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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN CHARACTERISTICS
OF SELF-ACTUALIZATION AND OF JOB SATISFACTION OF SELECTED
FACULTY IN HIGHER EDUCATION

Iowa State University   PH.D.   1985

An investigation of the relationship between

characteristics of self-actualization and of job satisfaction

of selected faculty in higher education

by

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CHAPTER I. INTRODUCTION

For many business administration faculty in higher education,
opportunities for jobs in business and industry are numerous. Often these
positions offer salaries and other material benefits which far exceed
college and university compensation. If these same faculty members are
not experiencing self-actualization at work and job satisfaction, then
what is to prevent their leaving higher education for business and
industry? This study is an attempt to collect data which would be helpful
to faculty and administrators in identifying the self-actualization and
job satisfaction needs of business faculty.

Arthur W. Combs (1967), 1966-67 President of the Association for
Supervision and Curriculum Development (ASCD), stated that "The goal of
education must be self-actualization..." (p. vi). Mr. Combs´ statement
reinforces one of the fundamental purposes of education and that is to
help students to grow and develop toward their individual potentials.
Actualizing human potential has been defined as simply developing human
resources. This includes actualizing our own human potential as well as
others (Carkhuff, 1981). Self-actualizing, then, is an ongoing process of
growth toward utilizing one´s potential (Shostrom, 1976). Maslow (1971)
reported:

> The function of education, the goal of education --
> the human goal, the humanistic goal, the goal so far
> as human beings are concerned -- is ultimately the
> ´self-actualization´ of a person, the becoming fully
> human, the development of the fullest height that
> the human species can stand up to or that the
> particular individual can come to. In a less
> technical way, it is helping the person to become
> the best that he is able to become (pp. 168-169).

Self-actualization is the central idea underlying Maslow's educational thought. He believed that teachers should be self-actualizing people. A significant component of what makes an effective teacher appears to be the degree to which the person is psychologically healthy or self-actualizing or fulfilling their human potential. Information on subject content alone or command of teaching techniques will not guarantee that the individual will be an effective teacher (Pusateri, 1976). Patterson (1973) reported "It is clear that the teacher, while being an important human being, must be a self-actualizing person, for only self-actualizing persons can foster self-actualization in others" (p. 111). Maslow (1954) found, after studying self-actualizing teachers, that they interpret the teacher-student relationship in a special way:

> As a pleasant collaboration rather than as a clash
> of wills, of authority, of dignity, etc.; the
> replacement of artificial dignity--that is easily
> and inevitably threatened--with the natural
> simplicity that is not easily threatened; the giving
> up of the attempt to be omniscient and omnipotent;
> the absence of student threatening authoritarianism;
> the refusal to regard the students as competing with
> each other or with the teacher; the refusal to
> assume the professor stereotype and the insistence
> on remaining as realistically human as, say, a
> plumber or a carpenter; all of these create a
> classroom atmosphere in which suspicion, wariness,
> defensiveness, hostility, and anxiety disappeared
> (p. 231).

Few would disagree that, at the present and in the future, institutions of higher education face significant challenges. Both faculty and administrators are aware of fiscal constraints, increased accountability, student consumerism, erosion of faculty purchasing power, questions regarding tenure, heightened legalism, expanded faculty

collective bargaining, and student recruitment--enrollment pressures. With all of these variables impacting faculty in higher education, it is easy to understand why a current study of faculty job satisfaction and self-actualization characteristics would be valuable.

The identification of those elements which lead to job satisfaction, and to increased intrinsic motivation among faculty members, is of paramount concern to higher education administrators (Wittenauer, 1980). In fact, if colleges and universities are to recruit and retain competent faculties, the administrators of these institutions must identify the factors which influence the satisfaction and dissatisfaction that these faculties experience in connection with their work (Morris, 1972).

It has been suggested that in our society, the occupation has more potential for giving satisfaction at all levels of basic needs than any other single situation. Also, in our culture, often social and economic status depend more upon the occupation than anything else. It is possible that occupations have become so important in our culture because so many needs are satisfied by them (Roe, 1956).

Cohen (1974) reported that job satisfaction in higher education was important to study because a college with an enthusiastic, satisfied faculty is more likely to further student development than is one with an apathetic group merely going through the motions of information transmittal in their teaching and little more. In addition, research involving job satisfaction in higher education is important because to a large extent, the teaching faculty determines the success of the classroom situation (Sprague, 1974). Bess (1981) found that:

> There is good reason to believe that faculty are
> both dissatisfied and satisfied simultaneously, as
> the Herzberg model would predict. The model helps
> us to understand the ubiquitous disgruntled plaint
> of most academics about the uncaring administration
> and about various aspects of the work which prevent
> them from doing their work. These may be diagnosed
> into those which deal with dissatisfactions and
> those which are important to satisfactions (p. 39).

Problem Statement

Present and projected job opportunity forecasts continue to encourage

students to enter various business curriculums. Business school faculty

members are faced with increasing numbers of students who are vocationally

oriented, grade driven, and anxious to enter the world economy. It is

because of these increasing demands and alternative career opportunities

that the characteristics of business faculty self-actualization and job

satisfaction need to be analyzed. By identifying these attributes,

administrators and faculty can address needs for faculty personal and

professional growth, add information to personnel selection processes, and

improve the student development and career advising skills of faculty.

This can be accomplished at least in part by enhancing faculties'

awareness and understanding of self-actualization and job satisfaction

characteristics.

Regarding job satisfaction of faculty in higher education, the

research literature is lacking in this area (Wittenauer, 1980). There is,

however, a growing interest in identifying those aspects of a faculty

member's position which act as satisfiers or dissatisfiers. With the

problems facing many universities and colleges today, the study of job

satisfaction among university academic personnel is an appropriate and timely effort (Winkler, 1982). According to Winkler, among the issues making the study of job satisfaction of academics important are: teaching vs. research, professional goals, collective bargaining, sex inequities, questionnaire design and bias, and the effectiveness of predictive models. Hunter, Ventimiglia, and Crow (1980) report that most faculty would probably agree that they are overworked, beset by multiple demands to teach, do research, and serve. The acceleration in number of college faculty members working under contracts derived through collective bargaining processes points to the growing concern for the work environment (Cohen, 1974). Cooper (1978) reported that highly effective teachers may be the ones with the greatest job satisfaction. He further emphasizes that administrators should seek to enhance job satisfaction by creating conditions which make work contribute to one's satisfaction and fulfillment as well as to the goals of the organization. Sprague (1974) found that there have been numerous articles written concerning all types of personal and situational correlates of job satisfaction. She reported that this aspect of job satisfaction was important because it concentrates on looking at those factors which constitute a satisfied individual.

Specifically, the problem to be studied is whether a relationship exists between characteristics of self-actualization and of job satisfaction of selected business faculty in higher education. Business faculty from the University of Iowa, Drake University, and Des Moines Area Community College will be surveyed. The construct self-actualization will be measured by the Personal Orientation Inventory (POI) and job

satisfaction by the Minnesota Satisfaction Questionnaire (MSQ). This relationship will also be analyzed using the independent variables of faculty rank, sex, age, degree (highest earned), salary, years (number teaching at present institution), total (years teaching in higher education), and business (number of years experience).

Objectives of the Study

The primary objective of this study is to collect data from selected business faculty members at a state university, private university, and a community college. These data will be analyzed to determine if there are relationships between characteristics of self-actualization and of job satisfaction of the sample. The independent variables of faculty rank, sex, age, degree (highest earned), salary, years (number teaching at present institution), total (years teaching in higher education), and business (number of years experience) will also be examined. The data collected will be useful to administrators in identifying the needs of faculty and in developing a faculty recruitment and retention strategy.

The two major theories to be considered with this study are Maslow's hierarchy of needs theory and Herzberg's two-factor theory. Maslow offers us a clear vision of the development states of the motivational levels that guide an individual toward self-actualization (Carkhuff, 1981). One of the chief criteria for the self-actualizing person is the resolution and transcendence of conflicts and dichotomies such as work-play. In addition to the resolution of dichotomies, many traditional role conflicts tend to disappear, such as the issues of incompatibility between teacher and students, age and youth, and parent and child (Maslow, 1954).

Delimitations of the Investigation

This study is limited to the business faculty members at the
University of Iowa, Drake University, and Des Moines Area Community
College. The University of Iowa sample size is 108, 42 at Drake
University, and 52 at Des Moines Area Community College. The University
of Iowa is a large (enrollment of approximately 30,000) public
institution. Drake University is a private school with enrollment of
approximately 5,750. Des Moines Area Community College is a public
two-year college (enrollment approximately 8,050). Enrollment figures are
based on headcount. All three of these institutions are located within
200 miles of each other.

Nearly all the faculty studies are cross-sectional; as a result,
there is a need to keep in mind that the portrait of faculty satisfaction
is a snapshot at one moment in time and suffers this limitation (Boberg &
Blackburn, 1983). The two instruments used in the study, Minnesota
Satisfaction Questionnaire (MSQ) and Personal Orientation Inventory (POI),
as well as the Faculty Data Sheet, are all self-reporting scales.

Definition of Terms

The terms self-actualization, job satisfaction, and business school
faculty are defined for this study. It should be noted that the two major
theoretical bases for this study are Maslow's hierarchy of needs and
Herzberg's two-factor theory. Both theories explain, to a large extent,
motivation and behavior in terms of individual "needs." A review of the
literature reveals that an integration of Maslow and Herzberg is logical
(Findley, 1975).

Self-actualization

Carkhuff (1981) reported:

> Maslow, more than any other human of his time,
> probed the dimensions of human potential. What he
> came up with were some principals describing the
> subjective experience and objective reality of
> people whom he viewed as self-actualized people.
> Maslow's work set the standard for studying the
> process and products of self-actualization (p. 33).

Goldstein is usually given credit for the early work on the concept.

He reported that self-actualization was the creative trend of human nature

and the fulfillment of needs (Goldstein, 1939). As Carkhuff indicates,

more than anyone else, Abraham Maslow has expanded on Goldstein's work

with self-actualization. Maslow, in developing his hierarchy of needs,

places self-actualization at the apex of the needs pyramid. Maslow (1954)

reported:

> Self-actualization refers to man's desire for
> self-fulfillment, namely, to the tendency for him to
> become actualized in what he is potentially. A
> musician must make music, an artist must paint, a
> poet must write, if he is to be ultimately at peace
> with himself. What a man can be, he must be. He
> must be true to his own nature. This need we may
> call self-actualization (p. 91).

Maslow found that the emergence of self-actualization needs depended

on the prior satisfaction of the physiological, safety, love, and esteem

needs. He further related the concept of self-actualization to the need

for growth, autonomy, and psychological health.

The definers of self-actualization are concerned with the optimum

development of human potentialities; the integration of work, love, and

play; the achievement of peak experiences. It is a very positive (or

optimum) concept of psychological functioning. Self-actualization is a

holistic concept, a system of beliefs, values, and behaviors (Cherry, 1976).

Job satisfaction

The study of self-actualization is the beginning point for the study of other areas such as job satisfaction (Gross & Napier, 1967). The fulfillment of an individual's needs is essential to the achievement of job satisfaction. Studies have shown that when an individual's physiological and psychological needs are met, the individual is generally considered to be satisfied with his or her job (Curley, 1982). Overall job satisfaction varies according to the degree to which an individual's needs are satisfied in the job. The most accurate prediction of overall job satisfaction can be measured by the extent to which each person's strongest two or three needs are satisfied (Schaffer, 1953). Job satisfaction occurs when the job meets the needs we feel it should meet (Hoppock, 1967). Cherns and Davis (1975) report that job satisfaction measures the degree to which a job satisfies a man's needs.

A review of the literature reveals several job satisfaction theories including: need, two-factor, role, job facets, expectancy, equity, personality, and flow. This study is based on the need and two-factor theories with Maslow and Herzberg the major contributors. Findley (1975) reported that Maslow's hierarchy theory has become the most significant theory for exploration in job satisfaction research. Fournet, Distefano, and Pryer (1966) found that possibly the most important issues in job satisfaction were put forth by the Herzberg group. In addition, the

two-factor theory is reported by Whitsett and Winslow (1967) as being the most replicated study in the field.

The two-factor (motivation-hygiene) theory of job satisfaction (Herzberg, Mausner, & Snyderman, 1959; Herzberg, 1966) posits that satisfaction results from motivation, stemming in the challenge of the job, through such factors as achievement, responsibility, growth, advancement, work itself, and earned recognition. Dissatisfaction more often results from factors peripheral to the task. These include company policies and administration, technical-supervision, working conditions, salary, interpersonal relations with superior, subordinates, and peers, personal status, job security, and personal life. An important point is that the opposite of job satisfaction is no job satisfaction, rather than job dissatisfaction (unlike the traditional, one-factor theory), and the opposite of job dissatisfaction is no job dissatisfaction rather than job satisfaction (Morris, 1972).

Business school faculty

This includes faculty from the University of Iowa's College of Business Administration, Drake University's College of Business Administration, and Des Moines Area Community College's Business Management Division. These individuals are employed to teach business subjects in one of the three institutions. Examples of business subjects are accounting, finance, computer systems, data processing, banking, retailing, insurance, marketing, management, transportation and logistics, business administration, office administration, etc.

Hypotheses

Null hypotheses were written to answer the questions of the problem (see Problem Statement in Chapter I). The results of the investigation will be reported in Chapter IV.

The null hypotheses tested were the following:

1. No significant relationships exist among the scores on the 12 scales of the POI and the scores on the 21 scales of the MSQ.

2. No significant differences exist among the independent variables and the scores on the 12 scales of the POI and the scores on the 21 scales of the MSQ.

Organization of the Study

Chapter I includes the introduction, statement of the problem, objectives of the study, delimitations of the investigation, definition of terms, and hypothesis statements.

Chapter II consists of a review of the related literature with an emphasis on self-actualization, Maslow's hierarchy of needs theory, job satisfaction, Herzberg's two-factor theory, faculty needs in higher education, and an integration of Maslow and Herzberg.

Chapter III discusses the selection of the sample, data collection, instrumentation, and the methods used to analyze the data.

Chapter IV reports the findings, analysis, and conclusions of the study.

Chapter V includes a summary, discussion, and recommendations for further research.

CHAPTER II. REVIEW OF THE LITERATURE

This study is an investigation of the relationship between characteristics of self-actualization and of job satisfaction of selected faculty. Both self-actualization and job satisfaction are viewed from a needs fulfillment perspective. The two major theories providing support for the study are Maslow's hierarchy of needs and Herzberg's two-factor (motivation-hygiene) theory.

Chapter II reviews the literature addressing need theory, self-actualization, job satisfaction, and faculty needs. With continuing pressure on higher education for accountability, the increase in consumerism, legalism, and the tight economic situation, it is essential that higher education administration be aware of those factors which help recruit and retain faculty who are of the highest possible caliber (Wittenauer, 1980).

Need Theory

A major construct which assists in synthesizing Maslow and Herzberg's theories and contributes to the foundation of this study is the need gratification theory. A need can be defined as a condition where there is a want or deficiency. It is a force that organizes behavior and motivates the individual to act (or not to act) in certain ways (Super & Bohn, 1970). The two authors also believe that occupations are classified in terms of their different potentials for need gratification. They submit that an individual's needs can be expected to offer an understanding of the choice of occupation and of the kinds of satisfactions one enjoys as a

result of their choice. Schaffer (1953) obtained measures of the strength

of needs and also of the extent to which these needs were met in the

person's job. His results showed significant relationships between

satisfaction of the three strongest needs and overall job satisfaction;

such relationships Schaffer concluded demonstrate the importance of

personal needs in job satisfaction (cited in Super & Bohn, 1970). A

similar study by Walsh (1959), involving measures of needs and indications

of needs met by specific jobs, found that people emphasize those aspects

of a job that meet their own needs (cited in Super & Bohn, 1970).

