

A STUDY OF JOB SATISFACTION--DIFFERENCES BETWEEN
MEN AND WOMEN AND THE RELATIONSHIP OF
EDUCATIONAL BACKGROUND



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Chapter 1

INTRODUCTION

This study was concerned with the dissatisfaction of men and women in their work and working conditions. The theoretical background for the study, statements of the problem and hypotheses, and the purpose and significance of the study are discussed in this chapter. One section is devoted to the definitions of terms used as well as the limitations that were involved in the study.

THEORETICAL FORMULATION

At the present time the problem of workers having elements of dissatisfaction with their jobs is a major concern identified in the general population. The assembly line in particular has brought into existence an extremely mind-limiting and monotonous type of work that makes even a minimum of personal gratification, or self-actualization, extremely hard to achieve, if not impossible. In the past few years, there has been a large increase in the number of educated people who are not finding jobs commensurate with their level

of education or skill.¹ People who had intended to spend their time in a more challenging and self-actualizing manner have been employed on assembly lines. It is obvious that everyone cannot have a job at his level of training, but industrial society offers far too many menial jobs to people capable of a much more creative and productive output. Sussman, in the introduction of Faunce's book, Problems of an Industrial Society, stated, "The causes of alienation, ambivalence, and ambiguity in social goals and behavior are inherent in the structure of industrial society."²

Recently, the problem has been compounded as women have come to the foreground in contention for employment and are striving for equal jobs with men, and, accordingly equal benefits and job satisfaction. Until the late sixties women generally accepted more menial jobs such as an assembly line job as an inherent part of the female role regardless of their educational background. Now with women's liberation in full swing there are new concepts on the job scene such as affirmative action and equal opportunity employment. It appears that for both men and women, job satisfaction is becoming

¹Jack Magarrell, "What Kind of Education, What Kind of Jobs?" The Chronicle of Higher Education (January 20, 1975), p. 6.

²William A. Faunce, "Editor's Introduction," Problems in an Industrial Society (New York: McGraw-Hill, 1968), p. 7.

very important--more so than the paycheck in many instances. The standard of living in the United States has continually risen, but the jobs available to many have become more mechanical.

The dissatisfaction of workers, as justified through many reliable and reputable studies, is in no way confined to the job. Their ability to attain a satisfying social life in the community and in society as a whole is affected by the monotony of the work they must do for a living. A study by Fried, Weittman and Davis stated ". . . certain classes of work cause alienation."³

THE PROBLEM

The dissatisfaction of men and women who work in menial jobs such as on an assembly line is a major problem in the country today. Instead of job satisfaction growing parallel with society, it appears that self-actualization may be declining as industry grows. Because this situation affects the over fifty million industrial workers⁴ directly, most of whom are assembly line workers,

³Jacob Fried, Morris Weittman, and Milton Davis, "Man Machine Interaction and Absenteeism," Journal of Applied Psychology, LVI, (March, 1972), p. 428.

⁴U.S. Congress, U.S. Department of Labor, and U.S. Department of Health, Education and Welfare, Manpower Report of the President (Washington: U.S. Government Printing Office, 1974), p. 19.

it also affects society as a whole to a large degree. With an ever-growing number of women striving for jobs equal to men and equal to their educational positions, an already severe problem is becoming worsened. Differences in job satisfaction between men and women in relation to their education well deserves to be the subject of studies and investigations. Meadows pointed out the importance of the situation when he stated:

There is a crisis in our age, deeper and more revolutionary than the wars we fight. It is the fact of failure, not merely of a government nor of capitalism, nor of leadership, but of an entire culture--industrialism.⁵

Statement of the Problem

Is there a significant difference in the job satisfaction between men and women who are employed in an industrial assembly line setting as measured by the Minnesota Satisfaction Questionnaire?

Is there a significant difference in the job satisfaction of men having differentiated educational backgrounds who are employed in an industrial assembly line setting as measured by the Minnesota Satisfaction Questionnaire?

⁵William A. Faunce, "Characteristics of Industrial Societies," Problems in an Industrial Society, ed. M. B. Sussman (New York: McGraw-Hill, 1968), p. 1: see also Paul Meadows, The Culture of Industrial Man (Lincoln, Nebraska: University of Nebraska Press, 1951), p. 2.

Is there a significant difference in the job satisfaction of women having differentiated educational backgrounds who are employed in an industrial assembly line setting as measured by the Minnesota Satisfaction Questionnaire?

Statement of the Hypotheses

There is no significant difference in the job satisfaction between men and women who are employed in an industrial assembly line setting as measured by the Minnesota Satisfaction Questionnaire.

There is no significant difference in the job satisfaction of men having differentiated educational backgrounds who are employed in an industrial assembly line setting as measured by the Minnesota Satisfaction Questionnaire.

There is no significant difference in the job satisfaction of women having differentiated educational backgrounds who are employed in an industrial assembly line setting as measured by the Minnesota Satisfaction Questionnaire.

Purpose of the Study

The study was conducted to determine if men and women, working in the same industrial setting, differed significantly in their attitudes toward satisfaction on the job. In our present society, as previously discussed, a great deal of concern has been expressed by

employers and employees relative to the satisfaction of workers on their jobs. Much of this concern toward job satisfaction has been generated from large industrial centers of the country. This study, however, was concerned with job satisfaction of employees living in a rural area of the Midwest.

In addition to the study of men and women, with respect to job satisfaction in a similar setting, the factor of educational background was also taken into consideration. It was a purpose of the study to determine if job dissatisfaction was related to level of education.

Significance of the Study

With the expanding complexities of our industrial society and the increased concern toward the importance of human welfare and relationships in an organization, there exist many new challenges to personnel specialists. Job satisfaction is now seen by most organizations as the means of achieving the highest productivity and as the basis for company expansion. If it can be shown that differences in job satisfaction between men and women do exist and that educational background does add to the dimension of satisfaction or dissatisfaction, then perhaps measures can be taken to deal with this situation. The future of industrial man and woman is not something to be taken for granted or assumed. Hopefully studies such

as this will contribute to the future enhancement of the human aspect of industrial enterprise.

DEFINITIONS OF TERMS

The following terms used in the study are defined for the reader's clarification.

Assembly Line

Assembly line refers to an arrangement of machines, equipment, and workers in which work passes from one operation to another in a direct line until the product is assembled.

Industrial Society

A social organization (USA) in which the manufacturing process is predominantly carried out by corporations, especially large corporations.

Self-Actualization

The self-actualization of an individual is the process of developing one's capacity and talents to achieve self-fulfillment.

Job Satisfaction

Job satisfaction is the state of being content with the functions of employment including salary, benefits, fellow employees, work and work supervision.

Educational Background

Educational background refers to an individual's highest attained level of formal education.

Affirmative Action

Affirmative action is a program that is based on Executive Order 11246 to insure equal opportunity for women and minority groups.

Equal Opportunity Employment

A governmental program insuring that no discrimination exists in regard to race, creed, national origin, age or sex in the hiring practices of companies.

LIMITATIONS OF THE STUDY

The study was conducted during a one year period. Only employees of Iowa Beef Processors, Emporia, Kansas, were used in the study and, therefore, any conclusions can have only limited implications for the assembly line work force in general. Fifty men and fifty women were chosen for the study, of which thirty-three men and thirty women completed and returned the questionnaire. A much larger sample would be required to further validate the findings of this or any similar type of study.

Chapter 2

REVIEW OF RELATED LITERATURE

Human concerns in the industrial setting, centering around job satisfaction, have existed and have been studied since the beginning of industry. This has been especially true since the assembly line was adopted as the most efficient means of producing goods. Many of these studies have dealt with the human element in relation to the machinery of the assembly line, and with how to manage the "man-machine" unit in the most profitable way. As previously stated, it was the purpose of this study to examine job satisfaction among assembly line workers in general, to examine the differences in job satisfaction between men and women, and finally to look at possible relationships between job satisfaction and educational background. This study should be of use in determining what person may be most suitable for a particular job, and whether there are any trends in satisfaction among men or women in particular. It should also help to determine whether educational background has any bearing on job satisfaction. This chapter is devoted to a discussion of the literature related to job satisfaction.

JOB SATISFACTION AMONG ASSEMBLY
LINE WORKERS

Many studies have pointed out that job dissatisfaction is inherent in assembly line work and that satisfaction can only be achieved to the extent that work, working conditions, benefits, and job security are satisfactory to the employees. The early history of industrial development shows that management was little concerned with the welfare of assembly line workers. Early factory workers were exploited, and this exploitation has continued as industry has grown very rapidly from a few factories in the latter part of the 18th century to being at present the foundation upon which our society stands. This growth of industry was made successful by a few people at the expense and dissatisfaction of many workers. Faunce illustrated this point well in his study when he stated:

The combination of a systematic attempt of early entrepreneurs to reduce labor costs and the absence of any traditions specifying a fair wage rate, adequate working conditions, or appropriate employer-employee relationships produced almost intolerable hardships for workers in the new factories.¹

Faunce's study took into account the work of countless others and the data in his study came from a large and

¹William A. Faunce, "Characteristics of an Industrial Society," Problems in an Industrial Society, ed. M. B. Sussman (New York: McGraw-Hill, 1968), p. 18.

varied sample. His findings are strongly supported by numerous other researchers in this field.

Industry has progressed a long way and countless advances have been made in technology and in mass production; however, it is evident that the improvement and enhancement of the human element has been slow moving. But, because the profit motive is deep-seated in our industrial society, it is understandable why the human aspect of production has been of little concern to management for so long. Managers of corporations have been motivated by the idea of greatest production and profit with the least amount of expense even if this meant overutilization of the workforce. Thus, the worker has been no more than a commodity being used by the corporation, as was the machinery, to produce more commodities. As Drucker pointed out,

The executive of a big corporation in any of the industrial countries had more power over the lives and livelihood of a greater number of people than most political authorities proper. The decisions of big business management regarding prices and wages, working hours and output, shaped and molded the lives of millions of people and, ultimately, of the whole community.²

Big business has always wielded the power to keep production as inexpensive as possible, and this has meant that little regard was given to the satisfaction of workers.

