (1979), a correlation coefficient of $+.61$ indicates a moderate, positive correlation. This finding, which is consistent with research reported in the review of literature, supports the main hypothesis: "There is a direct relationship between teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession."

The conclusions for the following subhypotheses are consistent with the conclusion made for the main hypothesis.

**Hypothesis 1A (Female Teachers)**

The correlation coefficient for female teachers was .59. Therefore, the correlation between self-actualization and satisfaction for female teachers is considered moderate. This finding supports
Hypothesis 1A: "There is a direct relationship between female teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession."

Hypothesis 1B (Male Teachers)

The correlation coefficient for male teachers was .60, representing a moderate amount of correlation. Therefore, the relationship is supported for male teachers as stated in Hypothesis 1B: "There is a direct relationship between male teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession."

Hypothesis 2A (More Senior Teachers)

The Pearson $r$ for teachers who were over age 40 was .58, which indicated a moderate correlation. Therefore, this finding supports Hypothesis 2A: "There is a direct relationship between the more senior teachers' perceptions of how well they are meeting their self-actualization needs and perceptions of satisfaction with the teaching profession."

Hypothesis 2B (Less Senior Teachers)

Teachers who were age 40 or less received a Pearson $r$ of .62, which indicated a moderate amount of correlation. Therefore, the relationship for the less senior teachers is supported as stated in
Hypothesis 2B: "There is a direct relationship between the less senior teachers' perceptions of how well they are meeting their self-actualization needs and perceptions of satisfaction with the teaching profession."

Hypothesis 3A (More Experienced Teachers)

The correlation coefficient for more experienced teachers (more than 10 years of experience) was .63, indicating a moderate amount of correlation. This finding supported Hypothesis 3A: "There is a direct relationship between the more experienced teachers' perceptions of how well they are meeting their self-actualization needs and perceptions of satisfaction with the teaching profession."

Hypothesis 3B (Less Experienced Teachers)

The correlation coefficient for less experienced teachers (10 or less years of experience) was .55, which indicated a moderate degree of correlation. This result supported Hypothesis 3B: "There is a direct relationship between the less experienced teachers' perceptions of how well they are meeting their self-actualization needs and perceptions of satisfaction with the teaching profession."

Hypothesis 4A (Elementary Teachers)

The correlation coefficient for elementary teachers was .55. Therefore, the correlation between self-actualization and satisfaction for elementary teachers was considered moderate. This finding
supported Hypothesis 4A: "There is a direct relationship between elementary teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession."

Hypothesis 4B (Secondary Teachers)

The correlation coefficient for secondary teachers was .67, representing a moderately high amount of correlation. Therefore, the relationship between self-actualization and satisfaction for secondary teachers is supported in Hypothesis 4B: "There is a direct relationship between secondary teachers' perceptions of how well they are meeting their self-actualization needs and their perceptions of satisfaction with the teaching profession."

Subgroup Comparisons

Since the Pearson $r$ for female teachers was .59, and .60 for male teachers, it could be concluded that there is little difference between males and females regarding the relationship of self-actualization and satisfaction. This was consistent with expected results based on the review of literature regarding gender.

The Pearson $r$ for more senior teachers (over age 40) was .58, and .62 for less senior teachers (age 40 or less). This finding revealed a similarity of the two age groups regarding the relationship between self-actualization and satisfaction. However, the findings reported in the review of literature suggested the possibility that age made a difference in workers' attitudes toward their jobs.
This implied that the relationship between self-actualization and satisfaction might also reveal a difference regarding the personal factor of age.

The Pearson $r$ for more experienced teachers (over 10 years) was .63, while the Pearson $r$ for less experienced teachers (10 years or less) was .55. This indicated little difference in the relationship that was calculated for more experienced teachers compared to less experienced teachers. This also is not consistent with the major findings in the review of the literature which suggested that years of experience might make a difference. Therefore, a difference in the relationship between self-actualization and satisfaction might be expected.