The significance of need theories is not in their prediction of

specific individual behaviors, but rather in their description of the

motivating force behind human behavior in general (Schneider & Zalesny,

1981). Gibson and Teasley (1973) reported that an essential purpose of an

organization should be the satisfaction of member needs (cited in Cohen,

1974). It is job satisfaction that measures the extent to which a job

satisfies an individual's needs (Cherns & Davis, 1975). A person works to

satisfy his needs and these needs are organized in a series of levels--a

hierarchy of importance (McGregor, 1960). Bess (1981), a significant

contributor to the literature on faculty job satisfaction, found that need

theory can help explain the frustrations of faculty and provide directions

for policy which would assist in the relief of the dissatisfaction.

Tausky and Parke (1976) reported that:

> Need theorists present an image of man to whom job
> involvement is a desirable state, and
> self-actualizing on the job a preferred condition.
> This preferred condition, however, is often blocked
> by an inappropriate match among self-actualizing
> needs and the constructed task structure of the

workplace. Both satisfaction and productivity
suffer as a result of this mismatching; conversely,
both would likely increase with better matching.
These predicted gains in satisfaction and
performance follow from the image of man embedded in
need theory (p. 539).

Self-actualization

Hierarchy theory

Probably the most popular and accepted theory of need is Maslow's

(Sprague, 1974). Tausky and Parke (1976) add that nearly all modern need

theorists acknowledge the influence of Maslow on their thinking. Maslow's

classification of needs has been widely accepted in occupational

psychology (Super & Bohn, 1970). One individual who contributed greatly

to Maslow's need hierarchy theory was Kurt Goldstein. Goldstein (1939)

reported that the different needs or desires that appear to motivate

individuals are really arranged in a distinct hierarchy; at times, one

desire will become more prominent than the others. Maslow also shared

Goldstein's "organismic" view of man which draws on the knowledge of all

aspects of psychology in an attempt to fully understand the nature of man.

It is a holistic outlook, including physiological, behavioral,

instinctual, emotional, and intellectual aspects of psychology. Maslow

also emphasized the study of man when in a "healthy state," which he felt

had been neglected by other psychologists. Maslow conceives of human

motivation as functioning along a hierarchy of instinctoid needs. He

presents these needs in their order of prepotency; that is, the more basic

needs must be met before the person can be aware of and attend to higher

level needs. Hersey and Blanchard (1982) list the five levels of needs as

identified in Maslow's hierarchy:

1. Physiological--basic human needs to sustain
   life itself--food, clothing, shelter, sex.
2. Safety (security)--the need to be free of the
   fear of physical danger and deprivation of the
   basic physiological needs. This is a need for
   self-preservation.
3. Social (affiliation or love)--when social
   needs become dominant, a person will strive
   for meaningful relations with others.
4. Esteem--most people have a need for a high
   evaluation of themselves that is firmly based
   in reality--recognition and respect from
   others. Satisfaction of these esteem needs
   produces feelings of self-confidence, prestige,
   power, and control.
5. Self-actualization--once esteem needs begin
   to be adequately satisfied, the self-actualization
   needs become more prepotent. Self-actualization
   is the need to maximize one's potential, whatever
   it may be (pp. 27-28).

Maslow's hierarchy of needs was not intended to be an absolute

framework, instead one that would predict behavior on a high or low

probability basis (Hersey & Blanchard, 1982), as shown in Figures 1, 2,

and 3.
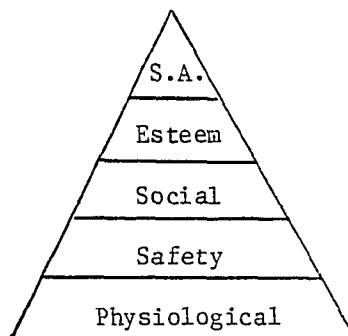
Figure 1. Need mix when physiological and safety needs are high strength
(Hersey & Blanchard, 1982, p. 30, reprinted by permission)
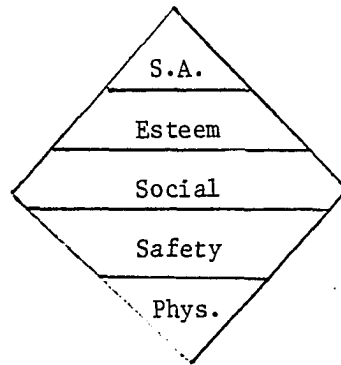
Figure 2. Need mix when social needs are high strength and
self-actualization and psychological needs are less important
(Hersey & Blanchard, 1982, p. 30, reprinted by permission)
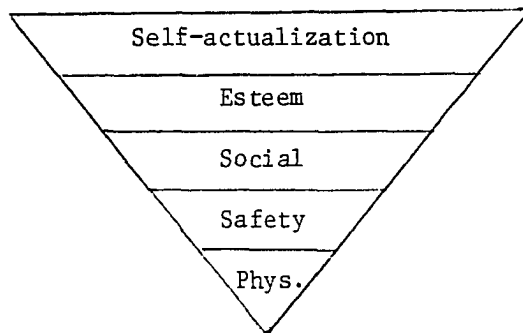
Figure 3. Need mix when esteem and self-actualization needs are high
strength (Hersey and Blanchard believe that this will tend to
become more characteristic if standards of living and levels of
education continue to rise) (Hersey & Blanchard, 1982, p. 30,
reprinted by permission)

The hierarchy does not necessarily follow the exact pattern as

described by Maslow. It was not his intent to say that this hierarchy

applies universally. Maslow felt this was a typical pattern that operates

most of the time. He agreed that the specific form of these needs will vary greatly from person to person. He also realized that there were numerous exceptions to this general tendency (Hersey & Blanchard, 1982).

Support for theory

Some questions have been raised as to the support that can be generated from empirical research of Maslow's theory (Alderfer, 1969; Hall & Nougaim, 1968). Studies which tend to support Maslow's theory include: Freedman & Hurley, 1979; Graham & Balloun, 1973; Hall & Lindzey, 1970; Maddi, 1968; Maddi & Costa, 1972; Goud, 1983. Wahba and Bridwell (1976) criticize studies attacking Maslow's hierarchy theory. They feel that the studies included weaknesses in the interpretation and operationalization of Maslow's concepts, measurement problems (inadequate or absent reliability in several scales), treating the need hierarchy as a static rather than dynamic entity, the rank order studies not being a valid test, none of the cross-sectional studies being designed to test Maslow's theory, the longitudinal studies still lacking the ability to render Maslow's theory inoperative, and the factor analytic studies providing indirect support of Maslow (cited in Goud, 1983).

Basically, Maslow's theory explains how a human can exhibit higher need functioning under lower need threats. For example, persons who have a history of basic need gratification throughout their lives develop a strong frustration tolerance of any later thwarting of these needs (Goud, 1983). Higher needs (esteem, self-actualization) are stronger if lower needs (physiological, safety, and social) have been gratified.

Modification of theory

Some writers have proposed modifications of Maslow's theory (Barnes, 1960; Porter, 1962). Generally, they suggest a two-step hierarchy consisting of lower-level extrinsic needs and higher-level intrinsic needs. Lower-level needs include physiological, safety, social, and part esteem. Higher-level needs include part esteem and especially self-actualization. Maslow (1971) indicates that the first four levels of motivation (hierarchy) are regarded as "Deficiency" (D) needs, while the self-actualization level includes the "Being" (B) needs or what Maslow has also labeled "metamotivation." The difference is that unsatisfied "D" needs leave you dead, sick, or unhappy; satisfied "D" needs leave you yearning for the goals at the next level of the hierarchy, striving to gratify "B" needs. Satisfaction of "D" needs is thus a self-serving process, allowing at best only a low level of happiness and serving mainly to remove feelings of deficiency. Only at the "B" level do individuals enjoy life to the fullest and experience the satisfactions and creativity of which they are ultimately capable (Leff, 1978).

Maslow and Goldstein's self-actualization

Of all the needs described by Maslow, the one that social and behavioral scientists know least about is self-actualization. Hersey and Blanchard (1982) suggest that this is because people satisfy this need in different ways. They state, as a result, self-actualization is a difficult need to pin down and identify. Even Maslow (1971) himself found that "the notion of self-actualization gets to be almost like a Rorschack inkblot" (p. 41). Maslow (1954) reported that the term self-actualization

was first introduced by Kurt Goldstein. Goldstein (1939) concluded that "The organism has definite potentialities, and because it has them it has the need to actualize or realize them. The fulfillment of these needs represents the self-actualization of the organism" (p. 204).

Maslow (1971) reported that his investigations on self-actualization were not planned as research and did not start out as research. Instead, as a young scholar, he was attempting to more completely understand two of his teachers (Max Wertheimer and Ruth Benedict), whom he admired greatly.

Maslow's early research involving self-actualization included a small group of subjects selected from personal acquaintances and friends, and from among public and historical figures (Maslow, 1954). This group included Abraham Lincoln, Thomas Jefferson, Einstein, Eleanor Roosevelt, Jane Addams, William James, Schweitzer, Aldous Huxley, and Spinoza. Maslow used a holistic analysis of total impressions provided by his subjects. He admitted that because of the small number of subjects as well as the incompleteness of the data for many subjects, a quantitative presentation was impossible. Maslow also attempted to research college students, but after an initial effort, concluded that "self-actualization of the sort I had found in my older subjects perhaps was not possible in our society for young, developing people" (Maslow, 1954, p. 200).

Maslow (1956) described the self-actualizing person, as compared to ordinary or average people, as follows:

1. More efficient perception of reality and more comfortable relations with it
2. Acceptance of self, others, and nature
3. Spontaneity
4. Problem-centering
5. The quality of detachment, the need for privacy

6. Autonomy, independence of culture and environment
7. Continued freshness of appreciation
8. The mystic experience, the oceanic feeling
9. Gemeinschaftsgefuhl. Self-actualizing persons have a deep feeling of empathy, sympathy or compassion for human beings in general
10. Interpersonal relations
11. The democratic character structure
12. Means and ends
13. Philosophical, unhostile sense of humor
14. Creativeness (pp. 165-185).

Maslow believed that the climax of self-actualization is the "peak experience." He felt that a peak experience is what you feel and perhaps "know" when you gain authentic elevation as a human being. It is a generalization for the best moments of the human being, for the happiest moments of life, for experiences of ecstasy, rapture, bliss, of the greatest joy. Maslow (1962) defines self-actualizing by describing peak experiences:

> An episode, or a spurt in which the powers of the person come together in a particularly efficient and intensely enjoyable way, and in which he is more integrated and less split, more open for experience, more idiosyncratic, more perfectly expressive or spontaneous, or fully functioning, more creative, more humorous, more ego-transcending, more independent of his lower needs. He becomes in these episodes more truly himself, more perfectly actualizing in his potentialities, closer to the core of his Being, more fully human (p. 91).

People whom Maslow judged to be self-actualizers also held a few faults, including occasional ruthlessness or impoliteness; but the important point is that Maslow viewed the qualities of self-actualization to be potentials inherent in human nature and representative of the way people would tend to be if their first four levels of hierarchy of needs were gratified (Leff, 1978). However, as Hersey and Blanchard (1982)

report, it was not Maslow's intent to say that the satisfaction of the

first four levels of the hierarchy applies universally before

self-actualization could occur. They gave as an excellent example the

Indian leader, Mahatma Gandhi, who frequently sacrificed his physiological

and safety needs for the satisfaction of other needs such as

self-actualization.

One of the chief criteria for the self-actualizing person, a major

theme in the writings of Maslow, is the resolution and transcendence of

conflicts and dichotomies such as work-play. In addition to the

resolution of dichotomies, many traditional role conflicts tend to

disappear, such as the issues of incompatibility between teacher and

student, age and youth, parent and child. For self-actualizing

individuals, these normally regarded incompatibles and opposites are

resolved and the polarities disappear, leading to new levels of unity and

wholeness (Frick, 1971).

Carkhuff (1981) felt that Maslow's work set the standard for studying

self-actualization. He further stated that historically, Maslow went the

furthest in terms of developing principles of self-actualization. Leff

(1978) reported that according to Maslow, self-actualizing people tend to

possess such qualities as accurate, nonstereotyped, and appreciative

perception of people and things; acceptance of themselves, other people,

and nature; a concern for problems outside themselves and for

philosophical issues; a need for privacy and a strong tendency to be

autonomous; a highly developed ability to appreciate everyday experiences;

and a high frequency of "peak experiences"--moments of overwhelming joy or

profound experiences of unity and understanding (as in mystical

experience). They also tend to have a sense of identification with and

sympathy for other human beings; deep love relations with intimates;

nonprejudiced and democratic character structure; highly developed ethical

feelings; a philosophical, unhostile sense of humor; a high creativeness.

In addition, self-actualizers are held to pursue (versus static) the "B"

values in the course of their metamotivation. These consist of truth,

goodness, beauty, unity, aliveness, uniqueness, perfection, necessity,

completion, justice, order, simplicity, richness (comprehensiveness),

effortlessness, playfulness, self-sufficiency, and meaningfulness (Maslow,

1971).

Managers, faculty, and self-actualization

Sprague (1974) reported that several studies have looked at Maslow's

hierarchy of needs and found that the higher level needs (esteem,

self-actualization) tend to be more important determiners of behavior in

organizations than the lower-level needs (Argyris, 1964; Haire, 1956; Hall

& Nougaim, 1968; Lawler & Suttle, 1972). Sprague found that this was

especially true in managerial populations which she believed faculty were

the most like. Porter's (1961, 1962, 1963) research on the need

satisfaction of managers provided support for the theory of a hierarchy of

needs encompassing the higher-level needs. Porter found that managers at

all levels tend to perceive the least satisfaction in the highest-order

needs (autonomy and self-actualization) and also to attach greater

importance to those needs. Maslow's theory predicts and explains Porter's

findings (Clay, 1977). Herzberg et al.'s (1959) study of college-educated

personnel in management indicates that their job expectations and wants differ somewhat from rank-and-file workers in that a higher order of needs tends to play a more important part (cited in Maier, 1973).

Herzberg found that those who desired self-actualization were not highly motivated by increments of money or benefits. They were already earning adequate wages so that their physiological and security needs were probably fulfilled. They preferred opportunities for challenge and satisfaction while at work (cited in Argyris, 1964).

Self-actualization and work

Hall and Nougaim (1968) designed a longitudinal study to test key propositions in the Maslow theory. They reported that they had trouble developing operational definitions and reliable coding procedures in their study. Nevertheless, they did find positive correlations between satisfaction and desire for higher-order needs (cited in Alderfer, 1972). Alderfer further concluded that Maslow's theory is strongest conceptually and has received empirical support in the area of self-actualization. Herzberg et al. (1959) reported that a sense of growth and self-actualization are keys to an understanding of positive feelings about the job. They also conclude that factors which lead to positive job attitudes do so because they satisfy the individual's need for self-actualization in his work. Herzberg et al. (1959) discovered that "Man tends to actualize himself in every area of his life, and his job is one of the most important areas" (p. 114).

