ED 181 207                                           CE 023 614

AUTHOR          Sheppard, Bunny G.
TITLE           The Community Education Coordinator: Sources of Job
                Satisfaction and Dissatisfaction.
INSTITUTION     Virginia Univ., Charlottesville. Mid-Atlantic Center
                for Community Education.
SPONS AGENCY    Mott (C.S.) Foundation, Flint, Mich.
REPORT NO       TR-79-201
PUB DATE        79
NOTE            86p.

EDRS PRICE      MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS     Achievement: Age: Community Coordination: *Community
                Education: *Coordinators: Critical Incidents Method:
                Interpersonal Relationship: Interviews: *Job
                Satisfaction: Marital Status: Mental Health:
                Motivation: Professional Recognition: Self
                Actualization: Sex (Characteristics): Tenure:
                Vocational Adjustment: *Work Attitudes: *Work
                Environment
IDENTIFIERS     Herzberg (Frederick): Motivation Hygiene Theory

ABSTRACT
          The determination of those factors of motivation and
hygiene which led to job satisfaction/dissatisfaction of forty-five
randomly selected community education coordinators in six
mid-Atlantic states was the primary purpose of this
interview-oriented research study. A second purpose was to examine
the relationship between age, gender, marital status, and length of
service to job satisfaction/dissatisfaction. The study built on
Frederick Herzberg's research and used his "critical incident"
interviewing technique. Results tend to support the hypothesis that
Herzberg's Motivation-Hygiene Theory can be applied to community
education coordinators. Interview responses revealed that
achievement, interpersonal relations with subordinates, and
recognition were the factors which motivated them most to strive for
a high level of job performance. Lack of achievement, however, was
frequently associated with dissatisfaction as well. Policy and
administration, interpersonal relations with subordinates,
supervision, and working conditions were the factors which caused the
greatest job dissatisfaction. More careful attention to the nurturing
of the sources of job satisfaction and to the reduction of sources of
job dissatisfaction should bring about increased program and job
performance, lower turnover and absenteeism, and greater
opportunities for self actualization on the part of the coordinators.
(MEK)

The Community Education Coordinator:

Sources of Job Satisfaction and Dissatisfaction

Bunny G. Sheppard

Technical Report 79-201

Developed at the

Mid-Atlantic Center for Community Education
School of Education
University of Virginia

1979

Cover Design by Carole Martinie

MID-ATLANTIC CONSORTIUM
RESEARCH AND EVALUATION BOARD

1978-79

June Bland, Assistant for
Evaluation
Division of Research and Evaluation
Washington DC Public Schools

Gerald Bolick, Coordinator
Grants Planning Office
Appalachian State University

Michael Caldwell, Director
Bureau of Educational Research
School of Education
University of Virginia

Bill Grant, Chief
Program Assessment
Division of Instruction
Maryland State Department
of Education

Michael Kaplan, Associate Director
Mid-Atlantic Center for
Community Education
University of Virginia

Robert Lewis, Director
Institutional Studies and
Planning Coordinator
Norfolk State College

Jon Magoon, Associate Professor
Department of Education
Foundations
University of Delaware

Terry Peterson, Research
Coordinator
South Carolina Education Assoc.

Jim Ranson, Associate Dean
of Education
West Virginia College of
Graduate Studies

Dale Robinson
Director of Planning
Virginia Department of Education

Clark Trivett
Education Research Consultant
Assessment and Evaluation Team
NC Department of Public
Instruction

Ken Underwood
Director of Field Services
Virginia Polytechnic Institute
and State University

Peter Verhoven, Associate
Professor
Department of Recreation
Cole Field House
University of Maryland

Marilyn Williams
Federal Grants Coordinator
The Yadkin County Board
of Education

3

# TABLE OF CONTENTS

Page

Chapter

4

## LIST OF TABLES

Table

## LIST OF CHARTS

## LIST OF FIGURES

6

## PREFACE

This technical report was part of a larger research and evaluation effort coordinated by the University of Virginia during 1978-79. This report focuses on the findings of a doctoral study undertaken by Ms. Bunny Sheppard.

Sheppard attempted to identify sources of job satisfaction and dissatisfaction among community education coordinators in the Mid-Atlantic region. Building on research originally undertaken by Frederick Herzberg and modified by others, Sheppard collected interview data from community education coordinators and analyzed the data with the help of trained coders.

The findings of this study should be especially useful for practitioners and trainers alike. The role of the community education coordinator is indeed complex. An awareness and understanding of factors that serve to satisfy or dissatisfy an individual in this role provide new opportunities for providing staff development, in-service and initial preparation programs. Hopefully, this research will serve as a springboard for other studies that might examine issues related to the community education coordinator. Comments and reactions from readers of this report are eagerly invited.

M.H. Kaplan
June, 1979

Chapter 1

INTRODUCTION

> I have felt rewarded watching the community develop
> and have commitment. . . . A lay citizen's group grew
> into an advisory council. I have been directly involved
> with the community growing.
>
> - A Community Education Coordinator

In the foregoing statement, a community education

coordinator epitomized the essence of community education--

growth. The community education coordinator is the person

in the field nurturing the growth of the community education

movement. In the first quarter of the 20th century, some

citizens became concerned with problems related to the growth

of prejudice, poverty, inequality, and crime. The community

education movement grew in an attempt to respond to these

problems on the community level.

The movement grew rapidly. Community educators

struggled to promote public interest in the identification

of unfulfilled community needs and the search for solutions.

Community education was based on the idea that a closer inte-

gration of school and community could work toward the solution

of community problems. Furthermore, civic leaders combined

their efforts to insure that opportunities to maximize educa-

tional development would be available to all members of the

1

8

community. By mobilizing physical and human resources, community educators helped the community solve its problems. The premise of community education was that people are capable of identifying community needs and solving community problems when given adequate information and resources, the opportunity to work together, and capable leadership (Clark and Stefurak, 1978).

Several prominent educators were the precursors of the community education philosophy. John Dewey, Horace Mann, Henry Bernard, and George Counts focused attention on social as well as academic problems. As early as 1929, Elsie Clapp (1940), in a rural Kentucky school, established principles which enabled the community school to become operational. Community-wide educational programs had also been established by 1939 in the states of Washington, Georgia, California, Missouri, and Michigan (Seay, 1974).

Federal legislation in support of community education was initiated in the United States Senate during 1971 by Senator Frank Church of Idaho and Senator Harrison A. Williams, Jr., of New Jersey, who introduced the Community School Development Act (Casale, 1976). The House version of the bill was introduced in the United States House of Representatives of Congressman Donald W. Riegle of Michigan. The law went into effect on August 21, 1974, followed by a commitment in 1975 of 3.5 million dollars (Casale, 1976). Small infusions of federal funds brought about continued growth in community education. During 1976, Casale reported that

community education programs were operating in more than 850
school systems and 4,344 school buildings in the United
States at an annual expense of more than 84 million dollars.
Two years later, Decker (1978) related that 1,700 school
systems had planned and organized programs for involvement
of the community in education programs of wider scope and
scale.

During November, 1978, President Carter signed into
law the 1978 Elementary and Secondary Education Act (ESEA).
Included within this legislation was the Community Schools
and Comprehensive Education Act of 1978. The key provisions
were the following: (1) A separate title was given for
community education; (2) a separate grant category was
credited to institutions of higher education; (3) community
colleges were included within the definition of the community
education program; and (4) separate discretionary grant
categories for local education agencies and public agencies
were devised (Federal Update, 1978). However, most impor-
tantly, 500 million dollars in federal funds were provided to
support the continued growth and development of community
education (Schoeny, 1978).

Due in part to this federal support, participation
and interest in meetings and workshops by community educators
increased dramatically. For example, more than 700 people
attended a 1975 community education workshop in Washington,
D.C., and more than 1,000 people were present at the 10th
Annual National Community Education Association Convention in
Cincinnati, Ohio (Brandt, 1977).

For the purposes of organizational efficiency, the National Community Education Association divided the United States into several geographic regions. One of the regions was the Mid-Atlantic region, which was comprised of sixteen higher education institutions and state departments of education in Maryland, Virginia, West Virginia, North Carolina, Delaware, South Carolina, and Washington, D.C. (A Plan for Community Education Development, 1978).