The Pearson $r$ for elementary teachers was .55, and .67 for secondary teachers. It could be concluded that there is little difference between elementary and secondary teachers regarding the relationship of self-actualization and satisfaction. The review of the related literature provided few findings comparing elementary and secondary teachers regarding self-actualization and job satisfaction.

Suggestions for Implementation of Study Results

The results of this study revealed that the majority of teachers in Macomb County perceive themselves to be self-actualized in the teaching profession (see Table 7). The study results demonstrated that the degree of teachers' perceived self-actualization is related to how satisfied they are in the teaching profession. Since teachers are more likely to perform better in their jobs when they are posi-
tive and satisfied with the teaching profession, then it would be beneficial for a school district to facilitate those needs which are related to satisfaction.

The teaching profession is presently structured with little opportunity for growth. School districts need to develop programs that challenge teachers, help to develop their potential, and facilitate their personal growth.

According to the survey, 57% of the teachers sampled felt that if they had a chance to go back to their college days and start over, they would not select teaching. If teachers really regret their chosen profession, then the quality of education could suffer. There are probably many factors which influenced this response. However, school administrators, as well as teachers' unions, need to realize that not only are the basic needs essential to the quality of teacher performance, but that higher needs such as self-actualization are also important.

Most teachers' contracts in Macomb County emphasize the basic needs, which certainly is necessary; however, contracts should be extended to address the higher needs of teachers. The majority of school districts in Macomb County (15 out of 22) have active quality of work life (QWL) committees. A quality of work life committee would make an excellent vehicle to facilitate activities that would promote the self-actualization of the teachers.
Recommendations for Future Study

According to need level theory which was previously discussed, needs are divided into different levels. The review of literature in this study pointed out that self-actualization is a higher need. According to Maslow's (1968) need hierarchy theory, self-actualization is the highest need. The results of this study demonstrated that the degree of teachers' perceived self-actualization is directly related to how satisfied they are with the teaching profession.

It is hoped that this study will result in additional analysis and research concerning need level theory and teacher satisfaction. Further research examining the relationship of other need levels to satisfaction with the teaching profession would be beneficial to school districts, as well as teacher training institutions. A study which compares this relationship for all five need levels would be especially helpful.

Further research regarding the self-actualization and satisfaction relationship in other subgroups of the population is also recommended. For example, it might be helpful to look at the relationship between self-actualization and satisfaction for those teachers with advanced degrees and those without advanced degrees; or, teachers who have ample in-service opportunities and those who do not.
Appendix A

Study Instrument
This survey is designed to let you express your feelings about our school district.

It asks about your job...the people you work with...and your impressions about our schools.

There are no right or wrong answers. We are only interested in what you think.

The resulting information will be used to make your work environment better and to improve our educational program.

Individual answers to this questionnaire will remain confidential. All questionnaires will be averaged to provide a general picture of the school district.
**INSTRUCTIONS**

Most of the survey consists of statements.

After reading each statement, decide if you:

1. agree
2. are unsure, but probably agree
3. are unsure, but probably disagree
4. disagree

Our school district is in the United States.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Unsure, Agree</th>
<th>Unsure, Disagree</th>
<th>Disagree</th>
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If you agree with the example statement, circle the number in the
"agree column."

If you feel you cannot answer a question, don't mark anything in
the column following that question.

When you have completed the survey, staple this booklet closed
and return it to the address on the back cover.
1. Generally speaking, working conditions in this school district are good.
2. I am satisfied with my work assignment.
3. I consider my job interesting.
4. Most people have respect for the kind of work I do.
5. My job gives me a chance to learn new skills.
6. As long as I do good work, I'll have a job.
7. You can state your honest opinions in this school district without worrying that someone will "get back at you."
8. If I have a complaint or suggestion, I feel free to express it.
9. My supervisor has a real interest in the personal welfare and happiness of his/her staff.
10. My supervisor cares about me as an individual.
11. I consider my job challenging.
12. My work provides me with a sense of accomplishment.
13. I have an opportunity to develop friendships at work.
14. My supervisor keeps me informed on matters important to my work.
15. I can believe what my supervisor says.
16. My supervisor is interested in what his/her staff members have to say.
17. I feel free to discuss job problems with my supervisor.