²Peter F. Drucker, The Future of Industrial Man (New York: The John Day Company, 1942), pp. 79-80.

Though wages, working hours, and health conditions have improved greatly, the jobs themselves are still repetitive, demanding, confining, and lack even moderate demand for creativity.³ This idea was pointed out in a study done by Meisner. Meisner's study took into account the approach of Karl Marx, and that of Elton Mayo and the Hawthorne Studies.⁴

The Hawthorne Studies showed that such things as group involvement, group responsibility for quality production, and work settings, such as intensity of light, could greatly improve the productivity of workers.⁵ Yet, these and other techniques for increasing employee job satisfaction are slow in being implemented by United States industries. Though the Hawthorne Studies were conducted in the 1930's, many adverse conditions are still present in the assembly lines of many American companies.

³M. Meisner, "Problems for Analysis," Technology and the Worker (California: Chandler Publishing Company, 1969), pp. 4-12.

⁴R. Blauner, "The Autoworker and the Assembly Line: Alienation Intensified," Automation Alienation and Anomie, ed. S. Marcson (New York: Harper and Row, 1970), pp. 416-438.

⁵F. J. Roethlisberger and W. J. Dickson, "Management and the Worker: An Account of a Research Program Conducted by the Western Electric Company," Hawthorne Works (Chicago: Harvard University Press, Cambridge, Massachusetts, 1939), pp. 32-74.

Marx also had many ideas concerning industrial workers and the systems in which they were employed. One of his concerns was that with automation, present to some extent even in the early industrialization period, workers were very conscious of the possibility of machinery taking over their jobs. This caused the workers to feel insecure, as most of them were unskilled and only capable of performing routine mechanical jobs.⁶ Marx also thought that the worker was alienated because the work ceased to be a part of his nature and he could not freely develop his mental and physical energies but instead was "physically exhausted and mentally debased."⁷ These observations seem to allude to the idea that in order to be satisfied man must find himself in his work and feel as though he is part of his productivity. Complete job satisfaction for an assembly line worker probably exists only in theory, but certainly higher degrees of satisfaction could be achieved and thus improve the worker, the production, and society as a whole.

Meisner's work, as does Faunce's, discusses the causes of the dissatisfaction of workers on the assembly line. His case studies take into account a wide range

⁶Earl Browder, "Marx and the Latest Industrial Revolution," Marx and America (New York: Duell, Sloan and Diever, 1958), pp. 69-82.

⁷Erich Fromm, "Alienation," Marx's Concept of Man (New York: Fredrich Unger Publishing Company, 1961), pp. 43-58.

of population samples and his contention that human conditions in industry are slow to improve is supported well.

DISSATISFACTION--PART OF A WORKER'S LIFE

The primary purpose of work would probably have to be listed as production. It should be kept in mind, however, that since it is typical in our country for people to work eight hours or more per day, they should like what they do. It seems reasonable that man should be satisfied in carrying out that which is most of his waking hours. Sharbaugh made an interesting observation in a speech he delivered to the American Institute of Chemical Engineers. He stated, "The key to achieving productive growth in this country will be more fully and effectively developing and utilizing the creativity and capabilities of the people."⁸ Disassociation from management has increased sharply and absenteeism, turnover, decline in product quality, and even sabotage are results of "boring, mindless, automatic work."⁹ These observations clearly indicate that industrial growth and product standards are affected adversely and to a large degree if jobs are not satisfying. The more satisfaction present

⁸Robert Sharbaugh, "Unleash the People," Vital Speeches of the Day, April 15, 1971, pp. 413-416.

⁹Ibid., p. 415.

on a particular job, the more a person will be willing to do good work and, of course, the less friction there will be on the job for the employee and company.¹⁰

As the standard of living rises in industrial societies, there may be severe drawbacks if the standards of job satisfaction do not rise accordingly. This may be what is happening in some societies today. Some Japanese industries, according to a series of surveys, show a sudden, tremendous increase in workers developing neurosis. The number of Japanese workers being treated for neurosis has increased from three to nine percent since 1961. The Matsushita Electric Industrial Company, a huge plant, has set up a self-control room where workers can go in and "beat up dummies" to work off tension, frustration, and rage. Dr. Akira Oni, a director of Tokyo's Health Care Institute, has indicated a need for more leisure time for factory workers to curb rising problems.¹¹

Another concern of the industrial working class is seen in its lack of political representation. These workers face an enormous number of problems on the job such as poor environmental conditions, little chance for advancement, and a wage that in many cases barely meets

¹⁰Ibid., pp. 413-416.

¹¹"Therapy by Dummies," Time, October 18, 1971, pp. 60-61.

subsistence. In most cases there is no one for these workers to turn to for help. There are far too few political groups of any significance to help bring the standards of living and working of the working class up to a good level. The pressures on the workers are evidenced in such things as increasing incidences of violence in strikes, and the tendency of the working class to rally around a political figure such as George Wallace, who promises them a better day.¹²

With inadequate backing from any powerful governmental agencies, job satisfaction is even held down by such important aspects of the worker's life as health. In an article in Environment Magazine, Engler pointed out that there is a rising concern among the American people, and especially the environmentalists, about possible dangers to the public from pollution in industry. However, little regard is given to the millions of industrial workers who are exposed to toxic chemicals, fumes, noise, dust, and radiation every day as a normal part of their jobs.¹³ Engler stated further that "to understand why the workplace situation is one of the bleakest aspects of American society it is necessary to examine the political

¹²Abraham Ribicoff, "Alienation of the American Worker," Saturday Review, Vol. 1, April 22, 1972, pp. 24-33.

¹³Richard Engler, "The American Worker An Endangered Species," Environment, July-August, 1973, Vol. 15, No. 6, p. 31.

economy of profit responsible for ecological devastation."¹⁴ In the United States, where health related hazards are the lowest of all countries, there is still a big health problem. Time magazine has pointed out a shocking statistic. The article stated that ". . . an official estimate by the Department of Health, Education and Welfare says that about 100,000 United States workers will die this year from occupational diseases."¹⁵ Surely a worker's satisfaction must be in question if his job interferes with his health. And, though it is hard to understand why workers will continue an occupation which endangers their physical health, there is an explanation for it. The decline in physical health is a very slow process and it may not be detected for many years. As long as a worker can maintain his mental health, he may disregard his physical situation. A worker's mental health can be preserved if he feels that he has a good wage, job security, and good benefits. Thus, it is relatively easy for management and employees to keep functioning despite health hazards.¹⁶ Though it appears

¹⁴Ibid., p. 32.

¹⁵"The New Muckrakers," Time, October 7, 1974, p. 113.

¹⁶Chris Argyris, "Individual Actualization in Complex Organizations" Industrial Organizations and Health: Vol. I, Selected Readings, eds. Frank Baker, Peter Merwan and Alan Sheldon (New York: Tavistock Publications, 1969), pp. 122-137.

that many segments of the American work force have accepted job dissatisfaction as part of their lives, there are still many bad effects that arise from this situation.

EFFECTS OF JOB DISSATISFACTION

Many studies have been conducted to determine the effects of dissatisfaction on the job among assembly line workers. A prime example of such a study is that done by Blauner. The automobile assembly line was the subject of his study and Blauner pointed out that line workers are faced with meaninglessness in their work, alienation, and anomie.¹⁷ Another study, done by Sayles and Strauss, points out that absenteeism, turnover and antimanagement activities are a direct result of assembly line job dissatisfaction.¹⁸

These studies both include detailed statistical evaluation of samples taken from assembly line populations. Blauner's study ascertained that an overwhelming 92 percent of the auto assembly line workers were at least somewhat unhappy with their jobs. When so many workers are dissatisfied with their jobs, it stands to

¹⁷R. Blauner, "The Autoworker and the Assembly Line: Alienation Intensified," Automation, Alienation and Anomie, ed. S. Marcson (New York: Harper and Row, 1970), pp. 416-438.

¹⁸G. Strauss and L. Sayles, "Technology and Job Satisfaction: Blue Collar Work," Human Behavior in Organizations (New Jersey: Prentice-Hall, 1966), p. 46.

reason that product quality will suffer, thus directly affecting the consumer.

Many studies have contended that the time is appropriate for the meaningfulness of the job to become the prime consideration in all efforts to increase profit and maximize human efficiency.¹⁹ Job dissatisfaction is seen by people of this view as a cause of severe social and economic problems such as alienation and product quality decline. Many solutions to the problem of job dissatisfaction have been theorized but these are slow in being implemented. The editors of Industrial Relations News did an extensive study on the importance of the "happy worker." One of their conclusions was that industrial workers are more content and cooperative if they are able to help in making the decisions that affect them.²⁰ Another study promotes complete revision: new plants, a minimum of rules, employee goal setting, and the stressing of team work.²¹ According to this study, such large companies as General Foods, Proctor

¹⁹S. Herrick, "Economic Factors and the Impact of Meaningless Work," Where Have All the Robots Gone (New York: McMillan Company, 1972), pp. 96-113.

²⁰Industrial Newsletter Incorporated, "The Case for Morale," Dollars and Sense of Human Relations in Industry (New York: Industrial Newsletter Incorporated, 1960), p. 5.

²¹H. Sheppard and N. Herrick, "Search for Solutions," Where Have All the Robots Gone (New York: The Free Press, 1972), p. 171.

and Gamble, Corning Glass, and Polaroid are already implementing some of these techniques.