The Mid-Atlantic region contained a large geographical area as well as a diverse socio-economic population. The significant growth of community education within the region during the six-year period since its inception was reported during 1978 in A Plan for Community Education Development:

|  | 1971 | 1977 |
|---|---|---|
| Number of school-system-wide community education programs | 8 | 68 |
| Number of individual schools in which community education services were offered | 47 | 515 |
| Number of full and part-time coordinators. | 55 | 333 |

The number of school-system-wide community education programs grew 8-1/2 times; there was an eleven-fold increase in the number of individual schools in which community education services were offered; and employment opportunities for full and part-time coordinators grew by 600%.

Even though legislation had been passed supporting community education at the local level in the states of Maryland, North Carolina, South Carolina, and West Virginia,

much work remained to be done. The need for this work was
highlighted in the following demographic data:

1. The region is one of the fastest growing popula-
   tion areas in the country. With large numbers
   of new families moving into the region, there is
   a great need for stabilizing and re-orienting
   certain service delivery frameworks.

2. Five of the 10 poorest counties in the United
   States are located in the Mid-Atlantic region.

3. Rapid industrialization and coal mining in the
   area have caused tremendous sociological and
   personal readjustment problems.

4. Health problems are among the most critical in
   the country.

5. The states in the region are among the lowest in
   teacher salaries, per pupil expenditures for
   education, and student academic achievement.

6. The Mid-Atlantic region has a higher than average
   minority population, both urban and rural.
   (A Plan for Community Education Development,
   p. 9, 1978)

The community education coordinator was responsible
for organizaing programs and services in the individual com-
munities in the Mid-Atlantic region. This individual was
called upon to promote cohesion between the community and
the local school system in areas beyond the traditional K-12
programs. With some form of community education being under-
taken in ever increasing numbers of communities and school
districts in the Mid-Atlantic region, there are growing needs
for information concerning the coordinator.

The problems encountered by the coordinators were
numerous and demanding. These problems affected the coor-
dinators' job performance. Because of the importance of the

success of the community education program, knowledge of the coordinators' job satisfaction and job dissatisfaction was needed. No major analysis concerning job satisfaction and job dissatisfaction of community education coordinators had been done.

One of the most trenchant theories developed to study job satisfaction/dissatisfaction was Frederick Herzberg's Motivation-Hygiene Theory, also known as the "dual factor" theory of job satisfaction/dissatisfaction. After an extensive review of the literature during 1957, Herzberg and his associates discovered that identification of job attitudes had been dealt with basically in three ways: 1) investigations of overall attitudes by comparison of various groups, 2) use of scaled inventories, and 3) observation, often by psychologists, of behavior of workers, with motives and feelings being inferred from this observation (Herzberg, 1959).

Herzberg observed that one of the greatest shortcomings of the previous studies had been the failure to deal with the origins and effects of attitudes. He found the studies to be fragmentary in nature and when effects of attitudes had been studied, "there was inadequate information about the individuals concerned, their perceptions, their needs, their pattern of learning" (Herzberg, 1959, p. 11). He postulated, therefore, one of his basic premises as follows:

13

The one dramatic finding that emerged in our
review of the literature was the fact that there
was a difference in the primacy of factors, depending
upon whether the investigator was looking for things
the worker liked about his job or things he disliked.
The concept that there was "dissatisfiers" was
suggested by this finding. From it was derived one
of the basic hypotheses of our own study (Herzberg,
1959, p. 7).

Herzberg knew that when individuals had been asked

to give examples of situations to illustrate their feelings

about their work they had done so with a high degree of

specificity. This influenced his choice of research method-

ology. He chose the "critical incident" technique because

he felt that "distortions would be markedly less operative

when a respondent was talking about actual events during

a period of high or low morale as contrasted with his ranking

or rating general factors" (Herzberg, 1959, p. 15). This

technique was also advantageous because the interviewer main-

tained control in the questioning situation, as opposed to a

non-structured interview. He rejected the scaled measure

approach stating that "the best data for a fresh approach

would come not from such manipulations of generalizations

but from descriptions of events" (Herzberg, 1959, p. 25).

In excluding a group comparision procedure, Herzberg

concluded that those studies had some major deficiencies.

He noted that:

Despite the real contribution to an understanding
of the problem, these group studies showed some
inadequacies. First, there was often considerable
time lag between the measures of the independent
variables which led to the formation of these groups
and the various criterion measures which served as
a dependent variable. Thus, an individual in a group

labeled "high morale" at a given time may
actually show very low morale at the moment
at which he quits, has an accident, or slacks
off work (Herzberg, 1959, p. 18).

The core of industrial sociological and psychological
studies were observational, but Herzberg believed this method
to be impractical for two reasons: 1) they were handicapped
by the small sample size; and 2) it was difficult to assess
to what degree the presence of the observer affected the
behavior of the worker (Herzberg, 1959). He stated that the
optimum observational study would be carried out in the
following manner:

> If it were possible to go into the world of industry
> surrounded by a portable one-way screen for observa-
> tion and to carry out in addition a running interview
> with people to determine how they felt about what
> they were doing when they were doing it, observation
> would certainly be the procedure of choice (Herzberg,
> 1959, p. 19).

Considering these factors, Herzberg and his associates felt
the retrospective interview was the best method for
obtaining meaningful results.

They interviewed 200 engineers and accountants
randomly selected from nine companies and asked that
they recount job related incidents which were sources of
job satisfaction/dissatisfaction. Using these incidents,
as reported by job incumbents, Herzberg and his associates
concluded that job satisfaction and job dissatisfaction
did not exist at opposite ends of a single continuum,
but rather represented two unique continua. In other

words, Herzberg concluded that the decrease in sources of job satisfaction would not necessarily cause job dissatisfaction, nor would the elimination of something causing job dissatisfaction necessarily produce job satisfaction. Those characteristics which were important for, and led to, job satisfaction were classified by Herzberg as factors of motivation; and were: achievement, recognition, work itself, responsibility, advancement, and possibility of growth; whereas those that were important for, and led to, job dissatisfaction were classified as factors of hygiene. These were: supervision, policy and administration, working conditions, interpersonal relations, status, job security, salary, and personal life. The factors of motivation related to the content of the work and the rewards which resulted directly from the performance of that work; on the other hand, the factors of hygiene were related to the context or environment of the work. Herzberg's findings based on this theory generated considerable controversy because the findings were directly opposed to the traditional work motivation theories of the period.

Herzberg's study was replicated, modified, and challenged in numerous subsequent studies. Among the replications of Herzberg's study were the following: Schwartz, Jenusaites, and Stark (1963), male supervisors in utility companies; Walk (1963), women executives in the United States government; Myers (1964), employees

in the Texas Instruments Company; Saleh (1964), older
managerial employees; Sergiovanni (1966), suburban
teachers; Anderson (Herzberg, 1973), skilled and unskilled
hospital employees, Gendel (Herzberg, 1973), unskilled
black workers; and Perczel (Herzberg, 1973), Hungarian
engineers. Some studies in which modifications were made
in Herzberg's methodology were the following:   Schwartz (1966),
middle management personnel; Frantz (1962), rehabilitation
patients; Hahn (1959), Air Force officers; Gibson (1961),
industrial plan employees; Sanvold (1962), mental health
patients; Halpern (1966), university counseling center  students
Manning (1976), Virginia high school principals; Greenberg
(1970), teachers; and Hall (1977), Catholic elementary
school principals. Among the studies in which Herzberg's
findings were challenged were the following:   Ewen, Smith,
Hulin, and Locke (1966), female clinical employees.  If
Herzberg's theory were applicable and relevant to the
variety of populations already investigated, it could be
useful in helping to determine job satisfaction/dissatisfaction
for the community education coordinator.

House and Wigdor (1967), in reviewing previous
motivational studies, concluded that the demographic variables
of age and gender could be influential in job satisfaction/
dissatisfaction. Wild and Dawson (1976) stated that age,
marital status, and length of service were important variables
with regard to job satisfaction, but were ones which few

researchers had examined. Herzberg, in designing his study,

argued that "The nature of the population studied will

exert a strong effect on the results" (Herzberg, 1959,

p. 109). From the literature reviewed, therefore, it

appeared that the variables of age, gender, marital status,

and length of service might be related to sources of job

satisfaction/dissatisfaction of the community education

coordinators.

## STATEMENT OF THE PROBLEM

A need existed to document and analyze those

factors which contributed a job satisfaction/dissatisfaction

of the community education coordinator. The community

education coordinator had the responsibility for planning

and implementing, as well as administering, community

education programs, activities, and services. Community

education coordinators had to contend with long work

hours, low salary, and the continued management of crises.