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<th>Rarely / Never</th>
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<table>
<thead>
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<th></th>
<th>18. Most employees in this school district do a good job.</th>
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<td>19. Differences of opinion in my department/school are usually resolved without conflict.</td>
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<td>20. The possibility of being laid off doesn't concern me.</td>
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<td>21. My work environment permits free and open exchanges of ideas and information.</td>
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<td>22. Most of the people I work with work hard.</td>
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<td>23. In my opinion, most of the people I work with are well qualified for their jobs.</td>
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<td>24. I get along well with the people with whom I work.</td>
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<td>25. Most employees here are loyal to the organization.</td>
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<td></td>
<td>26. Most employees here are willing to “go the extra mile” to get a job done.</td>
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<td>27. My supervisor usually gives me “a pat on the back” when I do a good job.</td>
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<td>28. I have sufficient materials and supplies to do my job.</td>
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<td>29. My salary is fair in relation to my job responsibilities.</td>
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<td>30. I can count on my supervisor for support in the performance of my job.</td>
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<td>31. I believe staff members like me can bring about change in my department/school.</td>
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<td>32. I believe my efforts here are appreciated.</td>
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<td>33. People in my department/school seem to care about one another.</td>
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<td>34. I am concerned about losing my job.</td>
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<td>35. I am concerned about being reassigned to another job responsibility area.</td>
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<td>36. My supervisor likes to try new things.</td>
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<td>37. I believe my department/school operates as a team.</td>
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<td>38. My job provides me rewards than can't be measured in dollars.</td>
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<td>39. My work provides me opportunities for professional growth.</td>
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<td>40. My work provides me with opportunities for promotion.</td>
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<td>41. My supervisor listens when I have an idea.</td>
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<td>42. Communication between my supervisor and me is adequate.</td>
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<td>43. My supervisor has a sense of humor.</td>
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<td>44. Some of the people I work with have a poor attitude toward their jobs.</td>
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<td>45. My supervisor gives me the support I need to get my job done.</td>
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<td>46. I could work harder than I do.</td>
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<td>47. If I could start my working career over again, I would probably do something different.</td>
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<td>48. I used to care more about my work than I do now.</td>
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<td>49. I think my supervisor is generally effective.</td>
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<td>50. Most of the people I work with care about doing a good job.</td>
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<td>51. I would be more effective if I had more on-the-job freedom.</td>
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<td>52. I need more training to do my job better.</td>
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<td>53. My department/school is better this year than it was last year.</td>
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<td>54. My supervisor helps people grow in their jobs.</td>
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<tr>
<td>55. I am a better employee this year than I was last year.</td>
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<td>56. I can influence what goes on in my department/school.</td>
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<td>57. I often go home frustrated because of my job.</td>
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<tr>
<td>58. If I had a personal problem, I'd feel free to talk about it with my supervisor.</td>
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<td>59. My most recent evaluation helped me perform better in my job.</td>
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<td>60. Compared to people who have similar jobs, my fringe benefits are adequate.</td>
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61. I believe my job is important.
62. The people I work with believe my job is important.
63. My department/school does "quality work."
64. Most people in my department/school have the freedom they need to do their job well.
65. I have to go through a lot of "red tape" to get things done at work.
66. I feel like I am making a contribution to my department/school.
67. I usually feel good about my job.
68. Staff morale in my department/school is good.
69. Sometimes I feel like I am "fighting the system."
70. When I do a good job I know it's appreciated.
71. Employee ideas and suggestions get a fair hearing in this school district.
72. Employees here are encouraged to share work-related ideas and suggestions.
73. I receive enough recognition for the work I do.
74. My chances for advancement in this school district are good.
75. Some of the people I work with get jealous when I get credit for doing a good job.
76. All things considered, this is a good place to work.
77. Students in this school district are assigned enough homework.
78. Most students here like school.
79. Student progress in our school is closely monitored.
80. Our schools emphasize reading, writing and arithmetic.
81. Our schools can be described as "a good place to learn."
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<td></td>
<td>Age</td>
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<td>Mostly</td>
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<td>82. Our schools are orderly and conducive to learning.</td>
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<tr>
<td>83. Our students have enough supplies and materials.</td>
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</tr>
<tr>
<td>84. The teaching staff here expects all students to do well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>85. Teachers here are involved in setting learning goals for students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>86. My principal expects the best from staff and students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>87. Administrators here won't tolerate poor staff performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>88. Students who have learning problems can get extra help in our school district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>89. When students graduate from this school district, most of them will know how to read, write and do arithmetic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>90. Class sizes in this school district are too large.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>91. Students in our schools are encouraged to do the best they can.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>92. Students here believe the staff is &quot;warm&quot; and cares about them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>93. Our schools should involve more parents in the instructional program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>94. Most classrooms in our school district are well disciplined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>95. Our schools have learning goals for students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>96. Most parents believe our schools are doing a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>97. I believe our schools are doing a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>98. This community expects a good educational program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>99. The goals of my department/school are &quot;on target.&quot;</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>100. I am proud to work in this school district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
The survey concludes with a few questions about you. Put an X in the box next to the answer you believe is most appropriate. Your responses will enable us to classify answers to the survey.