Schein (1965) states that self-actualizing people are seen as seeking meaning and accomplishment in their work as their other needs become

fairly well-satisfied. As a result, these people tend to be primarily self-motivated, capable of being mature on the job, and willing to integrate their own goals with those of the organization (cited in Hersey & Blanchard, 1982). To many, self-actualization appears to be an ideal for vocational development (Super & Bohn, 1970). Schneider and Zalesny (1981) found that faculty in higher education are probably high on the need for self-actualization, growth, and achievement. They also hypothesized that faculty as a group would tend to fit Maslow's higher-order need structures and to be more mature as defined by Argyris (1957) and McGregor (1960). The psychologically healthy person is one who has adequately satisfied the basic needs and is motivated primarily by trends to self-actualization (Pusateri, 1976). Collons (1981) discovered that managers are beginning to realize the importance of individual well-being to the well-being of the organization. He found as a consequence that self-actualization and satisfying human needs have become important concepts to modern managers. Hackman and Lawler (1971) report that the long-term congruence of high job satisfaction is seen as depending upon (1) the existence of employee desires for higher-order need satisfaction and (2) conditions on the job which allow the satisfaction of these needs. They believe that the job must provide outcomes which are intrinsically meaningful or worthwhile to the individual. Maslow (1971) found that "people in less desirable jobs value safety and security most, while people in the most desirable jobs most often value highest the possibilities for self-actualization" (p. 141). Herzberg et al. (1959) found that "In the Western world the satisfaction of subsistence needs is

at a higher level than has ever before been reached by the human race" (p.

124). Hersey and Blanchard (1982) concluded, similar to Herzberg, that in

our society today, there is almost a built-in expectation in people that

their lower-level needs will be fulfilled. As a result, many people are

motivated by other needs including the chance to develop to their fullest

potential or self-actualization. Cherry (1976) found that "Many

Organizational Development theorists and practitioners faithfully hold the

proposition that self-actualization on the job could enhance the

productivity and creativity of organizations at the same time that it

promotes job satisfaction and personal growth of employees" (p. 69).

Job Satisfaction

Interest in the study of job satisfaction has continued to generate

research since the 1930s (Winkler, 1982). Two of the well-known, early

studies are Hoppock's 1935 job satisfaction survey (Hoppock, 1935) and the

Western Electric Hawthorn studies (Roethlisberger & Dickson, 1939).

Today, estimates of research studies dealing with job satisfaction number

over 4,000 (Winkler, 1982). Findley (1975) found that job satisfaction

has been widely researched, mostly in industrial settings, but the

findings fall short of conclusiveness and agreement. Part of the

confusion regarding a lack of consensus on what is job satisfaction was a

result of semantics, function of the methodologies used, and lack of

properly stated theory. Fournet et al. (1966) agree that attempting to

relate the findings of job satisfaction studies has become increasingly

difficult because of the different methods used by investigators. They

also found that studies in job satisfaction have employed divergent

techniques of statistical analysis as well as variant methods of data collection. Locke (1976) discovered that there was "no dearth of literature" on the subject of job satisfaction but that the topic still remained nebulous due to conceptual ambiguities. The history of the study of job satisfaction over the last fifty years has been extensive and involving many transformations (Bess, 1981).

While a review of the literature indicates an almost exhaustive number of studies on job satisfaction originating from the industrial sector, one finds relatively few generated from higher education. Grahn, Kahn, and Kroll (1981) report that only a few studies on job satisfaction have occurred at the post-secondary educational level. Winkler (1982) agrees, finding only a few studies which examine the job satisfaction of university academic personnel. He continues by stating that "The literature relating to the satisfaction of university professors with their work is much less numerous to the point of paucity" (p. 16). Findley (1975) found that "The studies conducted in education have been concentrated for the most part on grades K through twelve, with much less attention being given to higher education in general, and education in business in particular" (p. 40).

Self-actualizing person

With Maslow's hierarchy of needs theory and Herzberg's two-factor theory in mind, a review of the job satisfaction literature follows. Maslow (1971) found that "If you are unhappy with your work, you have lost one of the most important means of self-fulfillment" (p. 185). Maslow continues by reporting that "In the best instances, the person and his job

fit together and belong together perfectly like a key and lock, or perhaps resonate together like a sung note which sets into sympathetic resonance a particular string in the piano keyboard" (pp. 301-302). Shostrom (1976) found that the personality of the actualizing person actually becomes interchangeable with their work.

Employers are concerned with the satisfaction of their employees partly because high satisfaction tends to lower absenteeism and turnover (Schwab & Heneman, 1974). McGregor's (1960) main thesis is that workers have a need to find fulfillment at their work (cited in Fein, 1976). Tausky and Parke (1976) reported that traditional material rewards alone will not motivate today's workers because of sufficient lower-order need satisfaction. Instead, for motivational reasons, employees require structures that satisfy higher-order, self-actualization needs. Tausky and Parke (1976) found that:

> In the literature on work motivation, several images of man have risen to prominence and then waned. First, economic man was popularized by Frederick Taylor. Partly in reaction to this perspective, social man entered the literature subsequent to the Hawthorne (Roethlisberger & Dickson, 1939) experiments. The most recent emergence is that of the self-actualizing man for whom neither money nor favorable human relationships are of ultimate primary concern (pp. 538-539).

Two-factor theory

The Herzberg two-factor theory (motivation-hygiene) is transferable to the field of higher education (Morris, 1972). Kahn (1961) concluded that probably the most important finding from the Herzberg et al. (1959) work is that satisfaction and dissatisfaction on the job are caused by

different factors rather than by varying amounts of the same factors

(cited in Morris, 1972). Herzberg suggested that factors influencing job

attitudes may operate on a unipolar continuum versus the traditional job

satisfaction theory where factors operate along a bipolar continuum.

In 1959, Herzberg, Mausner, and Snyderman published their results on

job attitudes research done in industrial settings in Pittsburgh.

Herzberg et al. (1959) identified a "two-factor" theory of job

satisfaction and dissatisfaction after extensive research involving

accountants and engineers as their sample.

Herzberg's two factors have been labeled in a number of ways: (1)

hygiene, maintenance, lower level, extrinsic, dissatisfiers, and context,

(2) motivation, motivators, intrinsic, higher level, satisfiers, and

content (Wolf, 1970). The two-factor theory of job satisfaction (Herzberg

et al., 1959; Herzberg, 1966) states that job satisfaction comes from

intrinsic job factors (motivators, content, et al.) and that job

dissatisfaction comes from extrinsic job factors (hygiene, context, et

al.) (Szura & Vermillion, 1975). Examples of factors which stand out as

strong determiners of job satisfaction are: achievement, recognition,

work itself, responsibility, and advancement. Factors which bring about

job dissatisfaction are: company policy and administration, supervision,

salary, interpersonal relations, and working conditions (Herzberg, 1966).

Herzberg (1966) found that "the hygiene or maintenance events led to job

dissatisfaction because of a need to avoid unpleasantness; the motivator

events led to job satisfaction because of a need for growth or

self-actualization" (p. 75). Wolf (1970) related the tendency to perceive

motivators as the source of job feelings to self-actualization (cited in Szura & Vermillion, 1975).

The findings of the Herzberg et al. (1959) study appear to be consistent with the motivational theory proposed by Maslow. Also, the theoretical framework of the Herzberg model of job attitudes offers significant promise for application in the education community generally and in the field of faculty job attitudes in higher education specifically (Morris, 1972). It is suggested that the extrinsic factors of Herzberg relate directly to Maslow's lower-order needs and the intrinsic factors fit more closely the higher-order needs. Such a synthesis of the two theories seems to offer a more workable and realistic model of job satisfaction (Findley, 1975). In fact, Herzberg's ideas are not contradictory to those found in Maslow's needs theory (Curley, 1982). Mustafa and Sylvia (1975) report that:

> According to Herzberg, the factors which truly motivate are growth factors. Real motivation results from the worker's involvement in performing an interesting task and from the feeling of accomplishment. In this sense, this theory is related to Maslow's theory of self-actualization, which states that the motivated person receives satisfaction from the sheer love of doing a job which allows him to utilize his potential fully (p. 165).

Leff (1978) also found that the work of Herzberg and his colleagues could be interpreted as providing support for Maslow's theory. He went on to say that a case could be made that salary, security, working conditions, relations with fellow workers, and status correspond roughly to the first four levels of Maslow's hierarchy, while achievement, joy in the work itself, and possibilities for growth correspond to the

self-actualization level. The research of Herzberg and his colleagues

provides evidence that the so-called growth motives do exist and that the

higher reaches of human happiness seem to require fulfillment of needs

along the whole range of Maslow's proposed hierarchy (Leff, 1978).

Hersey and Blanchard (1982) found that one way of classifying high

strength motives is Maslow's hierarchy of needs; goals that tend to

satisfy these needs can be described by Herzberg's hygiene factors and

motivators, as shown in Figure 4. According to Hersey and Blanchard,

money and benefits tend to satisfy needs at the physiological and security

levels; interpersonal relations and supervision are examples of hygiene

factors that tend to satisfy social needs; increased responsibility,

challenging work, and growth and development are motivators that tend to
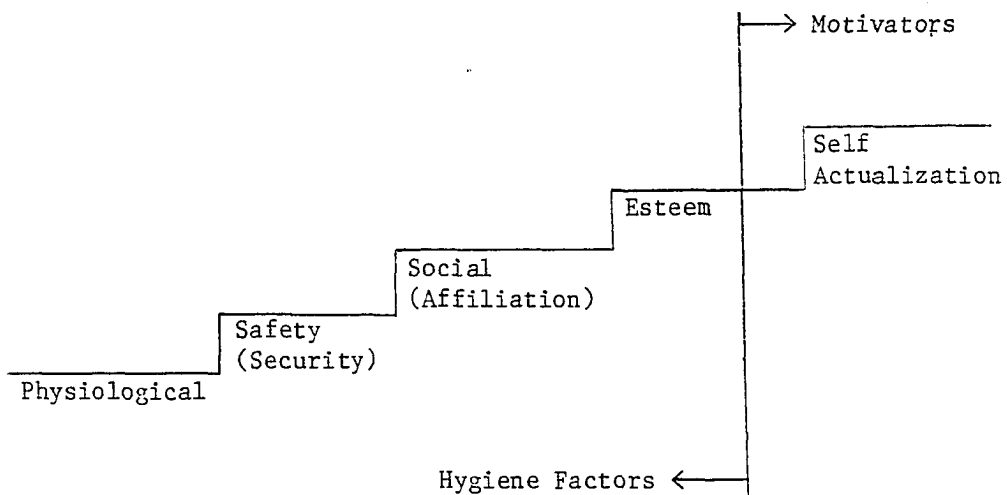
Figure 4. An integration of Herzberg and Maslow (Hersey & Blanchard,
           1982, p. 60, reprinted by permission)

satisfy needs at the esteem and self-actualization levels. They reported that people with high achievement motivation tended to be interested in the motivators.

Support for theory

Whitsett and Winslow (1967), after reviewing the literature, dismissed many of the studies that were critical of the two-factor theory on the basis of weakness in methods and frequent misinterpretation of results. They concluded that the theory has clearly retained its utility and viability. Wolf (1970) reported that part of the confusion surrounding Herzberg's two-factor theory was a result of semantics, methodologies used, and partly due to the lack of properly stated theory. Centers and Bugental (1966) found that different occupational levels valued content and context elements differently. White-collar workers named content items as the prime source of satisfaction, while blue-collar workers named context items. Wolf (1970) reported that the two-factor theory appears to be correct when it states that content elements are more powerful determinants of job satisfaction than are context items.

Organizational level has been found to be strongly related to perceived job and need satisfaction (Wolf, 1970; Porter, 1962, 1963; Porter & Lawler, 1965). Following Maslow's (1954) hierarchy, this has been explained in terms of the fact that the lower-level needs (which are similar to the context elements) are more prepotent for blue-collar workers, while succeedingly higher occupational groups have more adequately gratified the lower-level needs, resulting in the emergence of

the higher-order needs (which are more closely related to the content elements).

Wolf (1970) explained that under Maslow's theory, persons whose lower-level needs are as yet ungratified would obtain both their satisfaction and their dissatisfaction solely from fluctuations in the degree of gratification of their lower-level needs (primarily context elements). Persons whose lower-level needs are conditionally gratified would receive both satisfaction and dissatisfaction from fluctuations in the degree of gratification of their higher-level needs (primarily content elements); however, for these persons, dissatisfaction would also come when continued gratification of their lower-level needs was disrupted or threatened with disruption (in Herzberg's terms, when context was poor). Persons whose position results in unconditional gratification of their lower-level needs would obtain both their satisfaction and their dissatisfaction solely from fluctuations in the degree of gratification of their higher-level needs (the content elements).

Faculty Needs

Dandes (1966) found that if the role of teacher does not allow self-actualization by a self-actualizing teacher...this teacher may seek a new role. He continues by stating that to a large degree what makes an effective teacher is the degree to which the person is psychologically healthy or self-actualizing or fulfilling his or her uniquely human potential. Subject content alone or knowledge of teaching techniques will not insure that the individual will be an effective teacher (cited in Pusateri, 1976). Maslow (1971) reported that since often students imitate

the attitudes of the teacher, the teacher should be encouraged to become a joyful and self-actualizing person. Curley (1982) stated that "self-actualization is important to education, teachers, and administrators" (p. 23). Weller (1982) concluded that the most significant contributors to stress and dissatisfaction among teachers were people problems. He, therefore, felt that a behavior-oriented approach, utilizing Maslow's hierarchy of needs, provides an effective means of meeting teachers' essential needs.

A study of job satisfaction and turnover among college professors (Nicholson & Miljus, 1972) concluded that while some faculty turnover is needed, the high rate of turnover is alarming. They suggest that it is both costly to the reputation of the college and to the well-being of the students. Promotion and salary policies, as well as administrative practices, were identified as the core of the turnover problem. The study showed that faculty were most satisfied with academic freedom, courses taught, congeniality of colleagues, procedure for determining what courses they were to teach, and tuition waivers for dependents (cited in Findley, 1975). One should be reminded that this study was done several years ago. Today, a high rate of faculty turnover is not universally true.

Sergiovanni's study (1967) provided support for Herzberg's theory that satisfiers and dissatisfiers tend to be mutually exclusive. He found, like Herzberg, factors (teaching, related recognition, achievement, and responsibility) which accounted for job satisfaction were work-centered, and factors which accounted for job dissatisfaction were

related to conditions or environment of the work (cited in Findley, 1975, and in Morris, 1972).

Wittenauer (1980) asserts that no institution of higher education can provide all job satisfaction elements at any one time. However, with the presence of intrinsically attractive elements, the faculty member will be less likely to be concerned with extrinsically unattractive factors of the job. Baldridge, Curtis, Ecker, and Riley (1978) discovered that large institutions (over 300 faculty) are most likely to have faculty members who are highly satisfied with working conditions on their campuses when compared with small (under 100 faculty) and medium-sized (101-299 faculty) institutions. Also, church-related institutions are the most likely to have a high percentage of faculty dissatisfied with their working conditions (cited in Wittenauer, 1980). A study of 222 community college instructors (Cohen, 1974) found that more than two-thirds of the group indicated that they gained satisfaction from student learning or from interaction with students, and nearly two-thirds related administrative, collegial, and/or organizational difficulties as leading to dissatisfaction. Cohen (1974) makes an important point when he says that professors do not tend to characterize themselves as "workers." Instead, many identify themselves as professionals with strong needs for autonomy and self-actualization.

Faculty self-actualization

Benoit (1979), in part, replicated a study conducted by Mills in 1968. The studies focused on demographic and job satisfaction characteristics of Florida community college faculty. The two major areas

of satisfaction were the same for both the 1978 and 1968 studies. The enjoyment of teaching and associating with and helping college-aged students were the first and second reasons given for satisfaction by the faculty members (cited in Benoit & Smith, 1980). Bess (1981) found that for most professionals, "intrinsic" satisfactions were the most valued factors in their motivation to work. For faculty, this would include working with students, autonomy, opportunity for self-actualization, academic freedom, collegial interaction, and professional recognition. Cares and Blackburn (1978) reported that the more faculty felt they had control of the content of the courses they taught, influence in both departmental and institutional policies, and that administration supported academic freedom, the more satisfied and successful faculty judged themselves to be. In their study, control of the work environment appears to be the key variable. They continue by saying that the need to keep control is consistent with Maslow's description of self-actualization characteristics. For example, Maslow listed a liking for solitude, independence of the physical and social environment, inner detachment, and autonomy as being characteristic of the self-actualizing individual. None of these qualities lend themselves easily to the process of being controlled. Cares and Blackburn (1978) found that "An academic institution differs in important ways from product-oriented organizations. The full growth and development of human resources should be the major purpose of an educational institution as well as an integral part of its very processes" (p. 135). Several studies in recent years (Nicholson & Miljus, 1972; Allen, 1973; Neumann, 1978; Astin & Scherrei, 1980) report

that faculty satisfaction resulted from feelings of academic freedom, the nature of the work itself (responsibility, challenge, variety), relations with students (especially a sense of their actually learning), relations with competent colleagues, job stability (tenure), and professional and social recognition (cited in Bess, 1981).