As a result, community education supervisors observed

among coordinators high absenteeism, short tenure,

counterproductive behavior, and poor relationships between

coordinators and school administrators. The sources of job

satisfaction and job dissatisfaction of the community

education coordinator had been intuited, as best, by

supervisors. No empirical study had been done as was

revealed by an extensive review of the literature. There

was also a lack of knowledge relating demographic
variables such as age, gender, marital status, and
length of service to job satisfaction/dissatisfaction of
community education coordinators.

## STATEMENT OF THE PURPOSE

The purpose of this study was to identify those
factors which were sources of job satisfaction and job
dissatisfaction of community education coordinators
by seeking answers to the following questions:

1. To what extent were Herzberg's factors of moti-
vation - achievement, recognition, work itself, responsibili-
ty, advancement, and possibility of growth - associated
with job satisfaction/dissatisfaction for community
education coordinators?

2. To what extent were Herzberg's factors of
hygiene - supervision; policy and administration; working
condtions; inter-personal relations - superordinates,
subordinates, and advisory councils; salary; status; job
security; and personal life - associated with job satisfac-
tion/dissatisfaction for community education coordinators?

3. To what extent did the demographic variables -
age, gender, marital status, and length of service -
influence the community education coordinators' job satis-
faction/dissatisfaction?

SIGNIFICANCE OF THE STUDY

Kaplan (1974) and others stressed the need for a solid body of well-coordinated research on the community education coordinator. Guilford and Gray (1970) stated that awareness of those factors which contributed to job satisfaction/dissatisfaction was important for all managers who were concerned with securing the interest, positive feelings, and cooperation of other people. The community education coordinator was involved with securing and directing cooperation between the school and the community. Through the development of a comprehensive and coordinated program and delivery system, the coordinator was responsible for providing educational, recreational, social, and cultural services for people of the community. Successful realization of these programs and delivery of these services for the community was dependent to a great extent upon the cooperation which the coordinator engendered among very diverse individuals and groups.

Coordinators were in charge of directing programs in public school buildings where they had little or no operational authority. This fact of life frequently brought them into conflict with local school administrators and part-time teaching staffs upon whom they could not always depend. The extent to which community education coordinators experienced satisfaction or dissatisfaction from work influenced the results of that work. Evidence of job

dissatisfaction showed up in frequent turnover, high absenteeism, and counter-productive behavior. Information concerning sources of job dissatisfaction could help eliminate some of these problems. Awareness of those factors which brought about job satisfaction/dissatisfaction for community education coordinators should enable supervisors to create an atmosphere promoting job satisfaction and minimizing job dissatisfaction.

Having awareness of that which contributed to job satisfaction and job dissatisfaction could enable community education coordinators to make more realistic career choices. Institutions of higher education could identify new areas of program emphasis which would stress the awareness of that which contributed job satisfaction and ways to reduce job dissatisfaction. One such program, for example, might involve techniques to facilitate collaboration between community education coordinators and school administrators. Therefore, information gained from this study would be beneficial both for the theoretician of community education as well as the practitioner.

Chapter 2

METHODOLOGY

The purpose of this chapter was to present the
methods and procedures involved in the implementation of
the study. The population and sampling techniques are
explained in section one. The second section contains
information relevant to the interviewing procedure.
In the third section, the method of data analysis is
discussed.

POPULATION AND SAMPLING PROCEDURES

The principal purpose of this study was to determine
those factors of motivation and hygiene which led to job
satisfaction/dissatisfaction of community education
coordinators. In an extensive literature search, no major
reports were found that dealt with the question of job
satisfaction/dissatisfaction of community education
coordinators. A secondary purpose was to investigate the
relationship between the demographic variables of age,
gender, marital status, and the length of service, and
factors affecting job satisfaction/dissatisfaction of
community education coordinators.

Because the population of community education
coordinators in any one of the states in the Mid-Atlantic

15

region was too small for adequate sampling procedures, the population was chosen from those coordinators in the states of Virginia, North Carolina, Maryland, South Carolina, West Virginia, and the District of Columbia. A random sampling of forty-five community education coordinators was chosen.

.In testing the demographic variables of age, gender marital status, and length of service, an a posteriori approach was used. The median age was determined, and the respondents were assigned to one of two groups: pre-median and post-median. Respondents were placed in the respective categories of male or female and married or unmarried. With regard to length of service, the median number of years in the present position as a community education coordinator was computed, and respondents were assigned to groups of above or below the median.

## INTERVIEWING PROCEDURE

All 45 coordinators were interviewed personally by the researcher, using Herzberg's "critical incident" interviewing technique. At the beginning of the interview the purposes of the study were reiterated. The coordinators were informed that all information would be held in confidence. Each coordinator was asked to complete the biographical form (see Appendix B).

The "critical incident" interview consisted of
the interviewer asking two questions about job related
incidents which affected the coordinator in either a
negative or a positive way (see Appendix A). Each of the
interviews was tape recorded and all were sent to the
three trained, independent raters for coding.

## ANALYSIS OF DATA

Each interview was tape\recorded, coded, and
analyzed using Herzberg's criteria. Coding was done by
three, independent raters who had been trained in
Herzberg's terminology and concepts, and who had coded
numerous Herzberg studies. The method used by Hall
(1977) to insure interrater reliability was employed.
That is, practice was done on mock stories until two
successive stories were marked alike by all three raters.

In coding the interviews, the data were first
separated into positive and negative incidents. A criteria
check-off was used by the coders to determine which of
Herzberg's factors was represented in the stores (see
Appendix C, p. 78). In this study, an additional factor,
interpresonal relations with advisory councils, was
added to the original Herzberg factors. Factors were
coded only once per incident even though one or several
factors may have been mentioned more than once per
incident. Only those factors which were similarly marked
by all three raters were used as data. A percentage was

computed of the number of times each factor was referred
to in both positive and negative incidents.  Garrett's
procedure was used to "test the significance of the
difference between the two percents" (Garrett, 1966,
pp. 235-236)...

A second objective was to test the relationship of
the variables of age, gender, marital status, and length
of service with the factors affecting job satisfaction/
dissatisfaction of community education coordinators.
Garrett's procedure was again used.  The hypotheses were
accepted or rejected at the .05 level of confidence.

## Chapter 3

## FINDINGS

The purpose of this chapter was to present an analysis of the data which were collected in the study of sources of job satisfaction and job dissatisfaction of community education coordinators in the Mid-Atlantic region. In section one, data are reported relative to hypotheses 1 and 2 which were developed to assess whether or not each of Herzberg's sixteen factors of motivation and hygiene was a significant source of job satisfaction or job dissatisfaction for community education coordinators. Percentages of coordinators who identified Herzberg's factors of motivation as sources of job satisfaction/ dissatisfaction are illustrated in Figure 1, page 20. Percentages of coordinators who identified Herzberg's factors of hygiene as sources of job satisfaction/ dissatisfaction are illustrated in Figure 2, page 21. Section two includes discussions of hypotheses 3 through 10, which were developed to test the significance between the demographic variables of age, gender, marital status, and length of service, and Herzberg's factors of motivation and hygiene. In section three, percentages of all factors

19

26

# FIGURE 1

## PERCENTAGE OF COORDINATORS WHO IDENTIFIED HERZBERG'S FACTORS OF MOTIVATION AS SOURCES OF JOB SATISFACTION AND JOB DISSATISFACTION



SOURCES OF JOB
SATISFACTION      S%
DISSATISFACTION D%

*C.R. SIGNIFICANT @ .05

| | | 0 | 25 | 50 | 75 | 100 |

ACHIEVEMENT      S94
                 D40                          *5.45

RECOGNITION      S31
                 D22.