Studies of automation as a possible solution for worker dissatisfaction on the assembly line have pointed out some interesting and important facts. Though automation threatens the number of jobs presently being done by line workers, it also presents an opportunity to realize the benefits of machines doing the menial, boring, dehumanizing work of the line. Automation may then in fact offer workers the challenge of increasing their skills and knowledge in order to pursue much more personally gratifying and socially productive types of employment.²² Many of the studies cited have supported this view of automation, and one such study points out that in emerging from the system of production, the millions of people who have had faint ambition, inferior capability, and limited horizons from working on the line can leave this "retardation" and assume a new sophistication.²³

²²National Council for the Social Studies, Productivity and Automation, ed. J. J. Jehring (Washington, D.C.: National Council for the Social Studies, 1966), pp. 63-76.

²³Aasbell, "A Man Ain't Nothin But a Man," The New Improved American (New York: McGraw-Hill, 1963, 1964, 1965), pp. 17-28.

JOB DISSATISFACTION, WHO AND
TO WHAT EXTENT

It is difficult to determine whether or not people are satisfied with their jobs. When asked Hopcock's single question, "Are you satisfied with your job?" only about 13 to 21 percent of the people in over one thousand separate surveys in the United States said they were dissatisfied. However, this may not be an accurate estimate of discontent at all because much larger numbers say that they would prefer a different job or would pursue another type of employment if they could start over.²⁴ There are also wide differences in degree of satisfaction between people in various jobs. The following table (Table 1 on page 22) compiled from a national survey of 2,460 people, illustrates the differences. As the 13 percent figure in the "very satisfied" column shows, the unskilled workers group, such as assembly line workers, has the least number who are "very satisfied."

In an attempt to determine causes of job satisfaction, people have been asked to rank various factors in order of importance to them. The results of one such

²⁴Michael Argyle, "Job Satisfaction," The Social Psychology of Work (New York: Taplinger Publishing Company, Incorporated, 1972), pp. 226-227.

Table 1
Differences in the Job Satisfaction
in Different Jobs²⁵

	Very Satisfied (%)	Satisfied (%)
Professional Technicians	42	41
Managers, Proprietors	38	42
Clerical	22	39
Sales	24	44
Skilled	22	54
Semi Skilled	27	48
Unskilled	13	52
Farmers	22	56

²⁵Ibid., p. 227.

survey (3,345 male applicants to a firm) are shown in the following table (Table 2 on page 24). This table clearly shows that those factors which are missing in most assembly line work are ranked highest by workers.

Another survey to determine job satisfaction asked workers if they would choose the same work again if they had the chance to choose other work. Here again unskilled workers, such as assembly line workers, show the least interest in their work by indicating they would change their work if they could. Table 3, on page 25, shows the percentage of workers who would choose the same work if given the chance to choose again.

In the late fifties and continuing into the sixties intense research by such people as Maslow, Hersberg, Mausner, Snyderman, Friedlander, and McGregor began uncovering a whole new approach to the job satisfaction of industrial employees. Totally new ideas in human relations and attempts to integrate workers' likes with objectives of the organization were begun. New concepts in making jobs more satisfying, such as the hiring of personnel specialists to work directly with the human element and their concerns, were introduced. New phrases, such as "Hierarchy of Needs," "self-actualization," and "Eupsychian Management," were coined, which exemplified management's enlightenment and industry's first serious attempt to deal positively with the human side of enterprise. Maslow's list of

Table 2
 Rankings of the Importance of Different
 Sources of Job Satisfaction²⁶

Factors	Average Rank of Factor
Security	1
Promotion Prospects	2
Interesting Work	3
Company	4
Pay	5 1/2
Co-Workers	5 1/2
Supervisors	7
Hours of Work	8
Working Conditions	9

²⁶C. E. Jurgensen, "What Job Applicants Look for in a Company," Personnel Psychology, Vol. I, April, 1962, pp. 443-445.

Table 3
 Percentage of Workers Who Would Choose
 the Same Work Again²⁷

	%
Mathematicians	91
Lawyers	83
Journalists	82
Skilled Printers	52
Skilled Car Workers	41
Skilled Steel Workers	41
Textile Workers	31
Unskilled Car Workers	21
Unskilled Steel Workers	16

²⁷Argyle, op. cit., p. 228.

needs (hierarchy of needs) made possible the determination of how specific jobs are, or could be, made satisfying to specific workers. Maslow believed that all work was capable of being satisfying to some individuals, and this idea is widely accepted even today. This theory takes into account Michael Argyle's idea that "not everyone prefers varied work; it is found that people of low intelligence prefer repetitive work--there is an optimum level of I.Q. for every kind of work."²⁸ The following statement by Maslow reflects some of his feelings about workers and work. He said:

. . . individuals assimilate their work into the identity, into the self; it becomes part of the individual's definition of himself. Work can be psychotherapeutic, psychogogic (making well people grow toward self-actualization). This of course is a circular relationship to some extent, i.e., given fairly o.k. people to begin with, in a fairly good organization, then work tends to improve the people. This tends to improve the industry, which in turn tends to improve the people involved, and so it goes.²⁹

A few years preceding Maslow's work, studies by Hersberg, Mausner and Schneiderman contributed greatly to the understanding of and achievement of job satisfaction. One of their most important findings was that there are different factors of different degrees of

²⁸Ibid., p. 229.

²⁹Abraham H. Maslow, "The Attitude of Self Actualizing People to Duty, Work, Mission, etc." Eupsychian Management (Homewood, Illinois: Richard D. Irwin, Incorporated, 1965), p. 1.

strength which determine job satisfaction or dissatisfaction. The factors they found to be related to job satisfaction were achievement, recognition, responsibility, advancement, and the work itself. The factors they found to be related to dissatisfaction were company policy and administration, supervision, salary, interpersonal relations and working conditions.³⁰ Table 4 on page 28 illustrates these findings.

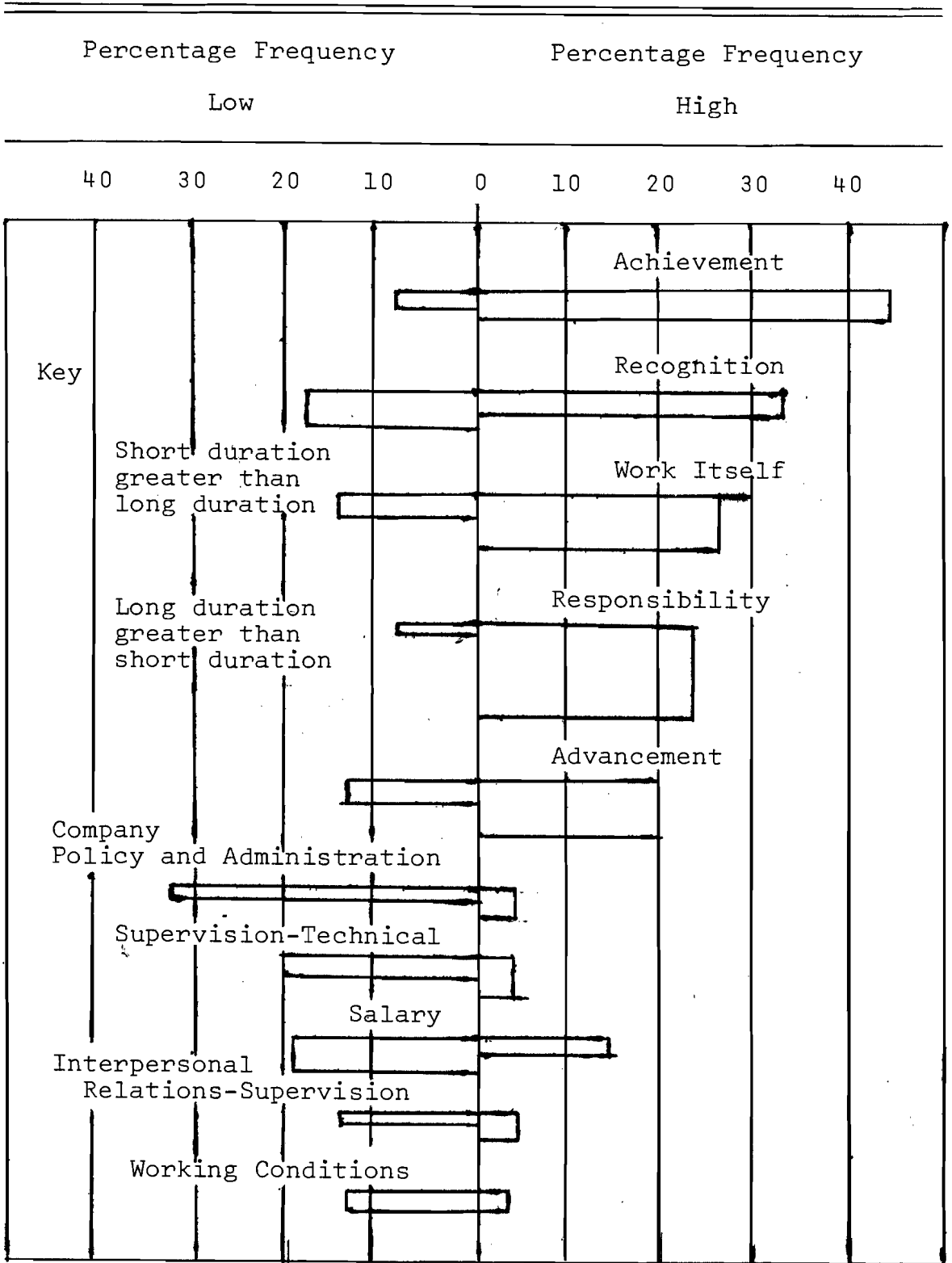
Friedlander's findings are similar to those of Hersberg, et al., and it was stated in one of his reports "that employees perceived certain characteristics as particularly important to their dissatisfaction."³¹ With new knowledge such as this, industry managers have the opportunity to work specifically on implementing job satisfaction factors and reducing or eliminating job dissatisfiers. This is a very complicated and a continuing process; it can only be as successful as the amount of effort put into it. And, as was pointed out previously, the level of job satisfaction that has been reached at the present time among assembly line workers leaves much room for improvement.