Faculty job satisfaction

Until the recent Willie and Stecklein (1982) study, the literature on faculty job satisfaction had been consistently positive. Their study, however, a Minnesota survey, showed a significant increase in the percentage of indifferent and dissatisfied faculty (cited in Boberg & Blackburn, 1983). Boberg and Blackburn (1983) reported that faculty gain satisfactions within their role activities (teaching, research, etc.) and dissatisfactions from conditions at work (unsatisfactory rewards, inadequate salaries, relations with administrators, etc.). They believe that faculty like their career choice; however, they are upset about their work conditions. Huber's (1969) study of 628 faculty members in a single institution supported the premise that professors tend to be mostly satisfied. Huber found dominant areas of faculty dissatisfaction in the lack of faculty control over broad university policy, administrative evaluation of faculty, overall academic excellence, and faculty-administration communication on student problems and educational policy (cited in Winkler, 1982). Feuille and Blandin (1974) found that faculty members were satisfied with teaching as a career but dissatisfied with pay, personnel decision-making procedures, support facilities and

services, and both campus and higher administrative levels (cited in Winkler, 1982).

Prior to the current decline in the market for higher education, faculty in colleges and universities might be said to have enjoyed a rather consistent satisfaction of their lower-order needs (Bess, 1981). With the 1980s come different aggregate drive strengths among college faculty. Bess mentions that Maslow predicted that unsatisfied needs are more salient than satisfied ones and that needs are normally satisfied in the upward order of the hierarchy. Hence, with the renewed threats to safety needs, it might be expected that faculty would "regress" to lower-order needs. Bess suggests this shift might be manifested in a number of ways, from increased participation in (time committed to) activities providing more security (e.g., institutional governance, unions) to the sacrifice of quality for quantity in the striving to. secure adequate rewards. He found that for most faculty, the intrinsic satisfactions are the most important ingredients in their motivation to work.

Schneider and Zalesny (1981) hypothesize that there are three different types of people attracted to the academic setting: (1) those who want to teach, (2) those who want to do research, and (3) those who want to do both. They continue by saying that the need theories of the Maslow heritage do seem to provide a useful framework for understanding the kinds of people likely to be found in at least one type of academic setting, i.e., a research-oriented one. These kinds of settings, according to Schneider and Zalesny, require people who are able to work

independently, who will set their own goals, who do not require supervision, and who have sufficient self-esteem to permit them to make their ideas public to a potentially ego-threatening world--the world of peer review. They found that these are the kinds of people who have developed to the level where self-actualization is the need requiring gratification. Late in their study, Schneider and Zalesny state that faculty are attracted to moderately risky settings which offer the opportunity to be autonomous, to be investigative, to be challenged, and to be successful.

In summary, Schneider and Zalesny report that in order to effectively deal with the particular profile of the needs the typical academician may bring to the academic environment, academic institutions must develop and maintain environments that permit gratification by providing a specific combination of attributes. They state that for the academic researcher/teacher, autonomy in establishing the goals and means of research, challenge in the form of outcomes that are tangible and represent success, and some procedures to reduce the risk inherent in the above (like teaching or tenure) such that the entire experience is moderately risky in nature. For the teacher, active affiliation opportunities plus competent students who will provide both affiliation and challenge producing the kind of need gratification which will result in mentoring behavior.

Grahn et al. (1981) identified work-related areas of dissatisfaction which cluster around organization and management functions. They include advancement, compensation, and company organization and policies. Several

examples of the way faculty and administration could improve faculty job

satisfaction include:

> (1) Developing clear, relevant and practical
> guidelines for promotion and tenure, and presenting
> them in a persuasive manner; (2) encouraging
> increased communication between administration and
> faculty regarding the rationale behind certain
> administrative policies and practices; (3)
> establishing a program for on-going development of
> administrative personnel; (4) identifying
> meaningful, nonmonetary rewards and utilizing them
> when and where appropriate; (5) mobilizing an effort
> to educate the College's various publics, such as
> the legislature, regarding General College salary
> levels (Grahn et al., 1981, p. 15).

<center>Faculty Demographics</center>

A number of personal factors can moderate one's job satisfac-

tion/dissatisfaction (Boberg & Blackburn, 1983). The same holds true for

self-actualization. Hollon and Gemmill (1976), while conceding that

existing evidence on sex differences in job satisfaction for professionals

is far from conclusive, indicate that the weight of the research results

seem to favor the prediction that female teaching professionals in academe

express less overall job satisfaction than their male counterparts. They

found that female teaching professionals report experiencing less

perceived participation in decision making about the immediate work

environment, less job involvement, less overall job satisfaction, and more

job-related tension. Hulin and Smith (1964) found a tendency for female

workers to be less satisfied than male workers. They concluded, however,

that an entire set of variables including pay, job level, promotional

opportunities, sex, etc. were instrumental (cited in Findley, 1975).

Age is another personal variable of job satisfaction and self-actualization. It appears that the level of job satisfaction and self-actualization of the individual increases with age. Saleh and Otis (1964) found that the level of job satisfaction begins to increase around age 30 and continues to rise throughout the lifetime until about age 60 (cited in Sprague, 1974). Hoppock (1960) compared the job satisfaction of men in 1932 with their feelings 27 years later. He found that of the 23 cases, 17 people had increased their satisfaction, and only two had decreased it (cited in Findley, 1975). Maslow (1954) discovered that self-actualization of the sort he had found in his older subjects perhaps was not possible in our society for young, developing people. He based this conclusion on a study of 3,000 college-aged students.

Schwab and Heneman (1974) report that interpretation of self-actualization theory strongly reinforced the position of those who argue that pay was not important to employees. Pay was supposed to satisfy lower-order needs. Herzberg et al. (1959) identified salary as a hygiene factor which contributed to job dissatisfaction but not job satisfaction. Others feel, however, that salary is related to both job satisfaction and dissatisfaction (Crites, 1976). Fournet et al. (1966) reported that the major problem in assessing the relation of pay to job satisfaction is that it is confounded with other factors, such as age, occupational level, and education. An important point is that a certain level of pay would have to be maintained to keep faculty from being dissatisfied and allow for the gratification of their lower-level needs.

Tenure, for the purpose of this study, is defined as years of experience or length of service. Length or years of experience is closely related to age. Findley (1975) found that as with age, increased tenure seems to correlate with higher job satisfaction. Bass and Barrett (1972) found that job satisfaction increased as the length of work experience with a single organization increased (cited in Sprague, 1974).

Results of a study involving faculties from eight universities, eight liberal arts colleges, and eight community colleges (Boberg & Blackburn, 1983) indicated that rank status had an impact on faculty job satisfaction and dissatisfaction. Several of Porter's managerial studies (Porter, 1961, 1962, 1963; Porter & Lawler, 1965) have found that both job and need satisfaction tend to increase as one moves from lower- to upper-level positions.

Chapter Summary

Chapter II includes a review of the literature relating to need theory, self-actualization, job satisfaction, faculty needs, and selected variables which may influence self-actualization and job satisfaction. The chapter included a discussion of Maslow's hierarchy of needs theory and Herzberg's two-factor theory. There appears to be a lack of research concerning possible relationships between characteristics of self-actualization and of job satisfaction of faculty in higher education. This investigator hopes to obtain information which might be beneficial to faculty and administrators regarding the maintenance and promotion of job satisfaction and individual personal and professional growth.

CHAPTER III. METHODOLOGY

The Iowa State University Committee on the Use of Human Subjects in
Research reviewed this project and concluded that the rights and welfare
of the human subjects were adequately protected, that risks were
outweighed by the potential benefits and expected value of the knowledge
sought, that confidentiality of data was assured, and that informed
consent was obtained by appropriate procedures.

The purpose of this chapter is to describe the methods and procedures
used in selection of the sample, collection of data, research instruments,
and statistical analysis of the data.

Selection of the Sample

Faculty from the University of Iowa´s College of Business
Administration, Drake University´s College of Business Administration, and
Des Moines Area Community College´s Business Management Division were
selected to participate in the study. Three different institutions were
chosen to represent distinctive types of schools in higher education:
public university, private university, and public community college. All
faculty members in the University of Iowa´s College of Business
Administration, Drake University´s College of Business Administration, and
Des Moines Area Community College´s Business Management Division were
given the opportunity to participate in the study. Faculty participation
was on a voluntary basis with individual results remaining anonymous.

The University of Iowa (U of I) is one of Iowa´s three state
universities. Founded in 1847, it is the state´s oldest institution of

higher education. The College of Liberal Arts is the core of the

University. Included within the college are seven schools: Art and Art

History, Journalism and Mass Communication, Letters, Library and

Information Science, Music, Religion, and Social Work. In addition,

professional colleges of Business Administration, Dentistry, Education,

Engineering, Law, Medicine, Nursing, and Pharmacy, along with the Graduate

College, are all located on one campus in Iowa City. The University of

Iowa faculty includes 1,600 full-time members. The U of I has been

accredited by the North Central Association of Colleges and Secondary

Schools since the association's organization in 1913.

Drake University is a private and independent major university

founded in 1881 and located in Des Moines. The eight colleges and schools

of the University include: The Colleges of Business Administration,

Education, Fine Arts, Liberal Arts, and Sciences and Pharmacy, the Schools

of Journalism and Mass Communication, Law, and Graduate Studies. The

North Central Association of Colleges and Secondary Schools has had Drake

University on its approved list since the Association was established in

1913.

The Des Moines Area Community College is a publicly-supported,

two-year institution serving the Des Moines metropolitan area and

surrounding counties. Des Moines Area Community College (DMACC) was

officially established in 1966. DMACC is fully accredited by the North

Central Association of Universities and Secondary Schools. The college is

also approved by the Iowa State Department of Public Instruction and the

Iowa Board of Regents. The college holds membership in the American

Association of Community and Junior Colleges. Both career option and college transfer curricula are offered. Most of the curricula of the college are divided among four divisions: Business Management, Health Services and Sciences, Industrial and Technical, Public and Human Services.

Data Collection

The deans of business faculty at the University of Iowa and Des Moines Area Community College and the Director of Graduate Programs in Business at Drake provided the investigator with a list of current faculty members. A cover letter, Faculty Data Sheet, POI and MSQ instruments, and a return envelope were placed in a larger envelope and addressed to each faculty member.

The survey packets were delivered to each school. The deans and director agreed to coordinate the distribution and collection of the completed surveys. The investigator returned to the deans' and director's offices and collected the completed surveys.

A follow-up letter was sent to each faculty member who did not complete the survey. Surveys completed after receiving the follow-up letter were returned by mail by the dean at the University of Iowa and the director at Drake. Additional surveys from the Des Moines Area Community College were picked up at the dean's office.

A total of 202 survey packets were distributed; 108 at the University of Iowa (approximately 53% of total), 42 at Drake University (approximately 21% of total), and 52 at the Des Moines Area Community College (approximately 26% of total). Initial returns were as follows:

22 from the University of Iowa, 12 from Drake University, and 11 from the Des Moines Area Community College. After the follow-up, two were received from the University of Iowa, six from Drake University, and eight from the Des Moines Area Community College. Total returned survey packets were: 24 from the University of Iowa (approximately 22% return), 18 from Drake University (approximately 43% return), and 19 from the Des Moines Area Community College (approximately 37% return) for a combined total of 61 (approximately 30% return). Of the 61 returns, eight were rejected due to incomplete POI or MSQ scores. Shostrom (1974) states that "A general rule to follow is that Inventories having more than 1̲ items so marked (either no answer or multiple answers) should be considered invalid." Seven were rejected due to incomplete POI scores and one due to incomplete MSQ scores (in excess of 15 missing or multiple answers). Therefore, the sample included 53 valid cases (approximately 26% return); 22 from the University of Iowa (approximately 42% of valid cases), 16 from Drake University (approximately 30%), and 15 from the Des Moines Area Community College (approximately 28%).

Research Instruments

Personal Orientation Inventory

The Personal Orientation Inventory (POI) was created to meet the need for a comprehensive measure of values and behavior seen to be of importance in the development of the self-actualizing person (Shostrom, 1974). Maslow (1971) reported:

> In studying healthy people, self-actualizing people, etc., there has been a steady move from the openly normative and the frankly personal, step by step,

toward more and more descriptive, objective words,
to the point where there is today a standardized
test of self-actualization. Self-actualization can
now be defined quite operationally, as intelligence
used to be defined, i.e., self-actualization is what
the test tests. It correlates well with external
variables of various kinds and keeps on accumulating
additional correlational meanings (p. 28).

The POI is a 150 two-choice comparative value and behavior judgments

instrument. Each item is scored twice, first for two basic scales of

personal orientation, inner directed support (127 items), and time

competence (23 items), and second for ten subscales each of which measures

a conceptually important element of self-actualizing (Shostrom, 1974).

Knapp (1976) reported that the POI helped to identify self-actualizing

individuals described as those who utilize their talents and capabilities

more fully than the average person, live in the present rather than

dwelling in the past or the future, function relatively autonomously, and

tend to have a more benevolent outlook on life and on human nature than

the average person.

Scoring of the POI scales is achieved in terms of the two major

scales: Time ratio and Support ratio and ten subscales. The Time ratio

(time-competence/time-incompetence ratio) assesses the degree to which one

is reality-oriented in the present and is able to bring past experiences

and future expectations into meaningful continuity. The Support ratio

(inner-directed/other-directed ratio) defines relative autonomy by

assessing a balance between other-directedness and inner-directedness.

Shostrom (1974) stated that "for correlational or other statistical

analysis it is recommended that scores from the Time Competence (Tc) scale

and the Inner Directed (I) scale be used in preference to the ratio

scores, due to the statistical complexities of ratio scores." The ten

subscales are defined as follows:

1. Self-actualizing Value (SAV) measures the affirmation of primary values of self-actualizing people.

2. Existentiality (Ex) measures the ability to situationally or existentially react without rigid adherence to principles.

3. Feeling Reactivity (Fr) measures sensitivity or responsiveness to one's own needs and feelings.

4. Spontaneity (S) measures freedom to react spontaneously, or to be oneself.

5. Self-regard (Sr) measures affirmation of self because of worth or strength.

6. Self-acceptance (Sa) measures the affirmation or acceptance of oneself in spite of one's weaknesses or deficiencies.

7. Nature of Man - Constructive (Nc) measures the degree of one's constructive view of the nature of man.

8. Synergy (Sy) measures the ability to be synergistic—to transcend dichotomies.

9. Acceptance of Aggression (A) measures the ability to accept one's natural aggressiveness—as opposed to defensiveness, denial, and repression of aggression.

10. Capacity for Intimate Contact (C) measures the ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations (Knapp, 1976, pp. 6-7).