A. Which of the following best describes your job?

☐ classroom teacher
☐ special education teacher
☐ counselor
☐ principal
☐ custodian (SKIP TO QUESTION E)
☐ secretary (SKIP TO QUESTION E)
☐ bus driver (SKIP TO QUESTION E)
☐ cafeteria personnel (SKIP TO QUESTION E)
☐ aide (SKIP TO QUESTION E)
☐ central office administrator (SKIP TO QUESTION E)
☐ other __________________________(SKIP TO QUESTION E)

B. What is the grade level to which you are assigned?

☐ preschool
☐ grades kindergarten through 6
☐ grades 7, 8 or 9
☐ grades 10, 11, or 12
☐ other __________________________

C. What subject area are you assigned to a majority of the time?

☐ art
☐ business
☐ English/language arts
☐ foreign language
☐ physical education/health
☐ home economics
☐ industrial arts/vocational education
☐ mathematics
☐ music
☐ science
☐ social studies
☐ special education
☐ other __________________________
D. How many years of full-time teaching experience did you have prior to this year?

1. less than 3 years
2. 3-6 years
3. 7-10 years
4. 11-20 years
5. 21-30 years
6. 31 years or more

E. What was the last grade in school you completed?

1. did not graduate from high school
2. high school graduate
3. some college
4. associate degree
5. bachelor's degree
6. master's degree
7. specialist's degree
8. doctorate

F. What is your age?

1. under 25 years of age
2. 25-30
3. 31-40
4. 41-50
5. 51-60
6. 61 or older

G. How long have you worked here?

1. less than one year
2. 1-5 years
3. 6-10 years
4. 11-20 years
5. 21 years or more

H. Are you?

1. male
2. female

Thank you for helping make this a better place to learn...and work. Please staple your survey booklet closed and return it to the address on the back cover.
Appendix B

Cover Letter
Dear Colleague:

We need your help.

We want your school and others in the County to be good places to work. That's why we're conducting this survey of Macomb County school employees.

We are seeking your opinions on...

- the quality of work life in the schools
- communication in the schools
- co-worker relationships
- problems facing schools
- perceptions of school effectiveness

Please take five minutes to complete the attached questionnaire. Your answers will help make our schools a better place to work.

Incidentally, your answers will remain confidential. We are surveying over 750 randomly selected employees who work in Macomb County school districts. All responses will be averaged to provide a general picture of employee attitudes.

When you have completed the survey...