WORK ITSELF      S20
                 D31

RESPONSIBILITY S11
                 D 8

ADVANCEMENT      S 2
                 D 0

POSSIBILITY      S 2
OF GROWTH        D 0
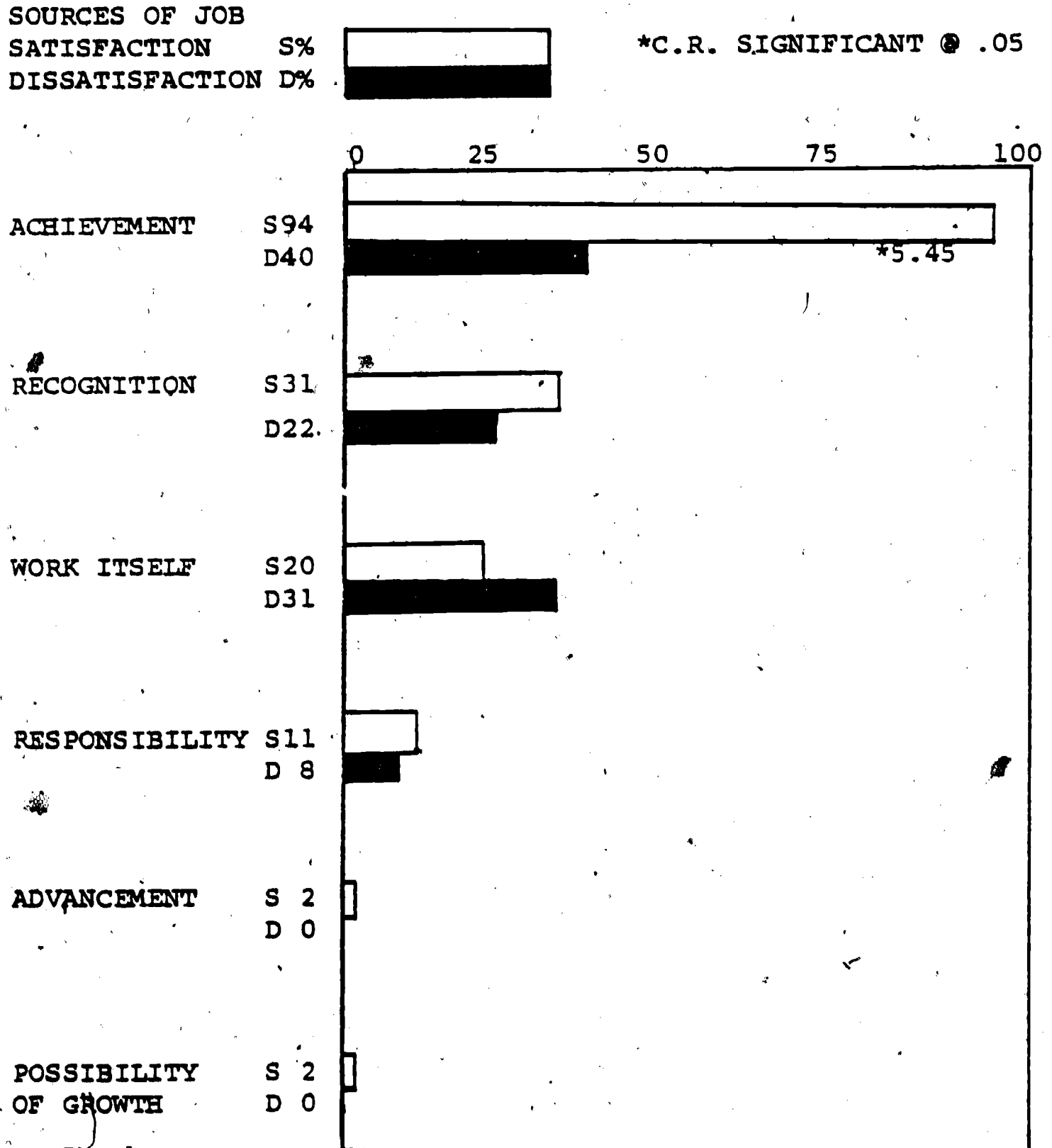
# FIGURE 2

## PERCENTAGE OF COORDINATORS WHO IDENTIFIED HERZBERG'S FACTORS OF HYGIENE AS SOURCES OF JOB SATISFACTION AND JOB DISSATISFACTION



SOURCES OF JOB
SATISFACTION    S%
DISSATISFACTION D%

| | | | |
|---|---|---|---|
| 0 | 25 | 50 | 75 | 100 |

SUPERVISION    S 6    *2.87
              D29

POLICY AND
ADMINIS-       S 8    *3.55
TRATION        D40

WORKING        S 0    *3.54
CONDITIONS     D22

INTERPERSONAL
RELATIONS -    S31
SUPERORDINATE  D38

INTERPERSONAL
RELATIONS -    S38    *3.96
SUBORDINATE    D 4

INTERPERSONAL
RELATIONS-     S13
ADV. COUNCILS  D 2

STATUS         S22
               D 8

JOB            S 0
SECURITY       D 2

SALARY         S 0
               D 4

PERSONAL       S 2
LIFE           D 2
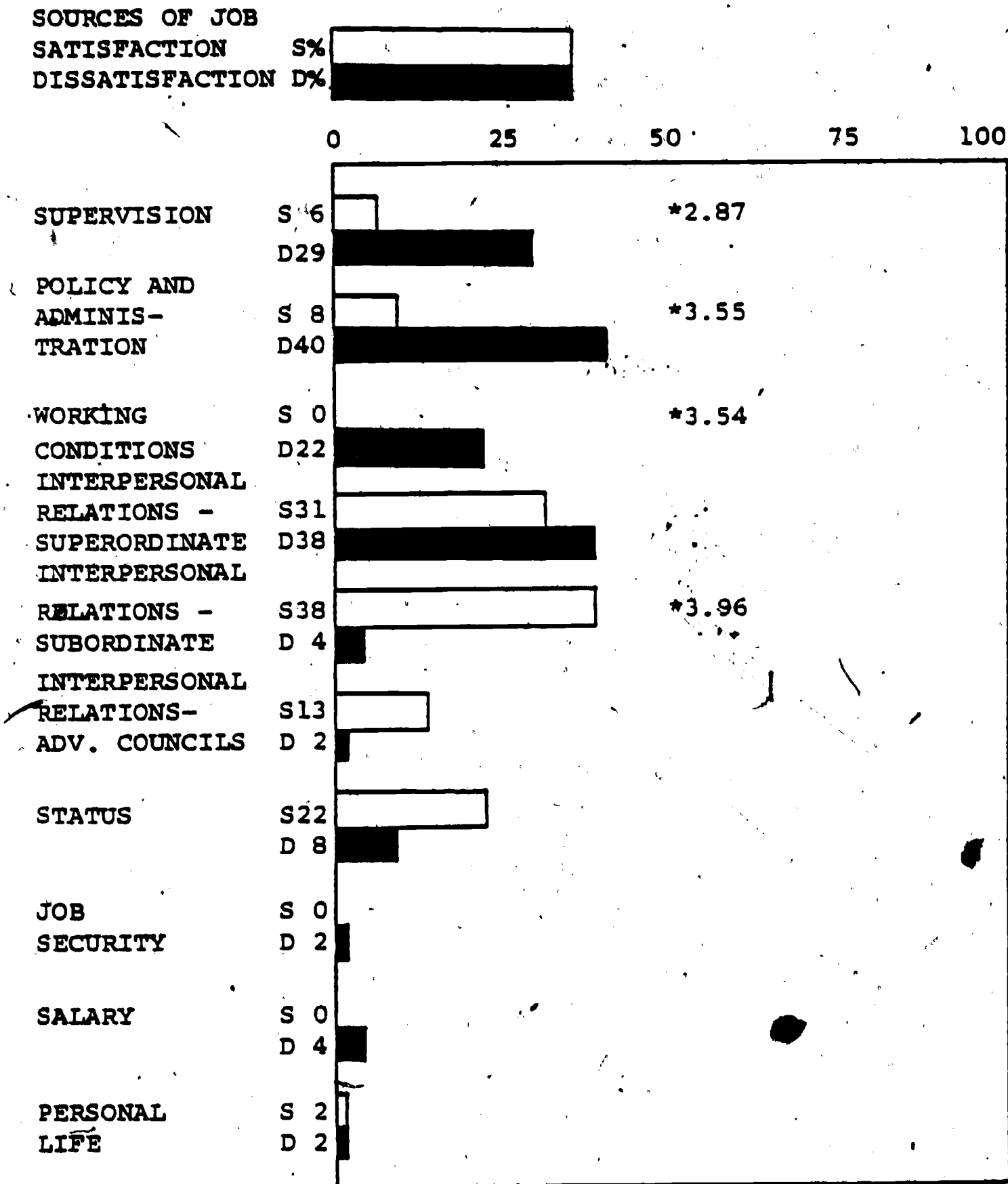
identified by the community education coordinators as

sources of job satisfaction and job dissatisfaction are

illustrated.  Herzberg's factors of motivation and hygiene

and their relationships to the four demographic variables

are presented in Tables 2 through 9.

### FACTORS OF MOTIVATION AND HYGIENE OF COMMUNITY EDUCATION COORDINATORS

Hypotheses 1 and 2 were developed to determine

whether or not each of Herzberg's sixteen factors were

related to job satisfaction or job dissatisfaction for

community education coordinators.  After the interviews,

data were coded into Herzberg's factors, and then

percentages were calculated of the number of coordinators

who identified any of the sixteen factors in critical

incidents.