³⁰Frederick Hersberg, "The Motivation Hygiene Theory," Work and the Nature of Man (Cleveland: The World Publishing Company, 1966), pp. 72-74.

³¹F. Friedlander, "Job Characteristics As Satisfiers and Dissatisfiers," Journal of Applied Psychology, Vol. 48, April, 1964, pp. 388-392.

Table 4

Comparison of Satisfiers and Dissatisfiers



In order for job satisfaction to become a reality for industrial workers, it is obvious that good management of the worker and of the work place is of vital importance. Management has been mainly concerned with production and profit until recent years when it was established that integration of the individual and the organization served the best interests of all. It is likely that no man has had more influence on the establishment of this idea than McGregor. McGregor's theories about management's view of human nature and human behavior (Theory X and Theory Y) have been very useful in bringing about better utilization of human resources in industry.

McGregor has pointed out that there has been much progress in the way that labor is viewed by industrial managers since the early years of industry. Early industrial managers predominantly held the view that the average human being has an inherent dislike of work, and must be coerced to perform. This view of workers was labelled by McGregor as Theory X. However, a new way of looking at people and their working situation has been evolving and seems to be rapidly replacing the old Theory X. This new concept, Theory Y, sets forth the premise that humans will expend physical and mental

effort in work, and this is as natural as play or rest.³³

It should be noted that neither Theory X nor Theory Y is an absolute rule followed by management. But, these theories do illustrate the very different ways in which workers can be managed. At present, elements of both theories still exist in industry, though it does appear that there is a definite trend toward Theory Y.

Because people and jobs are always changing, managers, personnel specialists, and all human relations people must continually work to promote those conditions that will help workers achieve job satisfaction. This work will not only include using the ideas and theories already mentioned, but also the continuous creation of new methods to deal with the human element in industry.

DIFFERENCES IN JOB SATISFACTION BETWEEN MEN AND WOMEN

{ Along with considering job satisfaction in general, it is necessary to include some information about differences in job satisfaction between men and women.} It is important to do this because of the impact the current women's liberation movement has on the job situation. The whole basis for establishing the degree of job satisfaction for women has traditionally been separate from

³³Douglas McGregor, "Part One: The Theoretical Assumptions of Management," The Human Side of Enterprise (New York: McGraw-Hill, 1960), pp. 1-47.

that for men. Women started out in the early nineteen hundreds working completely subject to man's terms. The entire consciousness of what constituted a woman's satisfaction in her job was affected to a great extent by the inequalities of the time. Women have been moving toward equal work, and consequently equal satisfaction, with that of men. It is plain to see, however, that the day of equality is very slow in coming. Women are still facing some basic sex discrimination.

It was not until 1920 that Congress set up the present Women's Bureau in the Department of Labor.³⁴ This agency has worked for the regulation of working conditions for all employees rather than special protection for certain workers. In 1923 eighteen states had laws that called for minimum wages for women.³⁵ These laws were generally ignored and were declared unconstitutional in that same year. The ruling contained the statement, "women of a mature age (cannot justifiably) be subject to restrictions upon their liberty of contract which could not be imposed in the case of men under similar circumstances."³⁶ This ruling was not amended to protect women's wages until 1937. In 1963 the Equal Pay Act became law and made it illegal to discriminate

³⁴Raymond Munts and David C. Rice, "Women Workers: Protection or Equality?" Industrial and Labor Relations Review, Vol. 24, No. 1, October, 1970, p. 4.

³⁵Ibid.

³⁶Ibid.

on the basis of sex in regard to pay. As soon as women started realizing that in many cases they were doing identical jobs to those being done by men, for less pay and fewer privileges, the satisfaction that they had thought had existed began to give way to a new realism. Thus, the term "The New Feminists" arose.

In an article entitled "Women's Rights and American Feminism," Lerner defined some terms that are important in understanding the new women's movement. She defined American Feminism as "freedom from oppressive restrictions imposed because of sex." She defined the women's rights movement as "winning legal rights," and went on to define the women's liberation movement as, "a call for reappraising traditional male and female roles."³⁷ The very existence of these terms and these movements is an indication that the reappraisal of job satisfaction for working women is at hand.

There are three general principles upon which the new feminists base their contemporary ideas: first, equal opportunity for all women who want to work; second, consideration of individual capabilities and limitations; and third, mutual responsibility and partnership.³⁸

It is probable that some women are not part of the

³⁷ Gerda Lerner, "Women's Rights and American Feminism" The American Scholar, Vol. 40, No. 2, Spring, 1971, pp. 235-248.

consciousness of the new feminists. It is apparent, however, that the basic principles of equality must be implemented, or at least be in the process of being implemented, in order that the many women who are a part of the new feminism can achieve job satisfaction. Even though much legislation has been passed that would give women equal rights, various loopholes and a lack of enforcement have retarded its implementation. Deeply entrenched attitudes about female inferiority have created a barrier that people must overcome in order for women to achieve the full equality that this country supposedly insures them.³⁹

Promotional opportunities and inequalities in access to better jobs have been found to be important contributors to job dissatisfaction among women. A promotion satisfaction index has shown that women are significantly less satisfied with their promotion prospects and with their employers' promotion policies than are men.⁴⁰ Women are expected, in the future, to contribute unusually large numbers of job seekers to the higher wage categories. If these

³⁹Caroline Bird and Sara Welles Briller, Born Female: The High Cost of Keeping Women Down (New York: David McKay Company, Incorporated, 1968), pp. 85-97.

⁴⁰Manpower Report of the President (Washington: Government Printing Office, 1974), April, p. 126. Transmitted to the Congress, U.S. Department of Labor and Health, Education and Welfare.

women's aspirations are not met at these higher job levels, dissatisfaction may well increase.⁴¹

In 1971, women were more disadvantaged in their employment as compared to men than they were in 1940.⁴² "In 1940, . . . women held 45 percent of all professional and technical positions. In 1969, they held only 37 percent of such jobs."⁴³ During this thirty year period, the number of women working increased indicating that many women were accepting employment. That they were not finding jobs that meet their aspirations has apparently added to their job dissatisfaction. Such are some of the reasons why women's job satisfaction may be somewhat different than the job satisfaction of men.

THE RELATIONSHIP OF EDUCATIONAL BACKGROUND TO JOB SATISFACTION

(Another element that may effect the degree of satisfaction or dissatisfaction toward a particular job is the educational level of the worker. In order to establish a more complete conception of job satisfaction, it is necessary to examine its relationship to educational background. There are many more well educated people

⁴¹Ibid.

⁴²Elizabeth Duncan Koontz, Underutilization of Women Workers (Washington: U.S. Department of Labor, Women's Bureau, 1971), p. iv.

⁴³Ibid.

in the job market than ever before. Many of these people are having to seek employment below their educational qualifications, which may have a profound impact on job satisfaction.

The term self-fulfillment, or self-actualization, has been used quite extensively in this study. When studying the relationship of educational background to job satisfaction, self-actualization becomes the focal point. It appears that the more educated a person becomes, the more self-fulfillment he must have in order to achieve job satisfaction.) As pointed out in an article in Psychology Today, "ideas about success are beginning to revolve around various forms of self-fulfillment. The emphasis is on self and its unrealized potential, a self that cries out for expression and demands satisfaction."⁴⁴ Even though these new cultural values may begin with education, they soon spread to all young people who then find it very difficult to achieve self-fulfillment in their tedious jobs. New cultural values seem to be strongest for college students, but they are also strong for young workers without college degrees and for women generally.

College trained people are more likely than others to be able to find interesting work, and this has led to a slow but steady increase in the number of people

⁴⁴Daniel Yankelovich, "Turbulence in the Working World: Angry Workers, Happy Grads," Psychology Today, December, 1974, p. 81.

going to college. These people appear to want to prepare for successful careers.⁴⁵ The problem, then, becomes a need to maintain enough challenging jobs in industrial society for more and more college graduates. This problem was pointed out in a report by the Department of Health, Education, and Welfare, which stated that:

. . . dull, repetitive, seemingly meaningless tasks, offering little challenge or autonomy, are causing discontent among workers at all occupational levels. This is not so much because work itself has changed; indeed, one of the main problems is that work has not changed fast enough to keep up with the rapid and widespread changes⁴⁶ in worker attitudes, aspirations, and values.

(Worker attitudes, aspirations, and values, have changed largely as a result of education. (With more education, there is usually a rising demand for performance on the job, and this may well affect a worker's feelings about his job. A feeling of personal competence and a motivating challenge may be very satisfying. People with highly developed skills seem to enjoy putting these skills to use. On the other hand, if one has these highly developed skills, and finds himself in a job that does not require the use of these skills, he may become extremely dissatisfied with his work.)

⁴⁵Ibid., p. 85.

⁴⁶"Latest Moves to Fight Boredom on the Job," U.S. News and World Report, Vol. 73, December 25, 1972), pp. 52-54.

(There is evidence that education has a very positive relationship to job satisfaction. The decision-making people in industry are predominantly well-educated; most are probably college graduates. These people have gone through the educational system from the primary grades up to and many times including college. They have been separated, primarily through screening for the jobs that they subsequently get, from the less intelligent and less motivated people. (They, then, have had a better choice in the kind of work they will perform.) This idea is discussed in an article by Pillsbury. He said that:

We can picture the educational system as having a very important function as a selecting agency, a means of selecting the men of best intelligence from the deficient and mediocre The more intelligent . . . pass into the high school; the most intelligent enter into the universities,⁴⁷ whence they are selected for the professions.

(Having had more opportunity to select jobs, the more highly educated people probably have more opportunity to find satisfying work.)