The most important test of validity with the POI is whether it discriminates between individuals who have attained a relatively high level of self-actualization from those who have not so evidenced such development (Shostrom, 1974). Results of Shostrom's study (1964) indicate that the POI significantly discriminates between clinically judged self-actualizing and non-self-actualizing groups on 11 of the 12 scales. Another study (Shostrom and Knapp, 1966) showed all 12 POI scales differentiated between the criterion groups at the .01 confidence level or higher. In addition, studies by Fox, Knapp, and Michael (1968) and McClain (1970) provide strong evidence for the relevance of POI scores to behavioral indices judged to be important in the development of the actualizing person (cited in Knapp, 1976).

Klavetter and Mogar (1967), in examining the test-retest reliability of the POI, found all correlations ranged from .52 to .82 (cited in Knapp, 1976). Ilardi and May (1968), in contrasting results of their study with those for other personality inventories administered to similar samples with approximately the same time interval, found that the findings reported on the POI were well within the ranges of somewhat comparable MMPI and EPPS test-retest reliability studies (cited in Knapp, 1976). Wise and Davis (1975) reported test-retest coefficients of .75 and .88 for the Time Competence and Inner Directed scales, respectively (cited in Knapp, 1976).

Results of a study by Braun and La Faro (1969) suggest that the POI demonstrates an unexpected resistance to faking. Shostrom (1973) reported:

From a clinical standpoint, the POI has a ´lie score
profile´ which can be identified easily. Since
´actualizing´ persons score between T standard
scores of 50 and 60, those with excessively high
profiles (all T scores of 60-70) may be interpreted
as ´over enthusiastic´ attempts to take the test in
accordance with ´rightness´ from reading Maslow and
other humanistic literature. Even Maslow, himself,
scored between the 50-60 T score range (p. 480).

Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire (MSQ) measures satisfaction

with several aspects of work and work environments. The instrument is a

result of the Minnesota Studies in Vocational Rehabilitation or better

known as the Work Adjustment Project. The theory behind the MSQ and other

Work Adjustment Project research is that "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 environments" (Weiss, Davis, England, & Lofquist, 1967, p. v).

Fournet et al. (1966) stated that the most favored method used in

studying job satisfaction was the questionnaire. Grahn et al. (1981), in

their faculty job satisfaction survey, reviewed five national satisfaction

questionnaires. They selected the MSQ long form after considerable

research and professional consultation. They found that the MSQ was a

nationally-established and widely-used measurement instrument. It

provided a pool of comparative data (Baros, 1978) and is considered a

respected and validated survey device (Weiss et al., 1967). Findley

(1975) reported that "The Minnesota Satisfaction Questionnaire [is] a

standard, reliable, and valid instrument for teachers..." (p. 101).

The MSQ is available in two forms; a 21-scale long form and a three-scale short form. Weiss et al. (1967) strongly recommended that the long form of the MSQ be used because the long form provides much more information. The MSQ long form was selected for this study. The long form is made up of 100 items, each referring to a particular occupational reinforcer. Subjects select a single response per questionnaire item among five responses that are available in a Likert-type format, the response range being very dissatisfied, dissatisfied, neither, satisfied, or very satisfied (Grahn et al., 1981). Each long-form MSQ scale is comprised of five items. The items are in blocks of 20, with items constructing a given scale appearing at 20-item intervals. Following is a list of the 20 MSQ scales plus a twenty-first scale, general satisfaction:

1. Ability utilization (Au). The chance to do something that makes use of my abilities.

2. Achievement (Ach). The feeling of accomplishment I get from the job.

3. Activity (Act). Being able to keep busy all the time.

4. Advancement (Adv). The chances for advancement on this job.

5. Authority (Aut). The chance to tell other people what to do.

6. Company policies and practices (Ccp). The way company policies are put into practice.

7. Compensation (Com). My pay and the amount of work I do.

8. Co-workers (Cw). The way my co-workers get along with each other.

9. Creativity (Cre). The chance to try my own methods of doing the job.

10. Independence (Ind). The chance to work alone on the job.

11. Moral values (Mv). Being able to do things that don't go against my conscience.

12. Recognition (Rec). The praise I get for doing a good job.

13. Responsibility (Res). The freedom to use my own judgment.

14. Security (Sec). The way my job provides for steady employment.

15. Social service (Ss). The chance to do things for other people.

16. Social status (Sst). The chance to be "somebody" in the community.

17. Supervision-human relations (Shr). The way my boss handles his men.

18. Supervision-technical (St). The competence of my supervisor in making decisions.

19. Variety (Vr). The chance to do different things from time to time.

20. Working conditions (Wc). The working conditions.

21. General satisfaction (Gs). A general satisfaction scale (Weiss et al., 1967, pp. 1-2).

Permission to modify the questionnaire for this study was granted. Changes were made to more accurately reflect terminology common in higher education as compared to business or industry. For example, "workers" was changed to "colleagues"; "supervisor" to "department chair"; "company" to

"institution"; "employees" to "faculty"; and "management" to
"administrators."

Using Hoyt's analysis-of-variance method, Weiss et al. (1967) report
Hoyt reliability coefficients for the MSQ scales ranging from a high of
.97 on Ability Utilization and on Working Conditions to a low of .59 on
Variety. The medium Hoyt reliability coefficients ranged from .93 for
Advancement and Recognition to. .78 for Responsibility. Of the 567 Hoyt
reliability coefficients reported, 83% were .80 or higher and only 2.5%
were lower than .70. Weiss et al. (1967) suggest that, in general, the
MSQ scales have adequate internal consistency reliabilities. Further,
they report test-retest correlation coefficients for the 21 MSQ scales for
a one-week interval, stability coefficients ranged from .66 for Co-workers
to .91 for Working Conditions. Median coefficient (excluding the General
Satisfaction scale) was .83. One-week stability coefficient for the
General Satisfaction scale was .89. Also reported were results showing
test-retest correlations for a one-year interval. These stability
coefficients ranged from .35 for Independence to .71 for Ability
Utilization. Median stability coefficient for the 20 scales (excluding
General Satisfaction) was .61. Stability coefficient for the General
Satisfaction scale for the one-year interval was .70 (Weiss et al., 1967).

Evidence for the construct validity of the MSQ, as a measure of
general job satisfaction, comes from studies based on the theory of work
adjustment developed by the Work Adjustment Project of the University of
Minnesota (Curley, 1982). Evidence for the concurrent validity of the MSQ
is offered by Weiss et al. (1967). They compared groups of workers using

one-way analysis of variance and Bartlett's test of homogeneity of variance. The groups varied significantly at the .001 level for both means and variances on all 21 scales (cited in Findley, 1975).

Statistical Procedures

The Statistical Package for Social Sciences X (SPSS^X), Computer Center of Iowa State University, will be used for the computer analysis of the data. Primary analysis of the data will be accomplished by using subprograms t-test, Pearson CORR., and one-way analysis of variance.

The results of the statistical data analysis will be presented in Chapter IV. Chapter V will include a discussion of the conclusions and recommendations which derive from this analysis.

CHAPTER IV. RESULTS OF THE STUDY

The purpose of this chapter is to discuss the research findings

generated from an analysis of the questionnaires sent to faculty members

at three selected institutions of higher education. All returned

responses were coded, key punched, and analyzed by computer using the

Statistical Package for Social Sciences X (SPSS^X), Computer Center of Iowa

State University. Primary analysis of the data was accomplished by using

subprograms t-test, Pearson CORR., and one-way analysis of variance.

The problem studied was to determine whether a relationship existed

between characteristics of self-actualization and of job satisfaction of

selected business faculty in higher education. Business faculty from the

University of Iowa, Drake University, and Des Moines Area Community

College were surveyed. Faculty self-actualization was measured by the

Personal Orientation Inventory (POI) and job satisfaction by the Minnesota

Satisfaction Questionnaire (MSQ). In addition, this relationship was

analyzed by using the independent variables rank, sex, age, degree

(highest earned), salary, years (number teaching at present institution),

total (years teaching in higher education), and business (number of years

experience).

The results will be presented in the following format: (1)

discussion of group studied; (2) analysis of null Hypothesis 1; (3)

analysis of null Hypothesis 2; and (4) summary.

Group Studied

A total of 53 faculty members returned valid questionnaires used in the study. Twenty-two (42%) were from the University of Iowa, 16 (30%) from Drake University, and 15 (28%) from the Des Moines Area Community College. Nine (17%) in the sample held the rank of professor, 9 (17%) were associate professors, 15 (28%) were assistant professors, and 20 (38%) were at the instructor level. Thirty-seven (70%) were male and 16 (30%) were female. Twenty-two (42%) were under the age of 40. Thirteen (24%) were between the ages of 41 to 50, and 15 (28%) were over 50 years old. Three (6%) individuals did not indicate their age. Within the group studied, 11 (21%) held as their highest-earned degree a bachelor's degree, 11 (21%) their master's, and 31 (58%) their doctorate degree. Thirteen (25%) indicated that their faculty salary was less than 24,999, 17 (32%) were in the range of 25,000 to 34,999, 14 (26%) between 35,000 to 44,999, 8 (15%) earned 45,000 or more, and 1 (2%) individual did not disclose salary level. Twenty-six (49%) individuals listed 1 to 5 years teaching experience with their present institution, 12 (23%) cited 6 to 10 years, 14 (26%) with 11 to 20 years, and 1 (2%) individual did not respond. Thirteen (25%) in the group indicated 1 to 5 years total teaching experience in higher education, 16 (30%) had 6 to 10 years experience, 16 (30%) with 11 to 20 years, 7 (13%) with 21 or more years, and 1 (2%) person did not answer. Nine (17%) people did not have any business experience, 22 (41%) listed 1 to 5 years experience, 11 (21%) with 6 to 10 years, 10 (15%) with 11 or more years, and 1 (2%) person did not respond to the question.

Table 1 shows the POI scale means and standard deviations for the
sample. Shostrom (1974, p. 24) presents a table showing POI scale means
and standard deviations among samples nominated as "self-actualizing,"
"normal," and "non-self-actualizing." Shostrom (1974) states that "when a
quick estimate is desired of the examinee's level of self-actualizing, the
Time Competence (Tc) and Inner Directed (I) scales only may be scored."
Tables 2 and 3 compare Shostrom's Time Competence (Tc) and Inner Directed
(I) scores for self-actualizing individuals and respondents' scores from
this study. Table 2 shows that the mean score for the faculty sample
(16.1) approximates the mean score (15.8) shown by Shostrom in the
non-self-actualizing group. Table 3 indicates that the faculty sample
mean score (84.2) approaches the Shostrom normal adult mean of 87.2. The
score, however, is not in the Shostrom self-actualizing range (92.9).

Table 4 shows the MSQ scale means and standard deviations for the
sample studied. Raw scores for each MSQ scale can be converted to
percentile scores using appropriate tables of normative data. The
appropriate norm group for an individual is the one that corresponds
exactly to the individual's job. Since there is no appropriate norm group
for faculty in higher education, Weiss et al. (1967) states that "It is
also possible to interpret MSQ raw scores for all scales by ranking them.
These rankings indicate areas of relatively greater or lesser,
satisfaction." Ranking the sample studied MSQ, raw mean scores show the
highest scales to be: Creativity (Cre, 21.28), Moral values (Mv, 21.09),
Social service (Ss, 20.87), Independence (Ind, 20.77), and Activity (Act,

Table 1. POI scale means and standard deviations for the sample (N=53)

POI scale	Symbol	Mean	S.D.
Time Competence	Tc	16.1	3.2
Inner Directed	I	84.2	10.5
Self-actualizing Value	SAV	21.4	2.3
Existentiality	Ex	19.6	4.4
Feeling Reactivity	Fr	15.4	3.0
Spontaneity	S	12.2	2.6
Self-regard	Sr	13.1	2.1
Self-acceptance	Sa	15.0	3.4
Nature of Man	Nc	12.1	1.6
Synergy	Sy	7.6	1.1
Acceptance of Aggression	A	16.0	2.9
Capacity for Intimate Contact	C	17.7	3.2

Table 2. Comparison of Shostrom's Time Competence and respondents' scores
          for self-actualizing individuals

	Self-actualizing		Normal adult		Non-self-actualizing	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Shostrom:	(N=29)		(N=158)		(N=34)	
Time Competence (Tc)	18.9	2.5	17.7	2.8	15.8	3.6
Faculty sample studied:					(N=53)	
Time Competence (Tc)					16.1	3.2

Table 3. Comparison of Shostrom's Inner Directed and respondents' scores
          for self-actualizing individuals

	Self-actualizing		Normal adult		Non-self-actualizing	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Shostrom:	(N=29)		(N=158)		(N=34)	
Inner Directed (I)	92.9	11.5	87.2	13.6	75.8	16.2
Faculty sample studied:			(N=53)			
Inner Directed (I)			84.2	10.5		

Table 4. MSQ scale means and standard deviations for the sample (N=53)

MSQ scale	Symbol	Mean	S.D.
Ability utilization	Au	20.51	4.76
Achievement	Ach	19.17	4.15
Activity	Act	20.57	4.25
Advancement	Adv	16.08	5.25
Authority	Aut	17.60	4.10
Company policies and practices	Ccp	13.17	5.27
Compensation	Com	16.17	5.93
Co-workers	Cw	17.83	4.70
Creativity	Cre	21.28	3.83
Independence	Ind	20.77	4.12
Moral values	Mv	21.09	4.48
Recognition	Rec	16.89	5.95
Security	Sec	17.53	5.66
Social service	Ss	20.87	3.20
Supervision-human relations	Shr	18.04	6.05
Supervision-technical	St	17.57	5.58
Variety	Vr	20.32	4.02
Working conditions	Wc	19.32	5.21
General satisfaction	Gs	79.09	14.78

20.57). The five lowest scale scores are: Company policies and practices (Ccp, 13.17), Advancement (Adv, 16.08), Compensation (Com, 16.17), Recognition (Rec, 16.89), and Security (Sec, 17.53).

Analysis of Hypothesis 1

Hypothesis 1 states that no significant relationships exist among the scores on the 12 scales of the POI and scores on the 21 scales of the MSQ. A Pearson CORR. (Pearson Product-Moment Correlation) was run among scores on the POI and the MSQ scales. The 12 POI scales included: Tc, time competence; I, inner directed; SAV, self-actualizing value; Ex, existentiality; Fr, feeling reactivity; S, spontaneity; Sr, self-regard; Sa, self-acceptance; Nc, nature of man; Sy, synergy; A, acceptance of aggression; and C, capacity for intimate contact. The MSQ scales were the following: Au, ability utilization; Ach, achievement; Act, activity; Adv, advancement; Aut, authority; Ccp, company policies and practices; Com, compensation; Cw, co-workers; Cre, creativity; Ind, independence; Mv, moral values; Rec, recognition; Res, responsibility; Sec, security; Ss, social service; Sst, social status; Shr, supervision-human relations; St, supervision-technical; Vr, variety; Wc, working conditions; Gs, general satisfaction. A complete matrix of correlations was generated and the alpha level of .05 was used to determine significant differences. Table 5 shows the correlation coefficients. There were no significant correlations at the .05 alpha level. Therefore, null Hypothesis 1 was not rejected.

Table 5. Correlations among the scores on the MSQ and POI[a]

POI	MSQ									
	Au	Ach	Act	Adv	Aut	Ccp	Com	Cw	Cre	Ind
Tc	.08	.05	.13	−.00	−.03	.14	.07	−.09	.13	.18
I	.04	.04	.11	−.04	−.04	.11	.13	−.13	.17	.12
SAV	.08	−.02	.03	−.18	−.22	.12	.12	−.10	.08	.04
Ex	−.06	−.09	.01	−.15	−.21	−.02	.02	−.22	.14	.13
Fr	.08	.07	.12	.09	.13	.11	.08	.11	.16	.23
S	−.06	−.03	.05	.02	−.02	.05	.12	−.21	−.04	.10
Sr	.14	.22	.20	.10	.04	.25	.16	−.00	.15	.09
Sa	.13	.06	.18	−.01	−.01	.14	.16	−.07	.23	.08
Nc	.11	.13	.12	.01	.07	.08	.04	−.07	.19	.04
Sy	.16	.04	.17	.09	.09	.09	.11	−.05	.13	.08
A	.07	.02	.05	.17	.12	.07	.06	−.06	.02	−.03
C	−.04	−.04	.06	.01	−.03	.03	.01	−.16	−.00	.05

[a]No significant relationships at the .05 level.