### Herzberg's Factors of Motivation

Hypothesis 1.  The Herzberg factors of motivation -
achievement, recognition, work itself, responsibility,
advancement, and possibility of growth - will not be
indicated significantly more often as sources of job
satisfaction than as sources of job dissatisfaction
by community education coordinators.

The percentage of coordinators identifying each

factor of motivation as contributing to job satisfaction

or job dissatisfaction is presented in Table 1, page

A critical ratio for each factor of motivation was determined

by Garrett's "test of significance between percents."

Each of Herzberg's factors of motivation was tested separately for significance at the .05 level of confidence. Achievement was identified significantly more often as a source of job satisfaction than as a source of job dissatisfaction. No other factors were identified as significant sources of job satisfaction.

## Herzberg's Factors of Hygiene

Hypothesis 2. The Herzberg factors of hygiene - supervision, policy and administration, working conditions, interpersonal relations with superordinates, subordinates, and advisory councils, status, job security, salary, and personal life - will not be indicated significantly more often as sources of job satisfaction than as sources of job dissatisfaction by community education coordinators.

Each of Herzberg's factors of hygiene was tested separately for significance at the .05 level of confidence. Interpersonal relations with subordinates was a significant source of job satisfaction. Supervision, policy and administration, and working conditions, however, were significant sources of job dissatisfaction. The other six factors of hygiene produced no significant results.

## DEMOGRAPHIC VARIABLES

Hypotheses 3 through 10 were developed to determine the relationship between the demographic variables of age, gender, marital status, and length of service, with job satisfaction and job dissatisfaction of community education coordinators. Each demographic variable was split into two subgroups. Coordinators in each subgroup were compared

TABLE 1

## HERZBERG'S FACTORS OF MOTIVATION AND HYGIENE
## AS SOURCES OF JOB SATISFACTION/DISSATISFACTION

| FACTORS | SOURCES OF SATISFACTION | | SOURCES OF DISSATISFACTION | | CRITICAL |
|---|---|---|---|---|---|
| | N | % | N | % | RATIOS |
| ACHIEVEMENT | 42 | 94% | 18 | 40% | 5.45* |
| RECOGNITION | 14 | 31% | 10 | 22% | .94 |
| WORK ITSELF | 9 | 20% | 14 | 31% | 1.20 |
| RESPONSIBILITY | 5 | 11% | 4 | 8% | .49 |
| ADVANCEMENT | 1 | 2% | 0 | 0 | .95 |
| POSSIBILITY OF GROWTH | 1 | 2% | 0 | 0 | .95 |
| SUPERVISION | 3 | 6% | 13 | 29% | 2.87* |
| POLICY AND ADMINISTRATION | 4 | 8% | 18 | 40% | 3.55* |
| WORKING CONDITIONS | 1 | 2% | 10 | 22% | 3.54* |
| INTERPERSONAL RELATIONS - SUPERORDINATES | 14 | 31% | 17 | 38% | .70 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 17 | 38% | 2 | 4% | 3.96* |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 6 | 13% | 1 | 2% | 1.98 |
| STATUS | 10 | 22% | 4 | 8% | 1.86 |
| JOB SECURITY | 0 | 0 | 1 | 2% | .95 |
| SALARY | 0 | 0 | 2 | 4% | 1.36 |
| PERSONAL LIFE | 1 | 2% | 2 | 4% | 1.05 |

*STATISTICALLY SIGNIFICANT CRITICAL RATIO @ .05 LEVEL.

separately on satisfying and dissatisfying critical incidents.

A critical ratio for each factor of motivation and hygiene

was determined by Garrett's "test of significance between

percents" (1966, pp. 235-236) and was compared with a t=2.02

which was necessary for significance at the .05 level of

confidence. Tables 2 through 9 contain percentages and

crititcal ratios for demographically sub-grouped coordinators.

## Hypotheses Related to Age

Hypotheses 3 and 4 were developed to determine

whether or not job satisfaction or job dissatisfaction

for community education coordinators was influenced by

age. The coordinators were grouped into younger and

older (below and above the median age groups.

Hypothesis 3. The Herzberg factors of motivation
and hygiene will not be indicated as sources of job
satisfaction significantly more often by younger
coordinators than by older coordinators.

No factors were identified significantly more

often as sources of job satisfaction by younger than by

older community education coordinators.

Hypothesis 4. The Herzberg factors of motivation
and hygiene will not be indicated as sources of job
dissatisfaction significantly more often by younger
coordinators than by older coordinators.

Older coordinators experienced significant

dissatisfaction with policy and administration. Younger

coordinators experienced significant dissatisfaction with

working conditions. None of the other fourteen factors of

32

motivation and hygiene were significant sources of job
dissatisfaction for younger or older coordinators.

## Hypotheses Related to Gender

Hypotheses 5 and 6 were developed to determine
whether or not job satisfaction or job dissatisfaction
for community education coordinators was influenced by
the gender of the coordinator. There were 26 male
coordinators and 19 female coordinators.

Hypothesis 5. The Herzberg factors of motivation
and hygiene will not be indicated as sources of job
satisfaction significantly more often by male
coordinators than by female coordinators.

Hypothesis 6. The Herzberg factors of motivation
and hygiene will not be indicated as sources of job
satisfaction significantly more often by male
coordinators than by female coordinators.

No factors were identified as sources of job
satisfaction or job dissatisfaction significantly more
often by male coordinators than by female coordinators.

## Hypotheses Related to Marital Status

Hypotheses 7 and 8 were developed to determine
whether or not job satisfaction or job dissatisfaction
for community education coordinators was influenced by
marital status. There were 25 married coordinators and
20 unmarried coordinators.

Hypothesis 7. The Herzberg factors of motivation
and hygiene will not be indicated as sources of job
satisfaction significantly more often by married
coordinators than by unmarried coordinators.

No factors were identified as sources of job satisfaction significantly more often by married coordinators than by unmarried coordinators.

Hypothesis 8. The Herzberg factors of motivation and hygiene will not be indicated as sources of job dissatisfaction significantly more often by married coordinators than by unmarried coordinators.

Unmarried coordinators were significantly dissatisfield with the recognition they were (or were not) receiving.

## Hypotheses Related to Length of Service

Hypotheses 9 and 10 were developed to determine whether or not job satisfaction or job dissatisfaction for community education coordinators was influenced by length of service in the present position. The median length of service was 1-1/2 years; the coordinators were grouped into shorter and longer (below and above the median) service groups.

Hypothesis 9. The Herzberg factors of motivation and hygiene will not be indicated as sources of job satisfaction significantly more often by those coordinators with shorter service than by those coordinators with longer service in the present position.

Responsibility, a Herzberg factor of motivation, was a significant source of job satisfaction for longer service coordinators. Interpersonal relations with advisory councils, and status, two of Herzberg's hygiene factors, were also significant sources of job satisfaction for longer service coordinators. None of the other factors

werd significant sources of job satisfaction for younger
or older coordinators.

Hypothesis 10. The Herzberg factors of
motivation and hygiene will not be indicated as
sources of job dissatisfaction significantly more
often by those coordinators with longer service in
the present position.

Coordinators with longer service experienced signifi-
cant job dissatisfaction with both policy and administration,
and status. None of the other factors were significant
sources of job dissatisfaction for younger or older
coordinators.

## RELATED DATA .

In looking at the 244 coded incidents, the percentages
of all factors identified by the community education
coordinators as sources of job satisfaction in the positve
job related incidents are shown in Chart 1, page 36. The
percentages of all factors identified by the coordinators
as sources of job dissatisfaction in the negative job
related incidents are shown in Chart 2, page 37. The
percentages of all factors grouped in positive and negative
job related incidents as identified by the community
education coordinators are shown in Chart 3, page 38.
Chart 4 contains the percentages, in descending order
of all factors identified by the coordinators as sources
of job satisfaction/dissatisfaction in the positive
and negative critical incidents.