As production becomes more technological, it appears that workers require more education. As pointed out previously, the total number of jobs at the executive level may decrease in proportion to the number of people preparing for work at that level. This could be a direct

⁴⁷W. B. Pillsbury, "Selection--An Unnoticed Function of Education," Scientific Monthly, XII (January, 1921), p. 71.

result of technology. Educational attainment since the turn of the century has been widely viewed as success in itself, or at least as a prerequisite for success. This view is closely linked to the ideas of Cubberly. In an article written at the turn of the century, Cubberly said:

Along with these changes (industrialism) there has come not only a tremendous increase in the quantity of our knowledge, but also a demand for a large increase in the amount of knowledge necessary to enable one to meet the changed conditions of modern life A man must have better, broader, and a different kind of knowledge than did his parents if he is to succeed under modern conditions.⁴⁸

This observation was made by Cubberly in 1909; however, it still seems to be very true and to the point. Another factor that needs to be considered is whether education has kept up with the rapid growth of industry. If education has kept pace with the growth of industry, then society should be in a state of equilibrium. If it has not, this certainly would be a cause of job dissatisfaction, as workers would lack preparation for the lives they must lead at the culmination of their schooling.

A close look at the job market indicates that many college graduates are going to have to accept jobs below what they were expecting when they entered college. Many graduates in some fields of social science and many in the humanities have had to accept jobs unrelated to

⁴⁸Ellwood Cubberly, Changing Conceptions of Education (Cambridge, Massachusetts: 1909), pp. 18-19.

their training. Looking at the general situation, it was found that, "of recent college graduates, 7.4% were unemployed, 26% of the employed men and 41% of the employed women were in clerical, service, or blue collar jobs."⁴⁹ These people, assuming they went to college with the goal of gaining employment in their chosen field of study, are going to have great adjustments to make if they are to achieve job satisfaction. One possible reason for the existence of this situation might be the current recession; however, this situation would exist, and probably to an alarming degree, even without recession. There are simply more people with college educations than there are jobs for them.

Another point to consider is that employers, according to an article by Magarrell, have been raising the educational requirements beyond the actual needs of the job.⁵⁰ This, of course, means that many graduates are "taking work which has not come to be associated with a college degree."⁵¹ Again recession may play a large role in making this situation as prevalent as it is. In a recent report by the U.S. Department of Labor it was stated that:

⁴⁹Jack Magarrell, "What Kind of Education, What Kind of Jobs?" The Chronicle of Higher Education, (January 20, 1975), p. 6.

⁵⁰Ibid.

⁵¹Ibid.

. . . for many recent graduates of America's colleges and universities, the well-travelled road from school to the world of work contained unexpected detours--periods of unemployment, underemployment, and career replanning.⁵²

Examples such as the ones cited, give evidence of a growing uneasiness in education's relationship with the job, and insight into some probable causes of dissatisfaction among the educated.

SUMMARY

In summary, the literature seems to indicate that job satisfaction among assembly line workers comes from enjoyable work, good working conditions, good benefits, and security for the worker. At the outset of the industrial age, late eighteenth century, the workers lacked most of these satisfying aspects of the job and in fact were exploited. Conditions have been improving through the years, though the assembly line is still conducive to dissatisfaction. Many studies have been conducted and such people as Mayo, Taylor, Argyris, Drucker, and many more, have made monumental strides in increasing the satisfaction potential of industrial work. Industry has come a long way in providing for the human element, and the outlook for job satisfaction in industry is potentially good.

⁵²"Students' Career Emphasis Causing Education Changes," Activity, March, 1975, Vol. 13, No. 2, p. 4.

It is apparent that differences in job satisfaction between men and women do exist. It is important to note, however, that the availability of studies regarding women and their satisfaction in comparison to that of men in industry is limited. Much of the study of this area has just been started, and many of the available materials involve either men's feelings or women's feelings alone. It is the intention of this study to compare some of these feelings.

The history of women workers in industry reveals that they have not been afforded the opportunity to advance in position as were men. A similar situation has existed through the years for women in the social structure. Only in recent years have women been gaining equality with men in jobs they perform for a living. The women's movement has been progressing rapidly since the late nineteen sixties and continues to do so to the present time. New laws that are being passed, modern attitudes being formed about women, and the woman worker in particular, seem to point to a closing of the gap in equality. This is true in terms of women's jobs, and thus women's job satisfaction.

The literature on educational background deals with the influence and impact that various levels of education may have on job satisfaction. It appears that the desire to achieve self fulfillment probably increases with education, and that work itself is becoming ever

more important in today's society. Education may enhance a person's ability to find the type of work that he or she wants and enjoys, thus increasing the incidence of job satisfaction among the educated. However, if a person does get higher education and then fails to find work that utilizes his or her potential, the person may become a very dissatisfied worker. The present economy, being in recession, contains large numbers of people who cannot find work that utilizes their potential. It was also pointed out that employers have taken advantage of the situation that now exists for many educated workers by hiring people over-qualified for the jobs. This situation has probably added to the dissatisfaction of many workers in industry today.

Chapter 3

METHODS AND PROCEDURES

Chapter 3 outlines the investigative methods and statistical procedures used in the study and describes the population and sampling procedures. The instrumentation employed and how data were collected are discussed as are the statistical tools used to analyze the data.

POPULATION AND SAMPLING

Iowa Beef Processors, Incorporated, is a national corporation having one of its largest plants located in Emporia, Kansas. The function of this plant is beef slaughtering and processing. This industrial corporation employs approximately 1,600 people. Of these employees approximately one third (569) were females and slightly less than two thirds (1,038) were males.

Workers on the first shift (6:00 a.m. to 2:30 p.m.) of the processing division were selected because that shift maintained the largest number of permanent employees. That shift employed both men and women and the educational background of the employees varied from very little formal education to four or more years of

college. In addition, ages ranged from approximately sixteen to sixty-five, or retirement age.

Being a full-time employee on the assembly line of the IBP Corporation was the criterion by which the subjects were selected. From a list of full-time male and female employees working on the first shift, a random selection of fifty men and fifty women was made in which each individual was given an equal opportunity of being selected. Of the fifty men and the fifty women selected, thirty-three (66%) of the men, and thirty (60%) of the women completed and returned the questionnaire. All of the completed and returned questionnaires were used in the investigation.

INSTRUMENTATION

The Minnesota Satisfaction Questionnaire (short form) was the instrument used. A letter was sent to the University of Minnesota, Vocational Psychology Research Center (Appendix A, p. 83) to obtain the instrument and permission to use it. The questionnaire elicits frank opinions and attitudes concerning the likes and dislikes of employees on the various aspects of their job. The questionnaire consists of three separate scales which measure three aspects of satisfaction: Intrinsic Satisfaction, Extrinsic Satisfaction, and General Satisfaction.¹

¹David J. Weiss, Rene V. Dawis, George W. England, and Lloyd H. Lofquist, "The Minnesota Studies in Vocational Rehabilitation," Manual for the Minnesota

A total of one hundred questions make up the original instrument (long form). Because of the time factor involved the short form of this instrument was administered to the randomly selected subjects. The short form, which includes twenty items, was devised by the authors to be representative of the scales included in the original instrument. The authors of the questionnaire are Weiss, Dawis, England, and Lofquist.

In the manual for the Minnesota Satisfaction Questionnaire the authors pointed out that the instrument was developed for use in "The Minnesota Studies in Vocational Rehabilitation."² The authors made the following statement about the function of their studies.

The Minnesota Studies in Vocational Rehabilitation, better known as the Work Adjustment Project, are a continuing series of research studies being conducted on the general problem of adjustment to work. Specifically, they focus on the work adjustment problems relevant to vocational rehabilitation services. These studies, begun in 1957, have two objectives: The development of diagnostic tools for assessing the work adjustment "potential" of applicants for vocational rehabilitation, and the evaluation of work adjustment outcomes. These primary goals are embodied in a conceptual framework for research, entitled the Theory of Work Adjustment. This theory uses the correspondence (or lack of it) between the work personality and the work environment as the principal reason or explanation for observed work adjustment outcomes (satisfactoriness, satisfaction, and tenure). The theory states further that vocational abilities and vocational

Satisfaction Questionnaire (Minneapolis: Work Adjustment Project Industrial Relations Center University of Minnesota, 1967), p. v.

²Ibid.

needs are the significant aspects of the work personality, the work environment. Work adjustment is predicted by matching an individual's work personality with work environments. In other words, work adjustment depends on how well an individual's abilities correspond to the ability requirements in work, and how well his needs correspond to the reinforcers available in the work environment.³

The authors went on to state that the specific purpose of the Minnesota Satisfaction Questionnaire was as follows:

The research resulted in the development of a questionnaire (in two forms, long and short) that measures satisfaction with several specific aspects of work and work environments. This questionnaire (the MSQ) makes it feasible to obtain a more individualized picture of worker satisfaction than was possible using gross or more general measures of satisfaction with the job as a whole. This individualized measurement is useful because two individuals may express the same amount of general satisfaction with their work but for entirely different reasons. For example, one individual may be satisfied with his work because it allows him to satisfy his needs for independence and security. Another person who is equally satisfied with his work is able to satisfy his needs for creativity, ability utilization and achievement. Research has shown that there are individual differences in the vocational needs of people. Research has also shown that there are individual differences in jobs with respect to the reinforcers available for the satisfaction of needs. It is, therefore, likely that people find different satisfactions in work, and to understand these differences, it is useful to measure satisfaction with the specific aspects of work and work environments. Such understanding should contribute to the effectiveness of vocational planning with individual clients.⁴

Since the instrument was designed to elicit frank opinions from the employees, the researcher administered the instrument, initially, to help reduce examiner bias.

³Ibid.

⁴Ibid., p. vi.

On every occasion when the questionnaire was administered, the subjects were assured that all responses would be kept in strict confidence. The respondents were also asked not to identify themselves on the questionnaire sheet thus further assuring their anonymity.