1. Staple the booklet in the lower right corner.
2. Discard this cover letter.
3. Return your completed questionnaire to the school office and place it in the envelope marked "MISD STAFF SURVEY." Your survey will go directly to Macomb Intermediate School District for tabulation. (No one in your school district will read your questionnaire.)

Thanks for your help. We will share the results of the survey with you later this Fall.
Appendix C

List of Experts
PANEL OF EXPERTS USED FOR CONTENT VALIDITY

1. Dr. George DePillo  
Superintendent  
Chippewa Valley School District  
Mt. Clemens, MI

2. Dr. Frank Higgins  
Superintendent  
L'Anse Creuse School District  
Mt. Clemens, MI

3. Dr. George Brower  
Professor  
Educational Leadership  
Eastern Michigan University

4. Dr. Ronald Pollack  
Administrative Assistant  
General Education Department  
Macomb Intermediate School District

5. Dr. Thomas Barnes  
Assistant Superintendent for Personnel  
L'Anse Creuse School District  
Mt. Clemens, MI
Appendix D

Category Criteria for Experts
PART I

Directions:

Read each statement. Decide which category the statement fits most appropriately. Please base your selection on the criteria statement that follows each topic. Circle the appropriate number. If you do not feel a statement fits a category leave it blank.

SAFETY - The feeling of security one gets from their school position.

ACCEPTANCE/ FRIENDSHIP NEEDS - The opportunity that one's school provides for: a) helping others; b) developing friendships.

ACHIEVEMENT/ RECOGNITION NEEDS - Prestige, pride, respect that one gets from their job itself or from other people inside or outside the school.

SELF- ACTUALIZATION NEEDS - Opportunity for: a) personal growth and development; b) feeling of worthwhile accomplishments; c) realizing one's potential.
1. Generally speaking, working conditions in this school district are good.