## TABLE 2

### AGE AS RELATED TO JOB SATISFACTION

| FACTORS | Younger 22-32 | | Older 33-62 | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 21 | 91 | 21 | 95 | .52 |
| RECOGNITION | 7 | 30 | 7 | 32 | .15 |
| WORK ITSELF | 4 | 17 | 5 | 22 | .42 |
| RESPONSIBILITY | 3 | 13 | 2 | 9 | .43 |
| ADVANCEMENT | 1 | 4 | 0 | 0 | .95 |
| POSSIBILITY OF GROWTH | 1 | 4 | 0 | 0 | .95 |
| SUPERVISION | 2 | 9 | 1 | 5 | .52 |
| POLICY AND ADMINISTRATION | 2 | 9 | 2 | 9 | 0 |
| WORKING CONDITIONS | 1 | 4 | 0 | 0 | .95 |
| INTERPERSONAL RELATIONS - SUPERORDINATE | 6 | 26 | 8 | 36 | .73 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 7 | 30 | 10 | 45 | 1.04 |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 3 | 13 | 3 | 14 | .10 |
| STATUS | 4 | 17 | 6 | 27 | .81 |
| JOB SECURITY | 0 | 0 | 0 | 0 | 0 |
| SALARY | 0 | 0 | 0 | 0 | 0 |
| PERSONAL LIFE | 1 | 4 | 0 | 0 | .95 |

## TABLE 3

### AGE AS RELATED TO JOB DISSATISFACTION

| FACTORS | Younger 22-32 | | Older 33-62 | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 9 | 39 | 9 | 41 | .14 |
| RECOGNITION | 4 | 17 | 6 | 27 | .81 |
| WORK ITSELF | 9 | 39 | 5 | 23 | 1.16 |
| RESPONSIBILITY | 3 | 13 | 1 | 4 | 1.08 |
| ADVANCEMENT | 0 | 0 | 0 | 0 | 0 |
| POSSIBILITY OF GROWTH | 0 | 0 | 0 | 0 | 0 |
| SUPERVISION | 6 | 30 | 7 | 27 | .22 |
| POLICY AND ADMINISTRATION | 6 | 26 | 12 | 55 | 2.54* |
| WORKING CONDITIONS | 8 | 35 | 2 | 9 | 2.09* |
| INTERPERSONAL RELATIONS - SUPERORDINATE | 7 | 30 | 10 | 45 | 1.04 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 1 | 4 | 1 | 5 | .16 |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 0 | 4 | 1 | 0 | .95 |
| STATUS | 2 | 9 | 2 | 9 | 0 |
| JOB SECURITY | 1 | 4 | 0 | 0 | .95 |
| SALARY | 1 | 4 | 1 | 4 | 0 |
| PERSONAL LIFE | 2 | 9 | 0 | 0 | 1.44 |

*Statistically significant critical ratio at .05 level

TABLE 4

GENDER AS RELATED TO JOB SATISFACTION

| FACTORS | Male n=26 | | Female n=19 | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 23 | 88 | 19 | 100 | 1.57 |
| RECOGNITION | 8 | 30 | 6 | 31 | .29 |
| WORK ITSELF | 5 | 19 | 4 | 21 | .17 |
| RESPONSIBILITY | 2 | 8 | 3 | 16 | .83 |
| ADVANCEMENT | 0 | 0 | 1 | 5 | 1.15 |
| POSSIBILITY OF GROWTH | 0 | 0 | 1 | 5 | 1.15 |
| SUPERVISION | 1 | 4 | 2 | 11 | .91 |
| POLICY AND ADMINISTRATION | 2 | 8 | 2 | 11 | .34 |
| WORKING CONDITIONS | 1 | 4 | 0 | 0 | .88 |
| INTERPERSONAL RELATIONS - SUPERORDINATE | 9 | 35 | 5 | 26 | .64 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 11 | 24 | 6 | 31 | .68 |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 4 | 8 | 2 | 4 | .39 |
| STATUS | 5 | 19 | 5 | 26 | .56 |
| JOB SECURITY | 0 | 0 | 0 | 0 | 0 |
| SALARY | 0 | 0 | 0 | 0 | 0 |
| PERSONAL LIFE | 0 | 0 | 1 | 5 | 1.15 |

38

TABLE 5

GENDER AS RELATED TO JOB DISSATISFACTION

| FACTORS | Male n=26 | | Female n=19 | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 8 | 30 | 10 | 53 | 1.56 |
| RECOGNITION | 5 | 19 | 5 | 26 | .56 |
| WORK ITSELF | 7 | 27 | 7 | 37 | .71 |
| RESPONSIBILITY | 2 | 8 | 2 | 11 | .34 |
| ADVANCEMENT | 0 | 0 | 0 | 0 | 0 |
| POSSIBILITY OF GROWTH | 0 | 0 | 0 | 0 | 0 |
| SUPERVISION | 6 | 23 | 7 | 37 | 1.66 |
| POLICY AND ADMINISTRATION | 9 | 35 | 9 | 47 | .81 |
| WORKING CONDITIONS | 6 | 23 | 4 | 21 | .16 |
| INTERPERSONAL RELATIONS - SUPERORDINATE | 10 | 38 | 7 | 37 | .07 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 1 | 4 | 1 | 5 | .16 |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 0 | 0 | 1 | 5 | 1.15 |
| STATUS | 2 | 8 | 2 | 11 | .34 |
| JOB SECURITY | 1 | 4 | 0 | 0 | .88 |
| SALARY | 1 | 4 | 1 | 5 | .16 |
| PERSONAL LIFE | 2 | 8 | 0 | 0 | 1.26 |

·TABLE 6

MARITAL STATUS AS RELATED TO JOB SATISFACTION

| FACTORS | Married n=25 | | Unmarried n=20 | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 23 | 92 | 19 | 95 | .40 |
| RECOGNITION | 6 | 24 | 8 | 40 | 1.15 |
| WORK -ITSELF | 7 | 28 | 2 | 10 | .87 |
| RESPONSIBILITY | 3 | 12 | 2 | 10 | .21 |
| ADVANCEMENT | 0. | 0 | 1 | 5 | 1.13 |
| POSSIBILITY OF GROWTH | 0 | 0 | 1 | 5 | 1.13 |
| SUPERVISION | 1 | 4 | 2 | 10 | .64 |
| POLICY AND ADMINISTRATION | 2 | 8 | 2 | 10 | .23 |
| WORKING CONDITIONS | 1 | 4 | 0 | 0 | .90 |
| INTERPERSONAL RELATIONS – SUPERORDINATE | 8 | 32 | 6 | 30 | .14 |
| INTERPERSONAL RELATIONS – SUBORDINATE | 9 | 36 | 8 | 40 | .28 |
| INTERPERSONAL RELATIONS – ADVISORY COUNCIL | 3 | 12 | 3 | 15 | .29 |
| STATUS | 6 | 24 | 4 | 20 | .32 |
| JOB SECURITY | 0 | 0 | 0 | 0 | 0 |
| SALARY | 0 | 0 | 0 | 0 | 0 |
| PERSONAL LIFE | 0 | 0 | 1 | 5 | 1.13 |

## TABLE 7

**MARITAL STATUS AS RELATED TO JOB DISSATISFACTION**

| FACTORS | Married n=25 | | Unmarried n=20 | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 11 | 44 | 7 | 35 | .61 |
| RECOGNITION | 4 | 16 | 10 | 50 | 2.45* |
| WORK ITSELF | 6 | 24 | 8 | 40 | 1.15 |
| RESPONSIBILITY | 2 | 8 | 2 | 10 | .23 |
| ADVANCEMENT | 0 | 0 | 0 | 0 | 0 |
| POSSIBILITY OF GROWTH | 0 | 0 | 0 | 0 | 0 |
| SUPERVISION | 7 | 28 | 6 | 30 | .15 |
| POLICY AND ADMINISTRATION | 12 | 48 | 6 | 30 | 1.22 |
| WORKING CONDITIONS | 3 | 12 | 7 | 35 | 1.84 |
| INTERPERSONAL RELATIONS - SUPERORDINATE | 9 | 36 | 8 | 40 | .28 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 1 | 4 | 1 | 5 | .16 |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 1 | 4 | 0 | 0 | .90 |
| STATUS | 2 | 8 | 2 | 10 | .28 |
| JOB SECURITY | 0 | 0 | 1 | 5 | 1.13 |
| SALARY | 1 | 4 | 1 | 5 | .16 |
| PERSONAL LIFE | 1 | 4 | 1 | 5 | .16 |