DATA COLLECTION

A meeting was arranged with the personnel manager of Iowa Beef Corporation to determine when and how to administer the questionnaire. It was decided that the investigator would administer the questionnaire to an initial group of twenty-two IBP employees at the end of its section meeting on February 20, 1975. It was further decided, at the request of the IBP personnel manager, that all subsequent questionnaire administrations would be done by the section foreman. The instructions for the completion of the instrument (Appendix B, p. 84) are given on page 2 of each questionnaire. In addition to these instructions the respondents were also informed that they would have total anonymity. The subjects were urged to be completely candid as their responses were to reflect attitudes of assembly line workers in general and were not to reflect on them personally or on their company.

The section foreman observed the initial administration of the instrument. After his observation, the foreman administered the remaining questionnaires.

DESIGN OF THE STUDY

The study was designed to investigate the differences between the job satisfaction of men and women and to determine if educational background created significant differences in job satisfaction.

Two independent variables were identified. The primary independent variable was the sex variable. The secondary independent variable, or moderator variable, was the educational background of the employees. The dependent variable was the way that the employees responded to the Minnesota Satisfaction Questionnaire.

The general design of the study is best described as a 2 x 2 x 5 design with respect to the two independent variables and the single dependent variable. This design is illustrated in Figure 1 on page 49.

DATA ANALYSIS

The data collected were based on the total number of responses by the subjects to each of the twenty items on the questionnaire (Minnesota Satisfaction Questionnaire: short form). For analysis of these data the chi-square statistical tool, as described on page 50, was utilized. In addition, a contingency coefficient was determined to obtain the degree of relationship that existed between the independent and dependent variables.

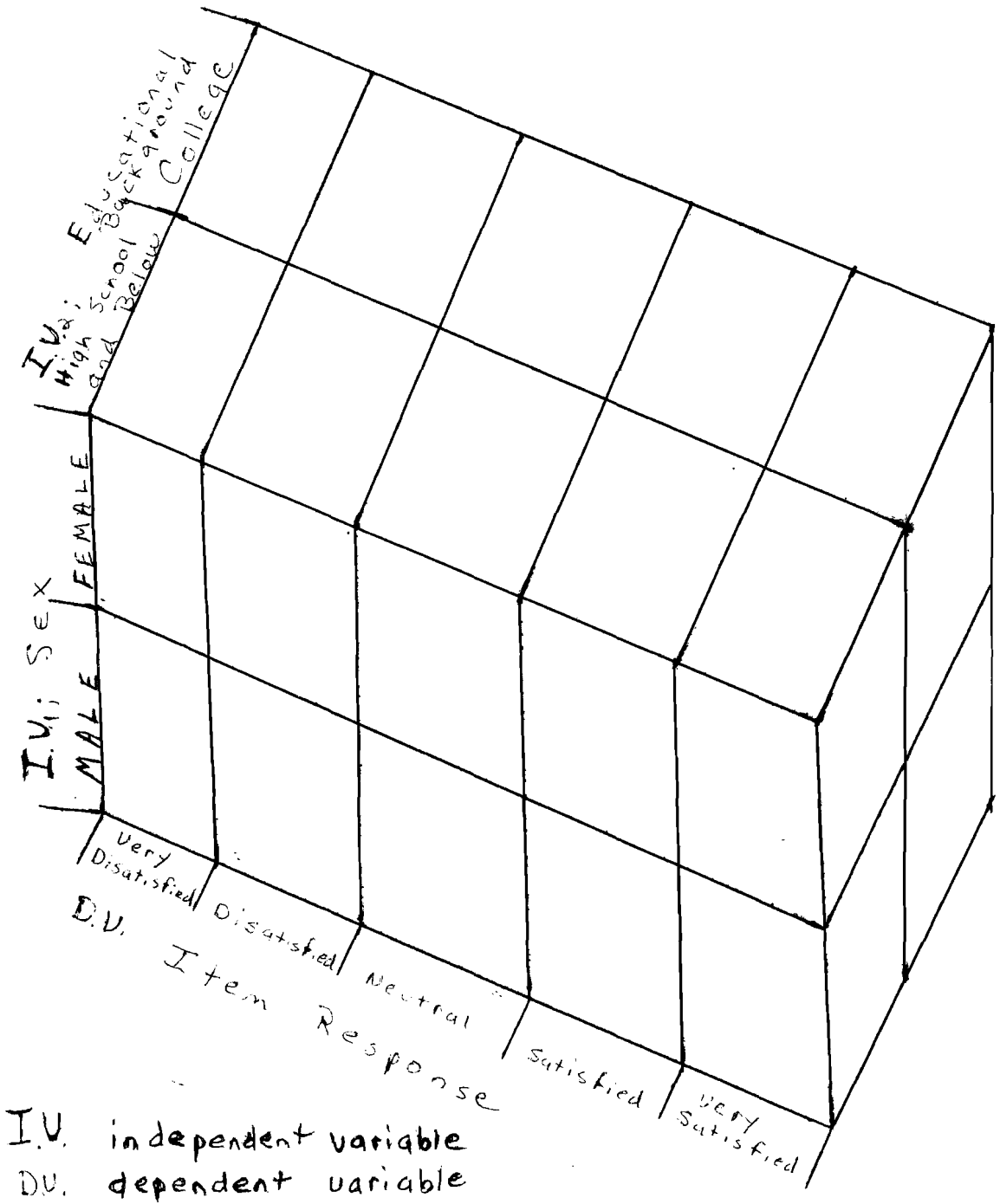


Figure 1

Three Dimensional Diagram of the Variables Studied

Chi-square (χ^2)

Chi-square is one of the more powerful nonparametric statistical tools used to analyze data. The value of chi-square is determined on the basis of the number of responses (observed frequencies) as compared to the number of expected responses (expected frequencies). Thus, chi-square is a nonparametric statistical tool that was used to determine whether or not there was a significant difference between the independent variables (sex and educational background) and the dependent variable (response to each item on the questionnaire).

The formula⁵ used for calculating the value of chi-square is:

$$\chi^2 = \sum \frac{(O_f - E_f)^2}{E_f}$$

where, \sum = summation operation

O_f = observed frequencies, and,

E_f = expected frequencies.

The observed frequencies (O_f) are simply based upon the total number of responses in each category (cell). The expected frequencies (E_f) for each cell are calculated on the basis of the row sums times the column sums

⁵N. M. Downie and R. W. Heath, Basic Statistical Methods, 4th edition (New York: Harper and Row, Publishers, 1974), p. 188.

divided by the total number of responses (N), of $E_f =$
 (row sums) (column sums) \div N.

In testing the null hypothesis, the value obtained for chi-square is tested against a table of values of chi-square. In reading from a chi-square table, the degrees of freedom must be taken into consideration. The degrees of freedom are determined by taking the number of columns minus one, or, $df = (r - 1) (c - 1)$.

The .05 level of significance was selected to test the null hypothesis. This may be interpreted as dependent upon whether the statistic (sample fact) falls within the established critical region or not. In general, if the obtained value of chi-square is greater than or equal to the table value of chi-square at the .05 level of significance, chances are that ninety-five out of one hundred times the obtained value of chi-square was not due to sampling error. Based on this criterion, the obtained value of chi-square being significantly larger than expected, rejection of the null hypothesis is warranted.

The Contingency Coefficient (C)

The contingency coefficient is an index of measurement that is used to determine the degree of relationship that exists between the independent and dependent variables. The magnitude of chi-square is

a function used in the determination of the contingency coefficient. The contingency coefficient formula is:

$$C = \frac{X^2}{fitiX^2}$$

where, X^2 = obtained value of chi-square, and,

N = total number of respondents to each individual item. For interpretation of contingency coefficient, the term values is analogous to obtaining a Pearson Product-Moment Coefficient of Correlation (r). Like Pearson's r , the degree of relationship between the independent and dependent variables can be obtained.

Chapter 4

ANALYSIS OF DATA

This study was designed to ascertain the attitudes men and women assembly line workers held toward satisfaction with their job. The Minnesota (Job) Satisfaction Questionnaire was administered in order to obtain the data. The results are reported under two main areas, response analysis and statistical analysis.

RESPONSE ANALYSIS

One hundred employees were originally selected at random to complete the questionnaire. Of the sixty-three returned questionnaires, thirty-three were from men while thirty were from women. A summary of the responses by sex is shown in Table 5, page 54.

In addition to analyzing the data as related to the sex variable, a secondary independent variable (educational background) was also investigated. In the educational level classification, twenty-two of the thirty-three males had either graduated from high school or had at least begun high school. Nine of the thirty-three males had graduated from college or had

Table 5

Sex Classification, Original Number of Respondents
Selected, Number of Responses and
Percentage of Returns

Sex Classification	Number Selected	Number Returned	Percent Return
Men	50	33	66
Women	50	30	60
Total	100	63	63

attended at least one year. Two respondents did not check this item.

Twenty-six of the thirty female respondents had graduated from or had attended high school. Only four respondents indicated they had attended (not necessarily completing) college. A summary of the educational background for both males and females is shown in Table 6, on page 55.

STATISTICAL ANALYSIS

In analyzing the twenty items from the Minnesota Satisfaction Questionnaire administered to sixty-three (thirty-three men; thirty women) employees at Iowa Beef Corporation, the chi-square test was used. Statistical analysis of the data was based upon three separate classifications. First, chi-square tests were calculated comparing men and women regarding job satisfaction.

Table 6

Number and Percentage of Male and Female Responses
According to Educational Background

Educational Background	Men* Total	Percent	Women Total	Percent	Total Responses
College and Above	9	29	4	13.3	13
High School and Below	22	71	26	86.7	48
Total	31		30		61

*Two males did not respond.

Chi-square values were then determined for the relationship of job satisfaction to educational levels for men. The same analysis was then made for women. The results of the statistical analysis of the data are discussed according to the three categories. In addition to chi-square values, contingency coefficients were computed to determine the degree of relationship between the independent and dependent variables.