2. I am satisfied with my work assignment.

3. I consider my job interesting.

4. Most people have respect for the kind of work I do.

5. My job gives me a chance to learn new skills.

6. As long as I do good work, I'll have a job.

7. You can state your honest opinions in this school district without worrying that someone will "get back at you."

8. If I have a complaint or suggestion, I feel free to express it.

9. My supervisor has a real interest in the personal welfare and happiness of his/her staff.

10. My supervisor cares about me as an individual.

11. I consider my job challenging.

12. My work provides me with a sense of accomplishment.

13. I have an opportunity to develop friendships at work.

14. My supervisor keeps me informed on matters important to my work.

15. I can believe what my supervisor says.

16. My supervisor is interested in what his/her staff members have to say.

17. I feel free to discuss job problems with my supervisor.
<table>
<thead>
<tr>
<th></th>
<th>Safety Needs</th>
<th>Acceptance Needs</th>
<th>Achievement Needs</th>
<th>Self-actualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Most employees in this school district do a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Differences of opinion in my department/school are usually resolved without conflict.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>The possibility of being laid off doesn't concern me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>My work environment permits free and open exchanges of ideas and information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22.</td>
<td>Most of the people I work with work hard.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>In my opinion, most of the people I work with are well qualified for their jobs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24.</td>
<td>I get along well with the people with whom I work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25.</td>
<td>Most employees here are loyal to the organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26.</td>
<td>Most employees here are willing to &quot;go the extra mile&quot; to get a job done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27.</td>
<td>My supervisor usually gives me &quot;a pat on the back&quot; when I do a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28.</td>
<td>I have sufficient materials and supplies to do my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29.</td>
<td>My salary is fair in relation to my job responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30.</td>
<td>I can count on my supervisor for support in the performance of my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31.</td>
<td>I believe staff members like me can bring about change in my department/school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32.</td>
<td>I believe my efforts here are appreciated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33.</td>
<td>People in my department/school seem to care about one another.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34.</td>
<td>I am concerned about losing my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35.</td>
<td>I am concerned about being reassigned to another job responsibility area.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36.</td>
<td>My supervisor likes to try new things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37.</td>
<td>I believe my department/school operates as a team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38.</td>
<td>My job provides me rewards that can't be measured in dollars.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Safety Needs</td>
<td>Acceptance Needs</td>
<td>Achievement Needs</td>
<td>Self-Actualization</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>39.</td>
<td>My work provides me opportunities for professional growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40.</td>
<td>My work provides me with opportunities for promotion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41.</td>
<td>My supervisor listens when I have an idea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>42.</td>
<td>Communication between my supervisor and me is adequate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>43.</td>
<td>My supervisor has a sense of humor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>44.</td>
<td>Some of the people I work with have a poor attitude toward their jobs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>45.</td>
<td>My supervisor gives me the support I need to get my job done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>46.</td>
<td>I could work harder than I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>47.</td>
<td>If I could start my working career over again, I would probably do something different.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>48.</td>
<td>I used to care more about my work than I do now.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>49.</td>
<td>I think my supervisor is generally effective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>50.</td>
<td>Most of the people I work with care about doing a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>51.</td>
<td>I would be more effective if I had more on-the-job freedom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>52.</td>
<td>I need more training to do my job better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>53.</td>
<td>My department/school is better this year than it was last year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>54.</td>
<td>My supervisor helps people grow in their jobs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>55.</td>
<td>I am a better employee this year than I was last year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>56.</td>
<td>I can influence what goes on in my department/school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>57.</td>
<td>I often go home frustrated because of my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>58.</td>
<td>If I had a personal problem, I'd feel free to talk about it with my supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>59.</td>
<td>My most recent evaluation helped me perform better in my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>60.</td>
<td>Compared to people who have similar jobs, my fringe benefits are adequate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
61. I believe my job is important.  
62. The people I work with believe my job is important.  
63. My department/school does "quality work."  
64. Most people in my department/school have the freedom they need to do their job well.  
65. I have to go through a lot of "red tape" to get things done at work.  
66. I feel like I am making a contribution to my department/school.  
67. I usually feel good about my job.  
68. Staff morale in my department/school is good.  
69. Sometimes I feel like I am "fighting the system."  
70. When I do a good job I know it's appreciated.  
71. Employee ideas and suggestions get a fair hearing in this school district.  
72. Employees here are encouraged to share work-related ideas and suggestions.  
73. I receive enough recognition for the work I do.  
74. My chances for advancement in this school district are good.  
75. Some of the people I work with get jealous when I get credit for doing a good job.
Do these items measure job satisfaction—how well an individual feels about their job?

Item 2  I am satisfied with my work assignment. Yes___ No___

Item 47 If I could start my working career over again, I would probably do something different. Yes___ No___

Item 48 I used to care more about my work than I do now. Yes___ No___

Item 57 I often go home frustrated because of my job. Yes___ No___

Item 67 I usually feel good about my job. Yes___ No___

Item 69 Sometimes I feel like I am "fighting the system." Yes___ No___
Appendix E

Staff Survey Procedures
DEAR SUPERINTENDENT:

Thanks for your help with this important project. Here are the steps that we need your help with.

- Please review the names of the individuals selected for the survey. Any survey addressed to an individual that is no longer employed by your district should be returned to the Communication/Management Training Department at the MISD. Please call us immediately and we'll furnish a replacement.

- Survey booklets can be distributed to the individual school employee via your school mail service.

- Please alert your building administrators that returned surveys should be placed in a manila envelope by a designated secretary. The envelope should be plainly marked: MISD STAFF SURVEY.

- Make sure that all cover letters are removed and destroyed when the school employee returns the survey.

- Have all completed surveys sent to the MISD, Department of Communication/Management Training, via van mail, by Friday, November 30, 1982. (Please use the enclosed return envelopes.)

- If you have any questions, comments, or concerns, please contact Mike Bugenski at 286-8800, extension 122.

Thank you for your help.
Appendix F
Postcard for Follow-Up
Postcard for Follow-Up

Please return this postcard separately from your sealed survey.

This postcard allows us to monitor returns of the survey.

Since the survey itself has no identification marks, you are totally anonymous when we computer score your answers.


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