* Statistically significant critical ratio at .05 level

TABLE 8

LENGTH OF SERVICE AS RELATED TO JOB SATISFACTION

| FACTORS | Longer 18mo. - 10yr. | | Shorter 2mo. - 18mo. | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 23 | 100 | 19 | 86 | 1.86 |
| RECOGNITION | 8 | 35 | 6 | 27 | .58 |
| WORK ITSELF | 6 | 26 | 3 | 14 | 1.00 |
| RESPONSIBILITY | 5 | 21 | 0 | 0 | 2.02* |
| ADVANCEMENT | 1 | 4 | 0 | 0 | .95 |
| POSSIBILITY OF GROWTH | 1 | 4 | 0 | 0 | .95 |
| SUPERVISION | 2 | 9 | 1 | 5 | .52 |
| POLICY AND ADMINISTRATION | 3 | 13 | 1 | 5 | 1.11 |
| WORKING CONDITIONS | 0 | 0 | 1 | 5 | 1.09 |
| INTERPERSONAL RELATIONS - SUPERORDINATE | 7 | 30 | 7 | 32 | .15 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 7 | 30 | 10 | 45 | 1.04 |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 6 | 26 | 0 | 0 | 2.57* |
| STATUS | 8 | 35 | 2 | 9 | 3.37* |
| JOB SECURITY | 0 | 0 | 0 | 0 | 0 |
| SALARY | 0 | 0 | 0 | 0 | 0 |
| PERSONAL LIFE | 1 | 4 | 0 | 0 | .95 |

* Statistically significant critical ratio at .05 level

TABLE 8

LENGTH OF SERVICE AS RELATED TO JOB DISSATISFACTION

| FACTORS | Longer 18mo. - 10yr. | | Shorter 2mo. - 18mo | | C. R. |
|---|---|---|---|---|---|
| | N | % | N | % | |
| ACHIEVEMENT | 12 | 52 | 6 | 27 | 1.71 |
| RECOGNITION | 7 | 30 | 3 | 14 | 1.29 |
| WORK ITSELF | 9 | 39 | 5 | 23 | .99 |
| RESPONSIBILITY | 3 | 13 | 1 | 5 | .93 |
| ADVANCEMENT | 0 | 0 | 0 | 0 | 0 |
| POSSIBILITY OF GROWTH | 0 | 0 | 0 | 0 | 0 |
| SUPERVISION | 7 | 30 | 6 | 27 | .22 |
| POLICY AND ADMINISTRATION | 13 | 57 | 5 | 23 | 2.32* |
| WORKING CONDITIONS | 7 | 30 | 3 | 14 | 1.29 |
| INTERPERSONAL RELATIONS - SUPERORDINATE | 10 | 43 | 7 | 32 | .76 |
| INTERPERSONAL RELATIONS - SUBORDINATE | 1 | 4 | 1 | 5 | .16 |
| INTERPERSONAL RELATIONS - ADVISORY COUNCIL | 0 | 0 | 1 | 5 | 1.09 |
| STATUS | 3 | 13 | 1 | 5 | 2.66* |
| JOB SECURITY | 0 | 0 | 1 | 5 | 1.09 |
| SALARY | 1 | 4 | 1 | 5 | .16 |
| PERSONAL LIFE | 1 | 4 | 1 | 5 | .16 |