Mv	Rec	Res	Sec	Ss	Sst	Shr	St	Vr	Wc	Gs
.25	−.05	.16	.07	.15	.13	−.01	−.00	.18	.22	.14
.20	−.02	.15	.05	.13	.03	.05	−.03	.17	−.01	.09
.06	−.05	.06	.00	−.04	−.10	−.07	−.15	.09	.04	−.02
.12	−.21	.08	−.09	−.01	−.10	−.11	−.16	.04	.02	−.04
.17	.02	.24	.07	.10	.06	.00	−.03	.26	−.00	.14
.08	−.03	.02	.16	.19	.09	−.00	−.03	.09	.01	.06
.23	.18	.14	.19	.19	.13	.24	.19	.18	.21	.22
.24	.00	.16	.09	.18	.09	.10	.02	.20	.12	.17
.01	.11	.18	.09	.17	.05	.06	.02	.11	−.01	.12
.12	.07	.20	.24	.09	−.11	−.05	−.08	.17	.13	.14
.06	.03	.09	.04	.10	−.10	.14	.09	.11	.04	.07
.03	.03	.01	.01	.02	−.01	.09	.03	.11	−.16	.00

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Analysis of Hypothesis 2

Hypothesis 2 states that no significant differences exist among the independent variables and scores on the 12 scales of the POI and scores on the 21 scales of the MSQ. Independent variables analyzed include: rank (faculty academic), sex, age, degree (highest earned), salary, years (total number of years teaching at present institution), total (number of total years teaching in higher education), and business (total years experience in business). Data on independent variables were compiled by analyzing completed Faculty Data Sheets.

A one-way analysis of variance, a Scheffe´ test, and a Duncan test were used to measure the significant differences among the independent variables and scores on the POI and MSQ scales. A t-test was run with the independent variable sex and POI and MSQ scores.

Tables 6 through 12 show one-way analysis of variance, Scheffe´ test, and Duncan test results when at the .05 significance level. MSQ and POI scales, independent variable sub-scales, number of cases, mean, standard deviation, F value, and probability are also indicated.

Faculty rank with MSQ and POI

An examination of Table 6, faculty rank with MSQ and POI, indicates a significant statistical difference in responses to the Sec (security scale, MSQ) variable. An analysis, by means of Duncan method, also reveals a significant difference at the .05 level with the professor group expressing more job security satisfaction than the assistant professor or instructor groups.

Table 6. One-way analysis of variance: Faculty rank with MSQ and POI

Variable[a]	N	Mean	S.D.	F Value	F Prob.
Security (Sec, MSQ):					
Professor	9	21.56	4.19	2.79*	.05
Associate Professor	9	18.78	5.19		
Assistant Professor	15	15.33	5.24		
Instructor	20	16.80	5.99		

Duncan: Professor > Assistant Professor
         Professor > Instructor

[a]No other variables significant.

*.05 level of significance.

Age with MSQ and POI

Age with MSQ and POI, Table 7, shows a significant difference in responses to Fr (feeling reactivity scale, POI) and A (acceptance of aggression scale, POI) variables. With variable Fr, the Scheffe′ test indicates a significant difference between the under 40 and 41 to 50 year old groups.

The Duncan test shows a significant difference with Fr between groups under 40 and 41 to 50, and groups over 50 and 41 to 50. The Duncan test also shows a significant difference in responses to variable A between groups under 40 and 41 to 50, and between groups over 50 and 41 to 50. The Duncan test also shows a significant difference in responses to variable A between groups under 40 and 41 to 50, and between groups over 50 and 41 to 50.

Degree with MSQ and POI

Degree with MSQ and POI, Table 8, shows a significant difference with three variables: Ex (existentiality scale, POI), Fr (feeling reactivity scale, POI) and Ind (independence scale, MSQ). The Scheffe′ test with Ex variable indicates significant differences between the master, MBA, and bachelor groups and the Ph.D., DBA, and bachelor groups. The Duncan test with Ex variable also shows significant differences with the same groups. The Scheffe′ and Duncan tests with variable Fr show a significant difference between the same groups, Ph.D., DBA, and bachelor. Scheffe′ and Duncan tests also show a significant difference between groups Ph.D., DBA, and bachelor with the variable Ind.

Table 7. One-way analysis of variance: Age with MSQ and POI

Variable[a]	N	Mean	S.D.	F Value	Prob.
Feeling reactivity (Fr, POI):					
Under 40	22	16.00	2.85	3.95*	.03
41 to 50	13	13.38	2.84		
Over 50	15	15.73	2.63		

        Scheffe´: Under 40 > 41 to 50
        Duncan: Under 40 > 41 to 50
                   Over 50 > 41 to 50

Acceptance of aggression (A, POI):					
Under 40	22	16.50	3.02	3.33*	.04
41 to 50	13	14.08	2.99		
Over 50	15	16.27	2.28		

        Duncan: Under 40 > 41 to 50
                   Over 50 > 41 to 50

[a]No other variables significant.

*.05 level of significance.

Table 8. One-way analysis of variance: Degree with MSQ and POI

Variable[a]	N	Mean	S.D.	F Value	F Prob.
Existentiality (Ex, POI):					
Bachelor	11	16.18	4.12	5.01*	.01
Master, MBA	11	20.91	5.50		
Ph.D., DBA	31	20.42	3.49		

        Scheffe´: Master, MBA > bachelor
                      Ph.D., DBA > bachelor
        Duncan: Master, MBA > bachelor
                      Ph.D., DBA > bachelor

Feeling reactivity (Fr, POI):					
Bachelor	11	13.36	3.14	3.45*	.04
Master, MBA	11	15.91	3.39		
Ph.D., DBA	31	15.87	2.50		

        Scheffe´: Ph.D., DBA > bachelor
        Duncan: Ph.D., DBA > bachelor

Independence (Ind, MSQ):					
Bachelor	11	17.91	6.49	3.99*	.02
Master, MBA	11	20.82	2.82		
Ph.D., DBA	31	21.77	2.94		

        Scheffe´: Ph.D., DBA > bachelor
        Duncan: Ph.D., DBA > bachelor

[a]No other variables significant.

*.05 level of significance.

Salary with MSQ and POI

Salary with MSQ and POI, Table 9, shows a significant difference with the variable Ind (independence scale, MSQ). The Duncan test indicates a significant difference between groups 25,000 to 34,999 and less than 24,999, also between groups 35,000 to 44,999 and less than 24,999, and between groups 45,000 or more and less than 24,999.

Years with MSQ and POI

Years with MSQ and POI, Table 10, shows a significant difference with the variable Sec (security scale, MSQ). The Scheffe' and Duncan tests indicate a significant difference between groups 11 to 20 years and 1 to 5 years.

Total with MSQ and POI

Total with MSQ and POI, Table 11, also shows a significant difference with the variable Sec (security scale, MSQ). The Duncan test shows a significant difference between the groups 11 to 20 years and 1 to 5 years, and the groups 21 or more years and 1 to 5 years.

Business with MSQ and POI

Business with MSQ and POI, Table 12, indicates the greatest number of significant differences with 10 different variables shown. A (acceptance of aggression scale, POI), Ach (achievement scale, MSQ), Adv (advancement scale, MSQ), Ccp (company policies and practices scale, MSQ), Rec (recognition scale, MSQ), Res (responsibility scale, MSQ), Ss (social service scale, MSQ), Shr (supervision-human relations scale, MSQ), St (supervision-technical scale, MSQ), and Gs (general satisfaction scale,

Table 9. One-way analysis of variance: Salary with MSQ and POI

Variable[a]	N	Mean	S.D.	F Value	F Prob.
Independence (Ind, MSQ):					
Less than 24,999	13	18.08	5.85	2.83*	.05
25,000 to 34,999	17	21.47	2.98		
35,000 to 44,999	14	21.57	2.98		
45,000 or more	8	22.38	3.38		

Duncan: 25,000 to 34,999 > less than 24,999
35,000 to 44,999 > less than 24,999
45,000 or more > less than 24,999

[a]No other variables significant.
*.05 level of significance.

Table 10. One-way analysis of variance: Years (teaching at present institution) with MSQ and POI

Variable[a]	N	Mean	S.D.	F Value	F Prob.
Security (Sec, MSQ):					
1 to 5 years	26	15.85	5.73	3.78*	.03
6 to 10 years	12	17.50	6.29		
11 to 20 years	14	20.79	3.79		

Scheffe´: 11 to 20 > 1 to 5
Duncan: 11 to 20 > 1 to 5

[a]No other variables significant.
*.05 level of significance.

Table 11. One-way analysis of variance: Total (number of years teaching
in higher education) with MSQ and POI

Variable[a]	N	Mean	S.D.	F Value	Prob.
Security (Sec, MSQ):					
1 to 5 years	13	14.23	5.86	2.99*	.04
6 to 10 years	16	17.06	6.16		
11 to 20 years	16	19.75	4.82		
21 or more years	7	19.86	3.44		
Duncan: 11 to 20 > 1 to 5					
21 or more > 1 to 5					

[a]No other variables significant.

*.05 level of significance.

Table 12. One-way analysis of variance: Business (number of years of
business experience) with MSQ and POI

Variable[a]	· N	Mean	S.D.	F Value	F Prob.
Acceptance of aggression (A, POI):					
0 years	9	16.89	2.03	2.76*	.05
1 to 5 years	22	14.73	3.38		
6 to 10 years	11	17.45	2.50		
11 or more years	10	16.10	2.28		

Duncan: 6 to 10 > 1 to 5

Achievement (Ach, MSQ):					
0 years	9	20.89	5.28	3.27*	.03
1 to 5 years	22	18.27	3.51		
6 to 10 years	11	17.55	4.41		
11 or more years	10	21.90	2.23		

Duncan: 11 or more > 6 to 10
11 or more > 1 to 5

Advancement (Adv, MSQ):					
0 years	9	19.22	5.33	3.42*	.02
1 to 5 years	22	15.73	4.37		
6 to 10 years	11	13.18	5.40		
11 or more years	10	18.30	4.24		

Duncan: 11 or more > 6 to 10
0 > 6 to 10

[a]No other variables significant.

*.05 level of significance.

Table 12. Continued

Variable[a]	N	Mean	S.D.	F Value	Prob.
Company policies and practices (Ccp, MSQ):					
0 years	9	16.78	7.00	3.82*	.02
1 to 5 years	22	11.05	3.62		
6 to 10 years	11	13.18	4.98		
11 or more years	10	15.40	4.65		

        Scheffe´: 0 > 1 to 5
        Duncan: 11 or more > 1 to 5
                  0 > 1 to 5

Recognition (Rec, MSQ):					
0 years	9	19.78	7.01	3.43*	.02
1 to 5 years	22	15.55	4.46		
6 to 10 years	11	14.55	6.36		
11 or more years	10	20.70	5.03		

        Duncan: 0 > 6 to 10
                 11 or more > 6 to 10
                 11 or more > 1 to 5

Responsibility (Res, MSQ):					
0 years	9	21.67	2.96	3.39*	.03
1 to 5 years	22	19.95	2.95		
6 to 10 years	11	18.36	4.03		
11 or more years	10	22.30	2.54		

        Duncan: 0 > 6 to 10
                 11 or more > 6 to 10

Table 12. Continued

Variable[a]	N	Mean	S.D.	F Value	Prob.
Social service (Ss, MSQ):					
0 years	9	20.44	3.24	3.79*	.02
1 to 5 years	22	20.09	3.44		
6 to 10 years	11	20.09	1.92		
11 or more years	10	23.70	2.58		

       Scheffe´: 11 or more > 1 to 5
       Duncan: 11 or more > 1 to 5
                     11 or more > 6 to 10
                     11 or more > 0

Variable[a]	N	Mean	S.D.	F Value	Prob.
Supervision- human relations (Shr, MSQ):					
0 years	9	20.78	6.67	4.59*	.01
1 to 5 years	22	15.45	5.90		
6 to 10 years	11	17.36	5.68		
11 or more years	10	22.50	2.27		

       Scheffe´: 11 or more > 1 to 5
       Duncan: 0 > 1 to 5
                     11 or more > 1 to 5
                     11 or more > 6 to 10

Variable[a]	N	Mean	S.D.	F Value	Prob.
Supervision- technical (St, MSQ):					
0 years	9	20.67	5.81	5.22*	.00
1 to 5 years	22	15.18	5.22		
6 to 10 years	11	17.00	4.71		
11 or more years	10	21.60	3.13		

       Scheffe´: 11 or more > 1 to 5
       Duncan: 0 or more > 1 to 5
                     11 or more > 1 to 5
                     11 or more > 6 to 10

Table 12. Continued

Variable[a]	N	Mean	S.D.	F Value	Prob.
General satisfaction (Gs, MSQ):					
0 years	9	87.22	16.18	4.52*	.01
1 to 5 years	22	76.55	11.71		
6 to 10 years	11	70.64	16.13		
11 or more years	10	88.60	10.49		

Scheffe´: 11 or more > 6 to 10

Duncan: 0 > 6 to 10

0 > 1 to 5

11 or more > 6 to 10

11 or more > 1 to 5

MSQ). The Duncan test with the variable A (acceptance of aggression scale, POI) shows a significant difference between groups 6 to 10 years business experience and 1 to 5 years. The Duncan test with the variable Ach (achievement scale, MSQ) indicates a significant difference between groups 11 or more years business experience and 6 to 10 years, and between the groups 11 or more years and 1 to 5 years. With the variable Adv (advancement scale, MSQ), the Duncan test shows a significant difference between groups 11 or more years and 6 to 10 years, and between 0 years and 6 to 10 years. With the variable Ccp (company policies and practices scale, MSQ), the Scheffe´ test shows a significant difference between the 0 years and 1 to 5 year groups. The Duncan test with the same variable Ccp indicates a significant difference between groups 11 or more years and 1 to 5 years, and between 0 years and 1 to 5 years business experience. The Duncan test with the variable Rec (recognition scale, MSQ) shows a significant difference between groups 0 years and 6 to 10 years, between groups 11 or more years and 6 to 10 years, and between 11 or more years and 1 to 5 years. With variable Res (responsibility scale, MSQ), the Duncan test shows a significant difference between groups 0 years and 6 to 10 years. With variable Ss (social service scale, MSQ), the Scheffe´ test shows a significant difference between groups 11 or more years and 1 to 5 years. The Duncan test, with the same variable Ss, shows a significant difference between groups 11 or more years and 1 to 5 years, between 11 or more years and 6 to 10 years, and between 11 or more years and 0 years business experience. With variable Shr (supervision-human relations scale, MSQ), the Scheffe´ test shows a significant difference between

groups 11 or more years and 1 to 5 years. The Duncan test, with the same variable Shr, indicates a significant difference between groups 0 years and 1 to 5 years, between 11 or more years and 1 to 5, and between 11 or more years and 6 to 10 years business experience. The Scheffe' test with the variable St (supervision-technical scale, MSQ) shows a significant difference between the group 11 or more years and the group 1 to 5 years. The Duncan test, with the same variable St, indicates a significant difference between groups 0 years and 1 to 5 years, between 11 or more years and 1 to 5 years, and between 11 or more years and 6 to 10 years. With the variable Gs (general satisfaction scale, MSQ), the Scheffe' test shows a significant difference between groups 11 or more years and 6 to 10 years. The Duncan test with the same variable Gs indicates a significant difference between groups 0 years and 6 to 10 years, between 0 years and 1 to 5 years, between 11 or more years and 6 to 10 years, and between 11 or more years and 1 to 5 years business experience.