Men vs Women

The chi-square test was used to determine if a significant difference existed between males and females with respect to their job satisfaction as assembly line workers. Discussion of those items where significant differences were obtained follows.

Item #1. Being able to keep busy all of the time.

From the sixty-three responses for Item #1, it was determined that seventeen men (51.5%) were satisfied. Thirteen females (43.3%) were very satisfied. The chi-square observed and expected frequencies are shown in Table 7.

Table 7

Chi-Square and Contingency Coefficient Values
Determined from the Sixty-Three Responses of
Males and Females for Item #1 of the
Minnesota Satisfaction Questionnaire

Sex	Very Dis- satisfied	Dis- satisfied	N	Satisfied	Very Satisfied	Total
Males	3*(2.62)**	1(2.62)	7(4.19)	17(14.14)	5(9.43)	33
Females	2(2.38)	4(2.38)	1(3.18)	10(12.86)	13(8.57)	30
Total	5	5	8	27	18	63

*O_f = observed frequencies $\chi^2 = 11.76$

**E_f = expected frequencies df = 4

C = .40

A chi-square value of 11.76 was obtained from the statistical analysis of Item #1. Using four degrees of freedom (df = 4), the tabled value of $\chi^2 = 9.49$ was needed to reject the null hypothesis at the .05 level of significance. Since the obtained value of chi-square was greater than the tabled value, the null hypothesis was rejected for Item #1. This shows that the observed

frequencies differed from the expected frequencies and that the difference was too great to be attributed to chance. The degree of relationship between these two variables, as determined by the contingency coefficient, was .40.

Item #14. The chances for advancement on this job.

Ten (30.3%) of the observed frequencies for male respondents for this item fell in the very dissatisfied category, and thirteen (44.8%) of the female respondents indicated they were very satisfied with respect to their chances for advancement on the job. Chi-square and contingency values for this item are shown in Table 8.

Table 8

Chi-Square and Contingency Coefficient Values
Determined from the Sixty-Two Responses of
Males and Females for Item #14 of the
Minnesota Satisfaction Questionnaire

Sex	Very Dis- satisfied	Dis- satisfied	N	Satisfied	Very Satisfied	Total
Males	10*(6.39)**	8(8.52)	6(6.39)	6(10.11)	3(1.60)	33
Females	2(5.61)	8(7.48)	6(5.61)	13(8.89)	0(1.40)	29*
Total	12	16	12	19	3	62

*O_f = observed frequencies

$\chi^2 = 10.68$

**E_f = expected frequencies

df = 4

*One female did not respond

C = .38

The obtained chi-square value for Item #14 was 10.68. Again, a chi-square value of 9.49 was needed to reject the null hypothesis at the .05 level of significance for four degrees of freedom ($df = 4$). Since the obtained value of chi-square was greater than the tabled value, the null hypothesis was rejected for Item #14. These results mean that ninety-five times out of one hundred this discrepancy was due to other factors than sampling error. It was concluded that there was a significant difference between males and females in relation to their attitudes regarding chances for advancement on the job. The contingency coefficient of .38 shows the degree of relationship between the two variables.

The greatest differences between the expected and observed frequencies was in the number of responses of men who were dissatisfied as compared to the number of women who were satisfied. Eighteen of the thirty-three (54.5%) men were generally dissatisfied while only ten of the twenty-nine women (34.5%) expressed dissatisfaction. Nine (27.3%) of the men were satisfied as compared to twenty-two (44.8%) of the women respondents.

Since the difference between males and females for the remaining eighteen items of the questionnaire was not significant, these items with their chi-square values are shown in Table 9, beginning on page 59, but are not discussed. The two items where a significant

Table 9

Summary Table of Item Statements, Number of Responses with Corresponding df, Chi-Square, and Contingency Coefficient Values with Respect to Males and Females Responding to Twenty Items of the Minnesota Satisfaction Questionnaire

Item #	Statement	Number of Responses Males	Number of Responses Females	Total	df	X ²	C
1.	Being able to keep busy all the time.	33	30	63	4	11.76*	0.40
2.	The chance to work alone on the job.	33	30	63	4	5.81	0.29
3.	The chance to do different things from time to time.	33	30	63	4	5.29	0.28
4.	The chance to be "somebody" in the community	33	30	63	4	1.61	0.16
5.	The way my boss handles his men.	33	30	63	4	1.83	0.17
6.	The competence of my supervisor in making decisions.	33	30	63	4	4.03	0.25
7.	Being able to do things that don't go against my conscience.	33	30	63	4	3.11	0.22
8.	The way my job provides for steady employment.	33	30	63	3	1.20	0.14

Table 9 (continued)

Item #	Statement	Number of Responses Males	Number of Responses Females	Total	df	χ^2	C
9.	The chance to do things for other people.	33	30	63	4	3.02	0.21
10.	The chance to tell people what to do.	33	30	63	4	1.60	0.16
11.	The chance to do something that makes use of my abilities.	33	30	63	4	1.29	0.14
12.	The way company policies are put into practice.	33	30	63	4	7.51	0.33
13.	My pay and the amount of work I do.	33	30	63	4	2.65	0.20
14.	The chances for advancement on this job.	33	29	62	4	10.68*	0.38
15.	The freedom to use my own judgment.	33	30	63	4	4.70	0.26
16.	The chance to try my own methods of doing the job.	33	30	63	4	3.65	0.23
17.	The working conditions.	33	30	63	4	3.65	0.23
18.	The way my co-workers get along with each other.	33	30	63	4	4.27	0.25

Table 9 (continued)

Item #	Statement	Number of Responses		Total	df	χ^2	C
		Males	Females				
19.	The praise I get for doing a good job.	33	30	63	4	1.55	0.15
20.	The feeling of accomplishment I get from the job.	33	30	63	4	1.88	0.17

*Significant at the .05 level.

difference was obtained are included to give a complete picture of the results obtained for the entire questionnaire.

Educational Background (Men)

The chi-square test was also used to determine if a significant difference in job satisfaction existed between men who had twelve years (high school graduates) or less of education and men who had attended or graduated from college. For the twenty items on the Minnesota Satisfaction Questionnaire (short form) no significant chi-square values were obtained. Apparently, educational background was not a significant factor in determining job satisfaction for the thirty-three men who responded to the questionnaire.

Table 10 shows the educational level of the respondents with the obtained chi-square values, and contingency coefficients for each item of the questionnaire.

Educational Background (Women)

As was done for male respondents, the educational backgrounds of the female respondents (those having graduated from high school or less and those having attended college and possibly beyond) were compared using the chi-square test. For the twenty items on the Minnesota Satisfaction Questionnaire (short form), no significant chi-square values were obtained. It appeared that,

Table 10

Summary Table of Item Statements, Number of Responses with Corresponding df, Chi-Square, and Contingency Coefficient Values with Respect to Educational Background of Thirty-Three Males Responding to Twenty Items on the Minnesota Satisfaction Questionnaire

Item #	Statement	Number of Responses H.S. and Below	Number of Responses Beyond H.S.	Total	df	χ^2	C
1.	Being able to keep busy all the time.	22	9	31	4	6.14	0.41
2.	The chance to work alone on the job.	22	9	31	4	3.85	0.33
3.	The chance to do different things from time to time.	22	9	31	4	6.19	0.41
4.	The chance to be "somebody" in the community.	22	9	31	4	3.75	0.33
5.	The way my boss handles his men.	22	9	31	4	4.55	0.36
6.	The competence of my supervisor in making decisions.	22	9	31	4	4.22	0.35
7.	Being able to do things that don't go against my conscience.	22	9	31	4	3.76	0.33
8.	The way my job provides for steady employment.	22	9	31	3	4.14	0.34

Table 10 (continued)

Item #	Statement	Number of Responses H.S. and Below	Number of Responses Beyond H.S.	Total	df	χ^2	C
9.	The chance to do things for other people.	22	9	31	4	5.12	0.38
10.	The chance to tell people what to do.	22	9	31	4	4.12	0.34
11.	The chance to do something that makes use of my abilities.	22	9	31	4	3.58	0.32
12.	The way company policies are put into practice.	22	9	31	4	3.88	0.33
13.	My pay and the amount of work I do.	22	9	31	4	4.56	0.36
14.	The chances for advancement on this job.	22	9	31	4	7.52	0.44
15.	The freedom to use my own judgment.	22	9	31	4	4.78	0.37
16.	The chance to try my own methods of doing the job.	22	9	31	4	2.57	0.28
17.	The working conditions.	22	9	31	4	1.14	0.19
18.	The way my co-workers get along with each other.	22	9	31	4	2.11	0.25

Table 10 (continued)

Item #	Statement	Number of Responses H.S. and Beyond Below H.S.		Total	df	χ^2	C
19.	The praise I get for doing a good job.	22	9	31	3	0.90	0.17
20.	The feeling of accomplishment I get from the job.	22	9	31	4	3.79	0.33

as was true for the men, educational background evidently was not a significant factor in determining job satisfaction for the thirty female respondents.

The educational level of the female respondents, the values of chi-square and contingency coefficients for each item of the questionnaire are shown in Table 11.