Analysis of sex with MSQ and POI

The variable, sex, Table 13, was tested using the SPSS X subprogram t-test. Listed in Table 13 are the variables which were significant at the .05 level. Shown in the table are the variables, number of cases, mean, standard deviation, t-value, and probability. Variables Cw (co-workers scale, MSQ), Sec (security scale, MSQ), and Gs (general satisfaction scale, MSQ) were significantly different at the alpha level .05. A review of Tables 6 through 13 indicates significant differences between independent variables and POI and MSQ scale scores. Therefore, null hypothesis 2 was rejected.

Table 13. t-test: Sex with MSQ and POI

Variable[a]	N	Mean	S.D.	t Value	Prob. (2-tail)
Co-workers (Cw, MSQ):					
Male	37	18.76	4.19	2.27*	.03
Female	16	15.69	5.25		
Security (Sec, MSQ):					
Male	37	18.78	4.81	2.59*	.01
Female	16	14.63	6.53		
General satisfaction (Gs, MSQ):					
Male	37	81.95	13.38	2.22*	.03
Female	16	72.50	16.15		

[a]No other variables significant.

*.05 level of significance.

Summary

This study attempted to determine whether a relationship existed between characteristics of self-actualization and of job satisfaction of selected business faculty in higher education. In addition, this relationship was analyzed using the independent variables rank, sex, age, degree (highest earned), years (number teaching at present institution), total (years teaching in higher education), and business (number of years experience) to determine if there were any significant differences.

This chapter presented a description and analysis of the data. The results of the study indicate that:

1. There were no significant relationships between the characteristics of self-actualization, as measured by the POI, and of job satisfaction, as measured by the MSQ.

2. There were significant differences among independent variables and POI and MSQ scores.

Therefore, the first null hypothesis was not rejected and the second null hypothesis was rejected.

CHAPTER V. SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

The final chapter of this study includes: (1) a summary of the findings, (2) conclusions, (3) discussion, and (4) recommendations for future research.

Summary

The purpose of this study was to examine the characteristics of self-actualization and of job satisfaction of selected business faculty in higher education and determine if any relationships existed between the two major constructs. Independent variables faculty rank, sex, age, degree (highest earned), salary, years (number teaching at present institution), total (years teaching in higher education), and business (number of years experience) were also analyzed to determine if any significant differences existed. Faculty self-actualization was measured by use of the Personal Orientation Inventory (POI) and job satisfaction by the Minnesota Satisfaction Questionnaire (MSQ). Faculty demographic information was obtained through use of the Faculty Data Sheet. Descriptions of the MSQ and POI scales are found in Appendices D and E.

A total of 202 survey packets were distributed to three institutions of higher education in Iowa: 108 to business faculty at the University of Iowa, 42 to business faculty at Drake University, and 52 to business faculty at the Des Moines Area Community College. Valid returns totaled 53 (26%) and included: 22 (42%) from the University of Iowa, 16 (30%)

from Drake University, and 15 (28%) from the Des Moines Area Community

College.

The Statistical Package for Social Sciences X (SPSS[X]), Computer

Center of Iowa State University, was used for the computer analysis of the

data. Subprograms Pearson CORR., t-test, one-way analysis of variance,

and Scheffe´ and Duncan tests were used in the analysis. The alpha level

of .05 was used to determine significant differences.

Conclusions

Two null hypotheses were tested in this study:

1. No significant relationships exist among the scores on the 12

scales of the POI and scores on the 21 scales of the MSQ.

2. No significant differences exist among the independent variables

and scores on the 12 scales of the POI and scores on the 21 scales of the

MSQ.

The Pearson CORR. was used in testing null Hypothesis 1 and one-way

analysis of variance, Scheffe´ and Duncan tests, and a t-test were used in

testing null Hypothesis 2.

An examination of Table 5, which shows the correlations between the

scores on the MSQ and POI scales, indicates that there are no significant

relationships between the scores at the .05 level. Null Hypothesis 1 was

not rejected.

In testing null Hypothesis 2, it was discovered that significant

differences do exist among the independent variables and scores on the POI

and MSQ. These results, significant at the .05 level, are shown in Tables

6 through 13. Table 6, faculty rank with MSQ and POI, shows a significant

difference in scores on the Sec (security, MSQ) variable between the professor and assistant professor and professor and instructor groups. Table 7, age with MSQ and POI, indicates significant differences in scores on the Fr (feeling reactivity, POI) and A (acceptance of aggression, POI) scales. Table 8, degree with MSQ and POI, shows significant differences in scores on scales Ex (existentiality, POI), Fr (feeling reactivity, POI), and Ind (independence, MSQ). Table 9, salary with MSQ and POI, shows significant differences in scores on the MSQ scale Ind (independence). Years with MSQ and POI, Table 10, shows a significant difference in scores on the MSQ scale Sec (security). Table 11, total with MSQ and POI, also shows a significant difference with the MSQ scale Sec (security). Business with MSQ and POI, Table 12, resulted in the greatest number of significant differences in scores on the scales for POI and MSQ. The scales with significant different scores included: A (acceptance of aggression, POI); Ach (achievement, MSQ); Adv (advancement, MSQ); Ccp (company policies and practices, MSQ); Rec (recognition, MSQ); Res (responsibility, MSQ); Ss (social service, MSQ); St (supervision-technical, MSQ), and Gs (general satisfaction, MSQ). Table 13, sex with MSQ and POI, shows significant differences in scores on the MSQ scales Cw (co-workers), Sec (security), and Gs (general satisfaction). Because of the significant differences involving the independent variables and MSQ and POI scores, null Hypothesis 2 was rejected.

Discussion

Caution should be used in generalizing the results of this study to a larger population due to the size of the sample studied (N=53). Several

faculty members indicated that they did not participate in the study because they receive numerous requests for survey information and due to time constraints.

The results shown in Table 5, which indicate no significant relationships at the .05 level between the scores on the MSQ and POI scales, are similar to those reported by Curley (1982). Curley studied the characteristics of job satisfaction and of self-actualization of 45 curriculum developers representing the 45 public school districts in DuPage County, Illinois. She administered the same instruments used in this study: Minnesota Satisfaction Questionnaire (MSQ) and Personal Orientation Inventory (POI) to measure job satisfaction and self-actualization characteristics. In her study, she reported in Table 1, page 68, that only correlations between the POI scale of self-regard and the MSQ scales of moral values and co-workers were significant at the .05 level. Even though two significant correlations were reported, she stated that "When a large number of correlations are run and the analysis of the data produce only a small number of significant scores, the significance may be attributed to chance" (Curley, 1982). The fact that this investigator did not find any significant relationships among the scores on the MSQ and POI scales, suggests that the findings of this study corroborate that of Curley's earlier study.

A major portion of this study was directed at examining the variation in the impact of selected independent variables on the POI and MSQ scales using one-way analysis of variance and t-test. A key finding of this study was the impact that the level of business experience had on a large

number of MSQ scales. Statistically significant (.05 level) differences

across the groups of business experience (0, 1 to 5, 6 to 10, and 11 or

more years) were found with: A (acceptance of aggression scale, POI), Ach

(achievement scale, MSQ), Adv (advancement scale, MSQ), Ccp (company

policies and practices scale, MSQ), Rec (recognition scale, MSQ), Res

(responsibility scale, MSQ), Ss (social service scale, MSQ), Shr

(supervision-human relations scale, MSQ), St (supervision-technical scale,

MSQ), and Gs (general satisfaction scale, MSQ). Other significant

findings also include: faculty rank with Sec (security, MSQ); age with Fr

(feeling reactivity, POI), and A (acceptance of aggression, POI); degree

with Ex (existentiality, POI), Fr (feeling reactivity, POI), and Ind

(independence, MSQ); salary with Ind (independence, MSQ); years (teaching

at present institution) with Sec (security, MSQ); total (number of years

teaching in higher education) with Sec (security, MSQ); sex with Cw

(co-workers, MSQ), Sec (security, MSQ), and Gs (general satisfaction,

MSQ). A summary of the key findings are reported in Table 14.

Rank with MSQ and POI

The following is a discussion of the results shown in Tables 6

through 13. Table 6, rank with MSQ and POI, shows a significant

difference in scores at the .05 level with only the MSQ variable Sec,

(security, MSQ). The professor group indicates more job security

satisfaction than the assistant professor or instructor groups. A study

by Boberg and Blackburn (1983) indicated that rank status had an impact on

job satisfaction and dissatisfaction. It seems reasonable that a faculty

member at the assistant or instructor level would express less job

Table 14. Summary of significant results of one-way analysis of variance and t-test between independent variables and POI and MSQ scales

				Independent variables				
	Faculty rank	Age	Degree (highest earned)	Salary	Years (number teaching at present institution)	Total (years teaching in higher education)	Business (number of years of experience)	Sex
POI:								
Tc								
I								
SAV								
Ex			*					
Fr		*	*					
S								
Sr								
Sa								
Nc								
Sy								
A		*					*	
C								
MSQ:								
Au								
Ach							*	
Act								
Adv							*	
Aut								
Ccp							*	
Com								
Cw								*
Cre								
Ind			*	*				
Mv								
Rec							*	
Res							*	
Sec	*				*	*		*
Ss							*	
Sst								
Shr							*	
St							*	
Vr								
Wc								
Gs							*	*

*.05 level of significance.

security than an individual with professor rank. The professor group typically would enjoy tenure or other security benefits not always common at the instructor or assistant professor level.

Age with MSQ and POI

Age with MSQ and POI, Table 7, show significant differences at the .05 level in responses to Fr (feeling reactivity scale, POI) and A (acceptance of aggression scale, POI) variables. The feeling reactivity scale measures sensitivity or responsiveness to one's own needs and feelings. The table shows that the under 40 group and over 50 group have significantly higher mean scores than the 41 to 50 group. This may suggest that a certain degree of "middle age crisis or identity" is present in the 41 to 50 group. The under 40 group may feel they have more options or flexibility in responding to their needs. The over 50 group may be experiencing less conflict or more general satisfaction than the 41 to 50 group. The acceptance of aggression scale measures the ability to accept one's natural aggressiveness--as opposed to defensiveness, denial, and repression of aggression. Similar to the Fr scale scores, the under 40 and over 50 group scores were significantly different than the 41 to 50 mean score. The discussion of the differences is similar to that offered for Fr scores. The 41 to 50 age group may feel they need to be defensive or repress aggression in order not to make a "mistake" which might damage a relationship or their career. The under 40 group may feel less inhibited and more flexible. The over 50 group may feel more secure and less concerned with repression of their feelings.

Degree with MSQ and POI

Table 8, degree with MSQ and POI, shows a significant difference at the .05 level with three variables: Ex (existentiality, POI), Fr (feeling reactivity, POI), and Ind (independence, MSQ). Existentiality measures the ability to situationally or existentially react without rigid adherence to principles. Table 8 shows a significant difference on the Ex scale scores between the master, MBA, and bachelor groups and between the Ph.D., DBA, and bachelor groups. It is suggested that the master, MBA, and Ph.D., DBA groups typically would have more career options in higher education than the bachelor group. This may provide more confidence and less rigidity for the master, MBA, and Ph.D., DBA groups. Feeling reactivity was defined in the Table 7 discussion. The Ph.D., DBA group may perceive more security in responding to one's own needs versus the bachelor group because of greater career options and general level of academic rank. Independence is defined as the chance to work alone on the job. As with the Fr scores, the Ind scores show a significant difference between the Ph.D., DBA, and bachelor groups. The Ph.D., DBA group is more likely to enjoy tenure benefits, senior academic rank, and other advantages not common to the bachelor group. These advantages often provide an opportunity for considerable independence not always enjoyed by the bachelor group.

Salary with MSQ and POI

Salary with MSQ and POI, Table 9, shows a significant difference at the .05 level with only the variable Ind (independence, MSQ). Scores for the three groups, 25,000 to 34,999, 35,000 to 44,999, and 45,000 or more,

were all significantly different than the score for the less than 24,999

group. Independence was defined in the Table 8 discussion. These scores

suggest that a higher salary offers greater opportunity for independence

on the job. Fournet et al. (1966) reported that the major problem in

assessing the relation of pay to job satisfaction is that it is confounded

with other factors, such as age, occupational level, and education.

Years with MSQ and POI

Table 10, years (teaching at present institution) with MSQ and POI,

shows a significant difference at the .05 level with only the variable Sec

(security, MSQ). Security was defined in the Table 6 discussion. The

group 11 to 20 had a significantly higher mean score than the 1 to 5

group. These results seem logical since the 11 to 20 group probably enjoy

certain benefits contributing to security that are not experienced in the

1 to 5 group. Bass and Barrett (1972) found that job satisfaction

increased as the length of work experience with a single organization

increased.

Total with MSQ and POI

Total (number of years teaching in higher education) with MSQ and

POI, Table 11, shows a significant difference at the .05 level with only

the variable Sec (security, MSQ). This is similar to Table 10, years. In

Table 11, as compared to Table 10, the additional group 21 or more years

is included. Security was defined in the Table 6 discussion. Both the 11

to 20 and 21 or more groups differ significantly from the 1 to 5 group.

Individuals in the 11 to 20 and 21 or more groups would tend to experience

greater security than those in the 1 to 5 group. Findley (1975) found that as with age, increased tenure seems to correlate with higher job satisfaction.

Business with MSQ and POI

Table 12, business (number of years of business experience) with MSQ and POI, reveals the greatest number of significant differences. Ten different variables significant at the .05 level are shown: A (acceptance of aggression, POI), Ach (achievement, MSQ), Adv (advancement, MSQ), Ccp (company policies and practices, MSQ), Rec (recognition, MSQ), Res (responsibility, MSQ), Ss (social service, MSQ), Shr (supervision-human relations, MSQ), St (supervision-technical, MSQ), and Gs (general satisfaction, MSQ). Acceptance of aggression, the only POI variable that was significant compared to nine MSQ variables, was defined in the Table 7 discussion. A significant difference was shown between the 6 to 10 and 1 to 5 groups. It is possible that the 1 to 5 group scored low because of financial or other difficulties common in the first few years of business. This may cause individuals in this group to act more cautiously and perhaps repress natural aggressiveness. The opposite may hold true for the 6 to 10 group. Here, the individual has usually survived the difficult start-up years and is more confident and aggressive.

The achievement variable is defined as the feeling of accomplishment one gets from the job. Significant differences shown were between the 11 or more and 6 to 10 groups and between the 11 or more and 1 to 5 groups. Individuals in the 11 or more group may feel an enhanced sense of accomplishment from their work because of their extensive business

experience. Their tenure may also suggest greater business success. Individuals in the 6 to 10 and 1 to 5 groups may have had less business success or are possibly frustrated with teaching as opposed to working in business.

The advancement variable is defined as the chances for advancement one has on this job. Significant differences were shown between the 11 or more and 6 to 10 groups and the 0 and 6 to 10 groups. The 6 to 10 group members may feel stifled or locked in to their positions compared to the 11 or more group who may already enjoy senior positions. The 0 group mean score may reflect a certain level of optimism and enthusiasm generally associated with new employees or younger individuals.

The fourth variable, significant at the .05 level, is company policies and practices. The variable is defined as the way company policies are put into practice. Significant differences were shown between the 11 or more and 1 to 5 groups and between the 0 and 1 to 5 groups. The 11 or more group may be the ones who are most able to have input into the policies and practices. The 0 group may not have had any experiences to compare present policies and practices with and, therefore, might score high. The 1 to 5 group may be the most idealistic and feel they have a better way of putting policies into practice. However, they may also lack a voice in influencing this process, thus, possibly contributing to their low score.

The variable recognition is defined as the praise one gets for doing a good job. Significant differences were shown between the 0 and 6 to 10 group, the 11 or more and 6 to 10 groups, and between the 11 or more and 1

to 5 groups. The 0 group may have limited experience regarding
recognition methods or procedures. They may also have a lower level of
expectancy because of limited experience, age, or position. The 11 or
more group may feel less of a need for recognition or receive
reinforcement more regularly. The 6 to 10 and 1 to 5 groups may be
individuals who are more actively striving and competing for recognition.
They may feel they are being overlooked or not appreciated sufficiently.
They may also have received more recognition in business and therefore
feel relatively less satisfied.

The sixth variable significant at the .05 level is responsibility.
This variable is defined as the freedom to use one's own judgment.
Significant differences shown were between groups 0 and 6 to 10 and 11 or
more and 6 to 10. These results are similar to the ones shown for the
variable advancement.

The variable social service is defined as the chance to do things for
other people. Significant differences are shown between the 11 or more
and 1 to 5 groups, 11 or more and 6 to 10 groups, and 11 or more and 0
groups. The 11 or more group had the highest mean score, although all
scores were relatively high. The 11 or more group probably is an older
and more secure group. They may identify themselves in more of a
counselor or mentor role than members of the other groups.

The eighth variable is supervision-human relations. This variable is
defined as the way one's boss (department chair) handles his or her people
(faculty). Significant differences were shown between groups 0 and 1 to
5, 11 or more and 1 to 5, and 11 or more and 6 to 10. Groups 1 to 5 and 6

to 10 had the lowest mean scores. Individuals in these two groups may feel relatively dissatisfied because they feel they are not sufficiently recognized for their efforts. They have had various business experience and may feel a more equitable form of supervision is needed. They are probably striving for advancement and may feel frustrated at times.

Supervision-technical is defined as the competence of one's supervisor (department chair) in making decisions. Significant differences shown were the same as those for the variable supervision-human relations. The 0 years group may lack sufficient experience in comparing different supervisory methods and the 11 or more group may be so secure as not to be affected by supervisory practices or are regularly consulted for input.

The tenth variable is general satisfaction. This variable is defined as an overall or general satisfaction scale. Significant differences between groups include: 0 and 6 to 10, 0 and 1 to 5, 11 or more and 6 to 10, and 11 or more and 1 to 5. Groups 0 years and 11 or more years had the highest mean scores and groups 1 to 5 years and 6 to 10 years the lowest mean scores. These results appear consistent with scores on the other significantly different variables.

Unlike many other academic disciplines, business education is a more practically based field of study. The curriculum often reflects a close link to the private sector and many of the courses directly prepare students for careers in business or industry. This may partially explain why business experience had such an impact on job satisfaction.

Sex with MSQ and POI

Table 13, sex with MSQ and POI, shows significant differences at the .05 level with MSQ variables co-workers, security, and general satisfaction. The results show that the female subjects have lower mean scores on each of the three variables listed above. This may indicate that the females were less satisfied with the way co-workers get along with each other, felt their job offered less security, and their general job satisfaction was lower than reported by males. Hollon and Gemmill (1976), while conceding that the evidence is far from conclusive, reported that female teaching professionals in academe express less overall job satisfaction than their male counterparts. Differences between female and male socialization, sex discrimination, and multiplicity of roles are discussed as possible tentative explanations for the reported findings. One must remember, however, that an entire set of variables including salary, job level, promotional opportunities, etc., may be instrumental in measuring job satisfaction.

An analysis of POI scale scores for Time Competence (Tc) and Inner Directed (I) indicates that the sample is somewhat less than self-actualizing when compared to Shostrom's Tc and I scores reported in Tables 2 and 3. The Tc mean score suggests that the sample may be time incompetent and unable to tie the past and the future to the present in meaningful continuity. This may be explained in part by the current challenges confronting higher education. Included would be the complex economic and enrollment issues facing institutions of higher education. This same reasoning may begin to explain why the sample did not score

higher on the Inner Directed (I) scale. Certain faculty members feel that external forces adversely affecting their careers in higher education have required a corresponding set of behavior. An example would be a decision to enter into collective bargaining or to leave higher education altogether for greater security or income.

The two-factor theory of job satisfaction (Herzberg et al., 1959; Herzberg, 1966) states that job satisfaction comes from intrinsic job factors (motivators) and that job dissatisfaction comes from extrinsic job factors (hygiene). Herzberg (1966) listed the following as job satisfaction motivators: achievement, recognition, work itself, responsibility, and advancement. Hygiene factors which he felt contributed to job dissatisfaction included: company policies and administration, supervision, working conditions, salary, interpersonal relations, personal status, and job security. The following is an attempt by the investigator to identify each of the 21 MSQ scales as either a motivator or hygiene factor.

Motivators:

1. Ability utilization (Au)--relates to work itself factor.

2. Achievement (Ach)--relates to achievement factor.

3. Activity (Act)--relates to work itself factor.

4. Advancement (Adv)--relates to advancement factor.

5. Authority (Aut)--relates to work itself factor.

6. Creativity (Cre)--relates to work itself factor.

7. Independence (Ind)--relates to work itself factor.

8. Moral values (Mv)--relates to work itself factor.

9. Recognition (Rec)--relates to recognition factor.

10. Responsibility (Res)--relates to responsibility factor.

11. Social service (Ss)--relates to work itself factor.

12. Variety (Vr)--relates to work itself factor.

13. General satisfaction (Gs)--combination of motivator and hygiene factors.

Hygiene:

1. Company policies and practices (Ccp)--relates to company policies and administration factor.

2. Compensation (Com)--relates to salary factor. (It should be noted that many people feel compensation can be both a motivator and hygiene factor.)

3. Co-workers (Cw)--relates to interpersonal relations factor.

4. Security (Sec)--relates to job security factor.

5. Social status (Sst)--relates to personal status factor.

6. Supervision-human relations (Shr)--relates to supervision factor.

7. Supervision-technical (St)--relates to supervision factor.

8. Working conditions (Wc)--relates to working conditions factor.

9. General satisfaction (Gs)--combination of motivator and hygiene factors.

In analyzing the mean scores on the MSQ scales, the results show that faculty indicated relatively greater job satisfaction with: creativity (motivator), moral values (motivator), social service (motivator), independence (motivator), and activity (motivator) and relatively less satisfaction with company (institution) policies and practices (hygiene),

advancement (motivator), compensation (hygiene), recognition (motivator), and security (hygiene).

The MSQ and POI score results seem to offer similar explanations. The low POI, Time Competence (Tc), and Inner Directed (I) scores suggest confusion and concern for the future, and this could conceptually relate to the relatively low MSQ scores on scales: Company policies and practices, advancement, compensation, and security.

The relatively high MSQ scale scores (Cre, Mv, Ss, Ind, Act), all motivators, show that faculty enjoy the independence and creativity offered in teaching in higher education. Also, the apparent satisfaction that teaching provides regarding moral values and social service appears important to the sample group.

Recommendations

To assist other researchers conducting a study in this area, the following suggestions are presented for consideration:

1. It is recommended that a larger sample be drawn in order to generalize to a larger population.

2. The time required to complete the 100-question MSQ and 150-question POI may be excessive. Therefore, consider other instruments which may take less time or consider offering the survey to faculty in two parts over an extended period of time.

3. Further investigation of the relationships among selected independent variables and job satisfaction and self-actualization characteristics is suggested.

4. The MSQ may not be the best instrument for measuring faculty job
satisfaction. Therefore, the identification of another more appropriate
instrument or creation of a new one specifically for faculty is
recommended.

5. A similar study of faculty in other disciplines is suggested.
This would provide comparative data among disciplines.

This study has resulted from an interest in the dynamics of
self-actualization and the possible relationship to job satisfaction. A
concern is, if a faculty member is experiencing job dissatisfaction, will
he or she be able to self-actualize while at work? And if the person is
unable to self-actualize at work (teaching, research, service), can the
person effectively contribute to the self-actualization of others? A
major consideration when attempting to answer these questions is the
number and nature of variables which can affect job satisfaction and
self-actualization.

This study attempted to investigate the relationship between
characteristics of self-actualization and of job satisfaction of selected
business faculty. The Personal Orientation Inventory, Minnesota
Satisfaction Questionnaire, and Faculty Data Sheet were used in gathering
data for the study. While no significant relationships were found between
scores on the MSQ and POI scales, there were significant differences among
the independent variables of faculty rank, sex, age, degree, salary, years
(number teaching at the institution), total (number of years teaching in
higher education), and business (number of years business experience), and
scores on the MSQ and POI scales. This investigator believes that faculty

and administration can benefit by better understanding the dynamics of self-actualization and job satisfaction.

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APPENDIX A.

FACULTY DATA SHEET

FACULTY DATA SHEET

111

Please place a check (✓) next to the appropriate answer(s).

1. What is the nature of your institution?

_____Four-year college or university
      _____ private
      _____public

_____Two-year community college

2. What is your academic rank?   Tenure?

_____Professor   _____Yes
_____Associate Professor   _____No
_____Assistant Professor
_____Instructor   Continuous Contract_____
_____Other - please state
                                                  Temporary Contract _____

_____

3. _____Male   Present Age:
       Female   _____30 or under
                                                  _____31-40
                                                  _____41-50
                                                  _____51-60
                                                  _____Over 60

4. Please indicate all earned degrees.

_____Bachelor's   _____PhD
_____Master's (MA, MS)   _____DBA
_____MBA   _____Other - please state

                                                  _____

5. Please indiate salary based on the 1984-85 academic year.

_____Less than $14,999   _____35,000-39,999
_____15,000-19,999   _____40,000-44,999
_____20,000-24,999   _____45,000-49,999
_____25,000-29,999   _____50,000 or more
_____30,000-34,999

6. The salary indicated in number 5 above is based on the following number of
   months:

_____9 months   _____12 months
_____10 months   _____Other - please state
_____11 months

                                                  _____

7. What percentage of your appointment is designated for teaching, research and service?

_____ 25%   _____ 75%
_____ 50%   _____ 100%
                                        _____ Other - please state

_____

8. Are you a full time faculty member? _____ Yes _____ No
   Are you part time faculty and administration? _____ Yes _____ No
   Are you part time faculty and other? _____ Yes _____ No
                    Please define other.

_____

9. How many years have you held a faculty position at your present institution?

_____ 1-5   _____ 16-20
_____ 6-10   _____ 21-25
_____ 11-15   _____ 26 or more

10. How many total years of teaching experience do you have in higher education?

_____ 1-5   _____ 16-20
_____ 6-10   _____ 21-25
_____ 11-15   _____ 26 or more

11. How many total years of business experience have you had?

_____ 0   _____ 11-15
_____ 1-5   _____ 16-20
_____ 6-10   _____ 21 or more

APPENDIX B.

INITIAL COVER LETTER

IOWA STATE
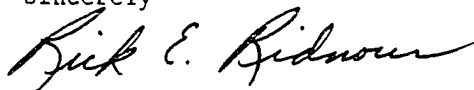# UNIVERSITY

February 26, 1985

Dear Faculty Member:

    The purpose of this letter is to request your participation in a study
investigating the relationship between self-actualization and job satisfaction
characteristics of business faculty at selected institutions. The Personal
Orientation Inventory (POI) and the Minnesota Satisfaction Questionnaire (MSQ)
have been used in similar studies and will be used for completing this research.
Both the POI and the MSQ are basically self-administering with brief instructions
provided for each instrument.

    All aspects of the study have been designed to assure complete confidenti-
ality. Each questionnaire is coded with a number known only to the investigator
to facilitate follow-up procedures. The answers will be tabulated and reported
only on a group basis. Your name will not be associated with the summarized data.
Your cooperation will help provide a representative range of information.

    Please complete the faculty data sheet and each questionnaire, place them
(including test booklets) in the envelope provided, and return it to your
department secretary by March 19. This will be one component of my doctoral
research at Iowa State University. Thank you for taking your time to assist
in this study.

Sincerely

Rick E. Ridnour
Ph.D. Candidate

RER/jps
Enclosures

APPENDIX C.

FOLLOW-UP LETTER

April 2, 1985

Dear Faculty Member:

Several weeks ago I sent to you questionnaires concerning a study of the relationship between self-actualization and job satisfaction characteristics of business faculty at selected institutions. The instruments were basically self-administering with brief instructions provided for each one.

The response rate so far has been about 20 per cent. The completeness and representativeness of the study depends on having a response evenly distributed among the colleges.

I would, again, like to request that you complete the questionnaires. Your participation in this study is very important and sincerely appreciated.

Please take the time to complete the faculty data sheet and each questionnaire, place them (including test booklets) in the envelope provided, and return it to your department secretary by April 8. If you have already completed the survey thank you for your assistance.

Sincerely,

Rick E. Ridnour
Ph.D. Candidate
Iowa State University

RER/jps

APPENDIX D.

MSQ SCALES

MSQ SCALES

1. Ability utilization (Au). The chance to do something that makes use of my abilities.

2. Achievement (Ach). The feeling of accomplishment I get from the job.

3. Activity (Act). Being able to keep busy all the time.

4. Advancement (Adv). The chances for advancement on this job.

5. Authority (Aut). The chance to tell other people what to do.

6. Company policies and practices (Ccp). The way company (institution) policies are put into practice.

7. Compensation (Com). My pay and the amount of work I do.

8. Co-workers (Cw). The way my co-workers (colleagues) get along with each other.

9. Creativity (Cre). The chance to try my own methods of doing the job.

10. Independence (Ind). The chance to work alone on the job.

11. Moral values (Mv). Being able to do things that don't go against my conscience.

12. Recognition (Rec). The praise I get for doing a good job.

13. Responsibility (Res). The freedom to use my own judgment.

14. Security (Sec). The way my job provides for steady employment.

15. Social service (Ss). The chance to do things for other people.

16. Social status (Sst). The chance to be "somebody" in the community.

17. Supervision-human relations (Shr). The way my boss (department chair) handles his (her) men (faculty).

18. Supervision-technical (St). The competence of my supervisor (department chair) in making decisions.

19. Variety (Vr). The chance to do different things from time to time.

20. Working conditions (Wc). The working conditions.

21. General satisfaction (Gs). A general satisfaction scale (Weiss et al., 1967, pp. 1-2).

APPENDIX E.

POI SCALES

POI SCALES

1. Time Competence (Tc). Ties the past and the future to the present in meaningful continuity; appears to be less burdened by guilts, regrets, and resentments from the past than is the non-self-actualizing person, and aspirations are tied meaningfully to present working goals.

2. Inner Directed (I). The source of direction for the individual is inner in the sense that internal motivations are the guiding force rather than external influences.

3. Self-actualizing Value (SAV). Measures the affirmation of primary values of self-actualizing people.

4. Existentiality (Ex). Measures the ability to situationally or existentially react without rigid adherence to principles (flexibility in application of values).

5. Feeling reactivity (Fr). Measures sensitivity or responsiveness to one's own needs and feelings.

6. Spontaneity (S). Measures freedom to react spontaneously, or to be oneself.

7. Self-regard (Sr). Measures affirmation of self because of worth or strength.

8. Self-acceptance (Sa). Measures the affirmation or acceptance of oneself in spite of one's weaknesses or deficiencies.

9. Nature of man-constructive (Nc). Measures the degree of one's constructive view of the nature of man.

10. Synergy (Sy). Measures the ability to be synergistic--to transcend dichotomies.

11. Acceptance of aggression (A). Measures the ability to accept one's natural aggressiveness--as opposed to defensiveness, denial, and repression of aggression.

12. Capacity for intimate contact (C). Measures the ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations (Knapp, 1976, pp. 6-7).