Table 11

Summary Table of Item Statements, Number of Responses with Corresponding df, Chi-Square, and Contingency Coefficient Values with Respect to Educational Background of Thirty Females Responding to Twenty Items on the Minnesota Satisfaction Questionnaire

Item #	Statement	Number of Responses H.S. and Below	Number of Responses Beyond H.S.	Total	df	χ^2	C
1.	Being able to keep busy all the time.	4	26	30	4	3.19	0.31
2.	The chance to work alone on the job.	4	26	30	4	2.18	0.29
3.	The chance to do different things from time to time.	4	26	30	4	3.36	0.10
4.	The chance to be "somebody" in the community.	4	26	30	4	4.17	0.12
5.	The way my boss handles his men.	4	26	30	4	3.47	0.32
6.	The competence of my supervisor in making decisions.	4	26	30	3	3.78	0.33
7.	Being able to do things that don't go against my conscience.	4	26	30	3	1.70	0.23
8.	The way my job provides for steady employment.	4	26	30	2	1.78	0.15

Table 11 (continued)

Item #	Statement	Number of Responses H.S. and Below	Number of Responses Beyond H.S.	Total	df	χ^2	C
9.	The chance to do things for other people.	4	26	30	4	3.45	0.32
10.	The chance to tell people what to do.	4	26	30	4	8.28	0.47
11.	The chance to do something that makes use of my abilities.	4	26	30	4	2.23	0.26
12.	The way company policies are put into practice.	4	26	30	3	1.81	0.24
13.	My pay and the amount of work I do.	4	26	30	4	6.93	0.43
14.	The chances for advancement on this job.	4	26	30	4	2.39	0.28
15.	The freedom to use my own judgment.	4	26	30	4	1.17	0.19
16.	The chance to try my own methods of doing the job.	4	26	30	4	2.63	0.29
17.	The working conditions.	4	26	30	4	0.79	0.16
18.	The way my co-workers get along with each other.	4	26	30	4	2.02	0.25

Table 11 (continued)

Item #	Statement	Number of Responses H.S. and Below	Number of Responses Beyond H.S.	Total	df	χ^2	C
19.	The praise I get for doing a good job.	4	26	30	4	2.65	0.28
20.	The feeling of accomplishment I get from the job.	4	26	30	4	1.70	0.23

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The investigation of certain problems concerning job satisfaction and of differences in the attitudes between men and women in assembly line jobs was the basic objective of this study. Consideration was also given to the educational background of both the men and the women as a factor in job satisfaction.

SUMMARY

Evaluating the existence and extent of job satisfaction, or lack of it, among assembly line workers is a complex task which could, and in numerous studies has, filled many volumes. Because of the time factor, it was determined at the outset of the study that only two aspects of job satisfaction would be investigated. The present concern in our society of the problems surrounding women in the work force made it appropriate to examine the differences in attitudes of men and women toward occupational satisfaction. It was further decided to investigate the premise that level of formal educational achievement may have some bearing on the extent

of satisfaction a man or woman might obtain from an assembly line type job.

In gathering information for this study, it was necessary to locate a large corporation which employed both men and women in an assembly line operation. Also, a reliable and valid questionnaire was needed that would elicit attitudes concerning job satisfaction. Iowa Beef Corporation, Emporia, Kansas branch, was chosen as the corporation to be used; and the Minnesota Satisfaction Questionnaire (short form), hereafter referred to as the "MSQ," was the instrument employed. Fifty men and fifty women were randomly selected from assembly line workers at the plant to be respondents to the questionnaire. Of the fifty men and fifty women, thirty-three (66%) of the men and thirty (60%) of the women completed the questionnaire for a total completion rate of 63 percent.

The chi-square test was used to analyze the data and contingency coefficients were computed to establish the degree of relationship between the independent and dependent variables. It was observed that there were two items, among the twenty items on the MSQ, where significant differences existed between men and women regarding their attitudes toward job satisfaction. These and other conclusions are reported in the following section.

CONCLUSIONS

Results of the study show that for eighteen of the factors studied there was no significant difference between the attitudes of men and women assembly line workers regarding job satisfaction. Two factors investigated did show a significant difference and conclusions regarding these differences and the relevance of educational backgrounds to job satisfaction are discussed in the following paragraphs.

Differences in Job Satisfaction Between Men and Women

The statistical treatment of the data revealed that men's and women's attitudes regarding job satisfaction differed only with respect to two of the twenty items on the MSQ. The items that elicited different attitudes were item numbers one and fourteen which refer to being able to keep busy and chances for advancement respectively.

Responses to item one indicated that the greatest number of females were "very satisfied" with being able to keep busy while the largest percentage of men were only "satisfied." It is difficult to ascertain a reason for this difference in degree of satisfaction. It might be interpreted that, having been the family bread winners traditionally, men have become more accustomed to manual labor type work, have developed the skills needed to perform manual tasks at an early age, and have more

than adequate ability when hired. Already having the ability to perform the required tasks, men quickly become proficient at manual jobs and thus feel less busy than women who generally must work harder to learn and perform the labor that, heretofore, has been absent from their lives. Related literature tends to support the contention that many of today's women workers lack previous involvement in assembly line type work.

The responses to item fourteen revealed a much stronger difference in attitude than did item one. Women, for the most part, indicated that they were "very satisfied" with chances for advancement while men were generally "very dissatisfied." There are two possible reasons for this extreme attitudinal divergence. A possible reason, strongly supported by the literature, is that the "feminist movement" is a very contemporary event and many women have not yet set their standards, in terms of occupation, as high as men. Thus the probability exists that the women respondents in this study were very satisfied with the possibilities for advancement, because they had no real intentions of advancing much higher to begin with. It appears possible that women in many cases were just employed to "supplement the family income," or, simply just to get the pay check and were probably not at all concerned with advancement. Another explanation for the difference might be that there are not enough "higher" positions available in

an assembly line type operation to accomodate the men who feel "stuck in the rut" but have aspirations to take on additional responsibilities, pay, and benefits.

The pay may be adequate to retain these men on the job, but their desire to advance remains unsatisfied.

Though there were only two significant differences among the overall responses, individual item responses indicate that many personal dissatisfactions exist. This would justify the contention, strongly supported by the literature, that much overall job dissatisfaction exists in industry. Reasons for this dissatisfaction and for the significant differences found, might, of course, be attributed to a myriad of variables not revealed by this study.

Educational Level and Its Effect on Job Satisfaction

Analysis of the data regarding the educational level of the men and women in this study uncovered no significant differences in job satisfaction between those with college education and above and those with high school education and below. It was anticipated, as alluded to in the literature reviewed, that with more education, workers would be less satisfied with the assembly line type job. This idea must be discounted, at least with respect to this particular investigation.

RECOMMENDATIONS

As discussed previously, job dissatisfaction negatively affects many segments of society and corrective measures for this situation should be given top priorities. With women joining the work force in ever-increasing numbers, their feelings about work and their aspirations should be given special attention. As education, and higher education in particular, reaches more and more people, the need becomes greater to implement jobs that will be challenging and make use of the increased knowledge of the work force.

When other studies related to job satisfaction are done, it would seem most desirable to examine and compare a broader scope of satisfaction variables. Some variables that might be studied are; intrinsic, extrinsic, and general satisfaction variables. The Minnesota Satisfaction Questionnaire has the potential to measure these variables but, because of the time element involved, it was not an undertaking of this study. Also, the use of a more inclusive instrument, such as the MSQ long form, would be most helpful. In order to insure a more valid study, a much larger sample population as well as the use of different industries would be beneficial. Regarding educational background, a more specifically defined population, such as elementary school graduates, high school graduates, college

graduates, etcetera, would likely prove to be more meaningful. A study which could relate job satisfaction to social adjustment or satisfaction outside the job would certainly be a significant contribution.

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APPENDIXES

EMPORIA KANSAS STATE COLLEGE⁸³

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Division of Student Affairs — Office of Admissions
Dave Eldridge, Jan Jantzen, Tom Klotz, Craig Mosher

October 23, 1974

Vocational Psychology Research
Elliott Hall
University of Minnesota
Minneapolis, Minnesota 55455

Dear Sirs,

Thank you for sending me the manual and the copy of the Minnesota Satisfaction Questionnaire. I would like to use the short form for my research. I have a Bachelor of Science degree in Business Administration and am working toward a Master's in Psychology: Industrial Psychology. All three members of my committee hold doctorate degrees and two of them have Phd's in Psychology. My advisor is Dr. Elton Amburn and his signature is provided with this letter.

Please send me 75 (seventy five) copies of the MSQ short form. I am enclosing a check for \$8 to cover the tests (\$7.50) and postage (\$.50). If there is any additional charge, please bill me at the return address. I would also like to receive the necessary permission to use the MSQ in my study.

Thank you for your time and I will be looking forward to hearing from you soon.

Sincerely yours,


Tom Klotz

TK:vr



minnesota satisfaction questionnaire

(short-form)



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

Copyright 1963

Purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

On the next page you will find statements about your **present job**.

Read each statement carefully.

Indicate **how satisfied you feel about the aspect of your job** described by the statement.

Keep the statement in mind:

—if you feel that your job gives you **more than you expected**, check the box under **“Very Sat.”** (Very Satisfied);

—if you feel that your job gives you **what you expected**, check the box under **“Sat.”** (Satisfied);

—if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **“N”** (Neither Satisfied nor Dissatisfied);

—if you feel that your job gives you **less than you expected**, check the box under **“Dissat.”** (Dissatisfied);

—if you feel that your job gives you **much less than you expected**, check the box under **“Very Dissat.”** (Very Dissatisfied).

Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job**.

Answer for **all** statements. Please answer **every** item.

Be **frank and honest**. Give a true picture of your feelings about your **present job**.

yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

My present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
being able to keep busy all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chance to work alone on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chance to do different things from time to time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chance to be "somebody" in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the way my boss handles his men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the competence of my supervisor in making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being able to do things that don't go against my conscience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the way my job provides for steady employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chance to do things for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chance to tell people what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chance to do something that makes use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the way company policies are put into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my pay and the amount of work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chances for advancement on this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the freedom to use my own judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chance to try my own methods of doing the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the way my co-workers get along with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the praise I get for doing a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

one: Male Female

were you born? _____ 19____

the number of years of schooling you completed:

5 6 7 8

Grade School

9 10 11 12

High School

13 14 15 16

College

17 18 19 20

Graduate or
Professional School

is your present job called? _____

do you do on your present job? _____

long have you been on your present job? _____ years _____ months

would you call your **occupation**, your usual line of work? _____

long have you been in this line of work? _____ years _____ months