* Statistically significant critical ratio at .05 level

CHART 1

PERCENTAGES OF ALL FACTORS IDENTIFIED BY
COORDINATORS AS SOURCES OF JOB SATISFACTION



SUPERVISION   MISCELLANEOUS          n=128

POLICY AND
ADMINISTRATION

2%

4%

3%

4%

RESPON-
SIBIL-
ITY

5%

INTER-
PERSONAL
RELATIONS

ADVISORY
COUNCIL

WORK ITSELF

7%

STATUS

8%

RECOGNITION

11%

INTER-
PERSONAL
RELATIONS -
SUPERORDINATE

11%

INTERPERSONAL
RELATIONS -
SUBORDINATE

13%

ACHIEVEMENT

32%
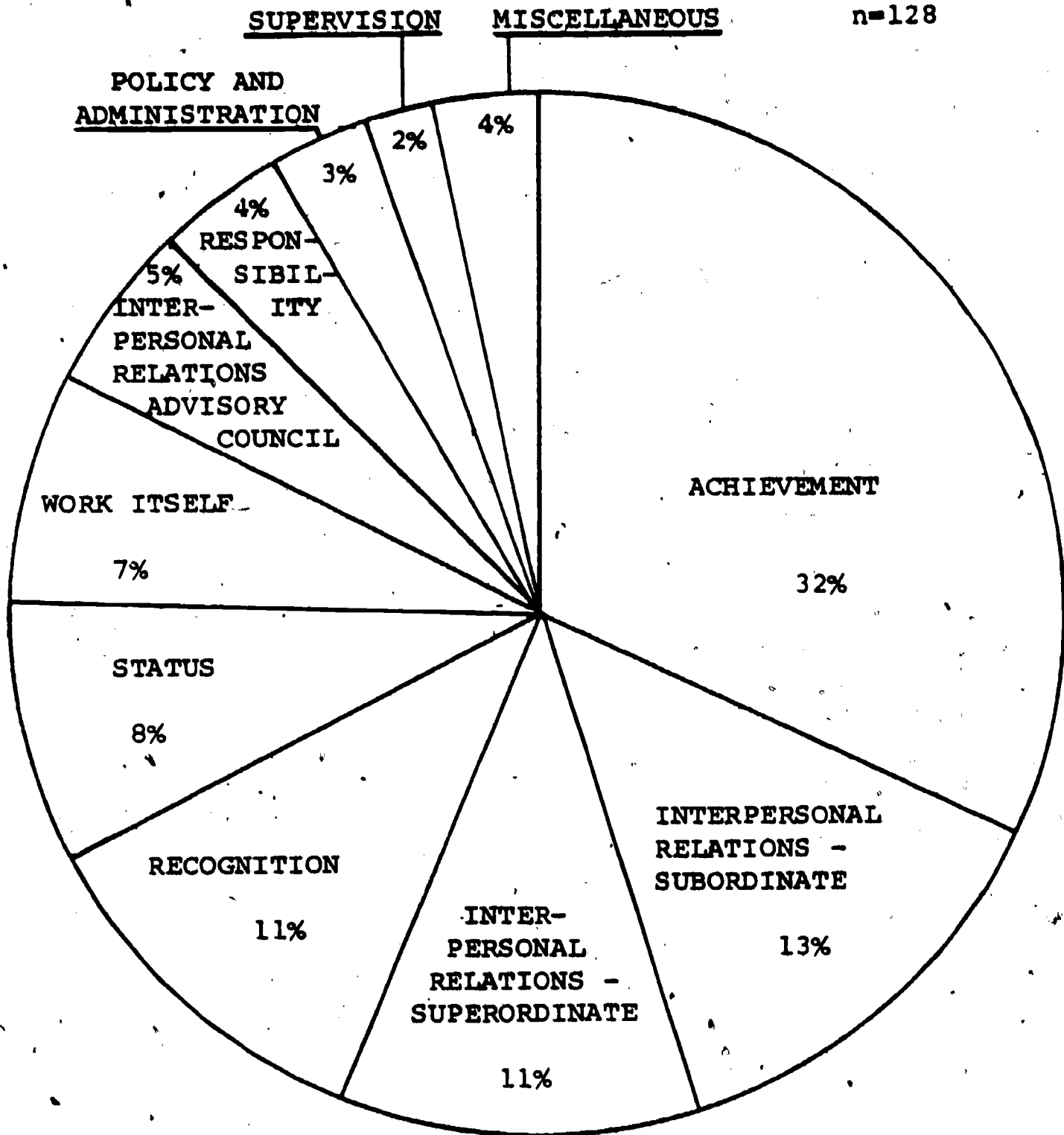
CHART 2

PERCENTAGES OF ALL FACTORS IDENTIFIED BY
COORDINATORS AS SOURCES OF JOB DISSATISFACTION



INTERPERSONAL
RELATIONS - SUBORDINATE    MISCELLANEOUS        n=116

PERSONAL LIFE    2%  2%  2%  3%

3%
S
3%  T
RESPON-  A
SIBIL-  T
ITY  U
S

S
A
L
A
R
Y

ACHIEVEMENT

15%

WORKING
CONDITIONS

9%

POLICY AND
ADMINISTRATION

15%

RECOGNITION

9%

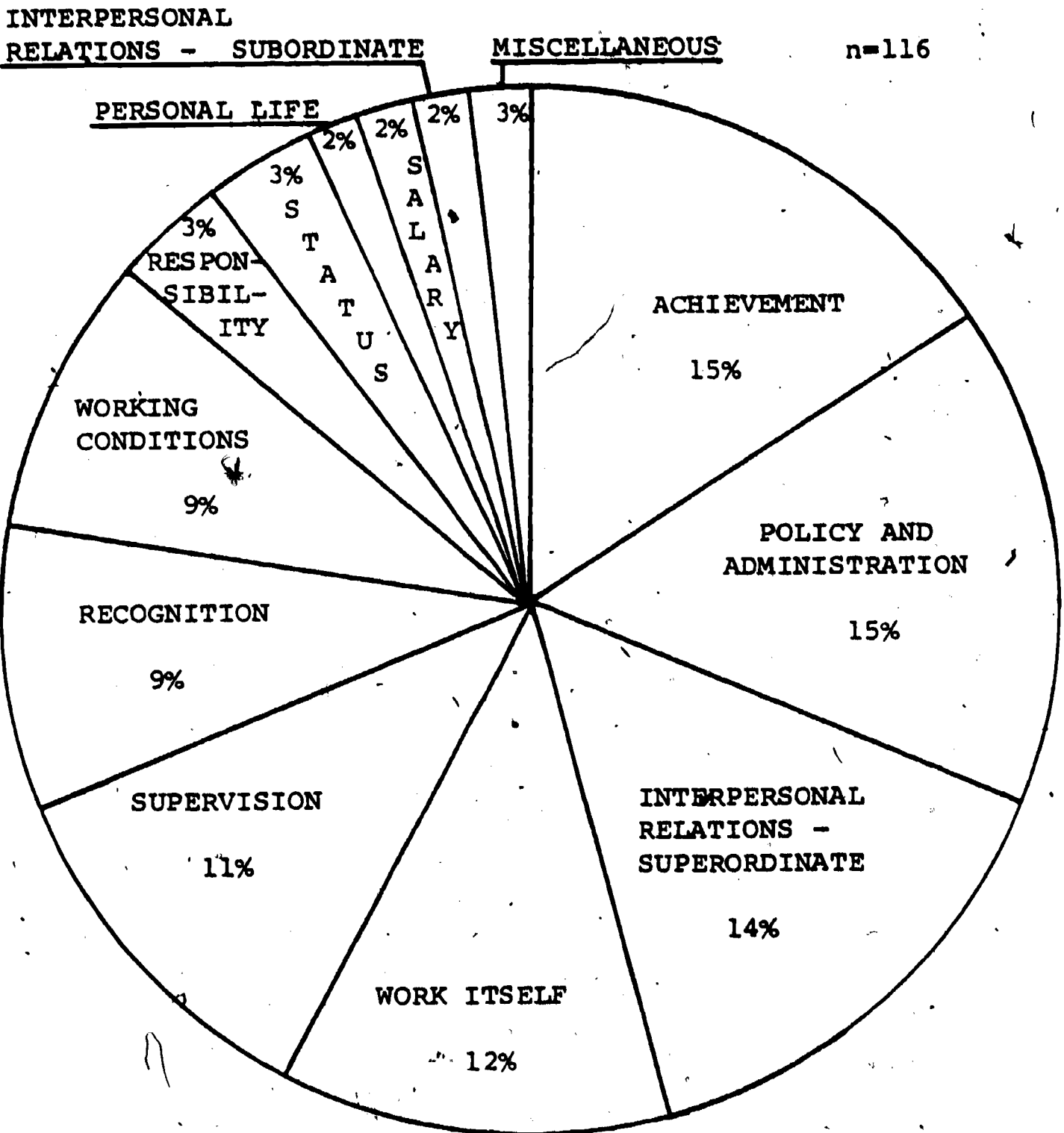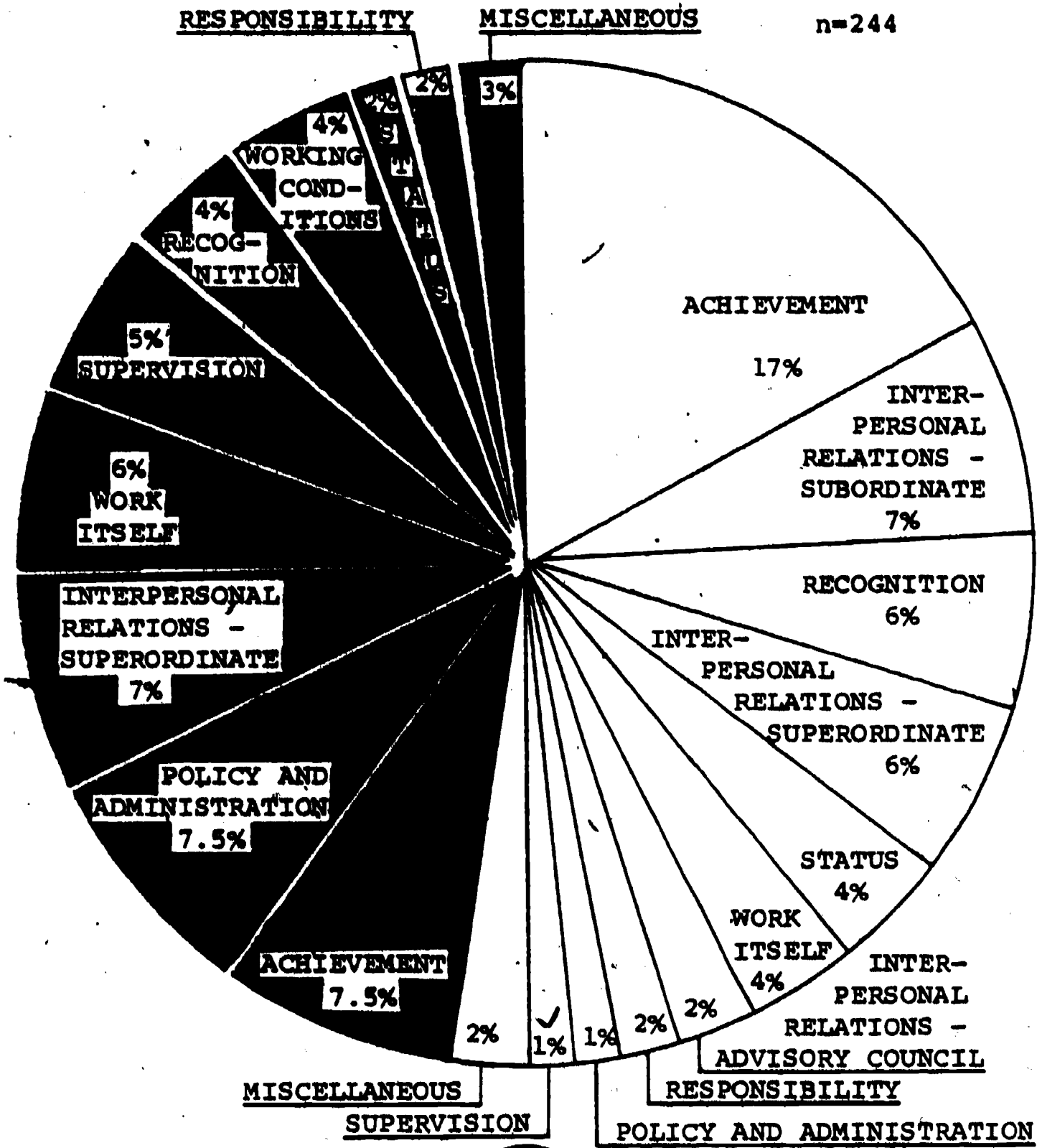SUPERVISION

11%

INTERPERSONAL
RELATIONS -
SUPERORDINATE

14%

WORK ITSELF

12%

45

CHART 3

PERCENTAGES OF ALL FACTORS GROUPED IN POSITIVE AND
NEGATIVE JOB RELATED INCIDENTS IDENTIFIED BY COORDINATORS



RESPONSIBILITY   MISCELLANEOUS        n=244

ACHIEVEMENT 17%

INTER-PERSONAL RELATIONS – SUBORDINATE 7%

RECOGNITION 6%

INTER-PERSONAL RELATIONS – SUPERORDINATE 6%

STATUS 4%

WORK ITSELF 4%

INTER-PERSONAL RELATIONS – ADVISORY COUNCIL

RESPONSIBILITY

POLICY AND ADMINISTRATION

WORKING CONDITIONS 4%

RECOGNITION 4%

SUPERVISION 5%

WORK ITSELF 6%

INTERPERSONAL RELATIONS – SUPERORDINATE 7%

POLICY AND ADMINISTRATION 7.5%

ACHIEVEMENT 7.5%

MISCELLANEOUS

SUPERVISION

2% 1% 1% 2% 2% 3% 2%

FACTORS INDICATED IN NEGATIVE JOB INCIDENTS

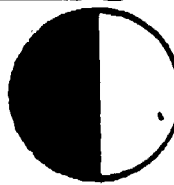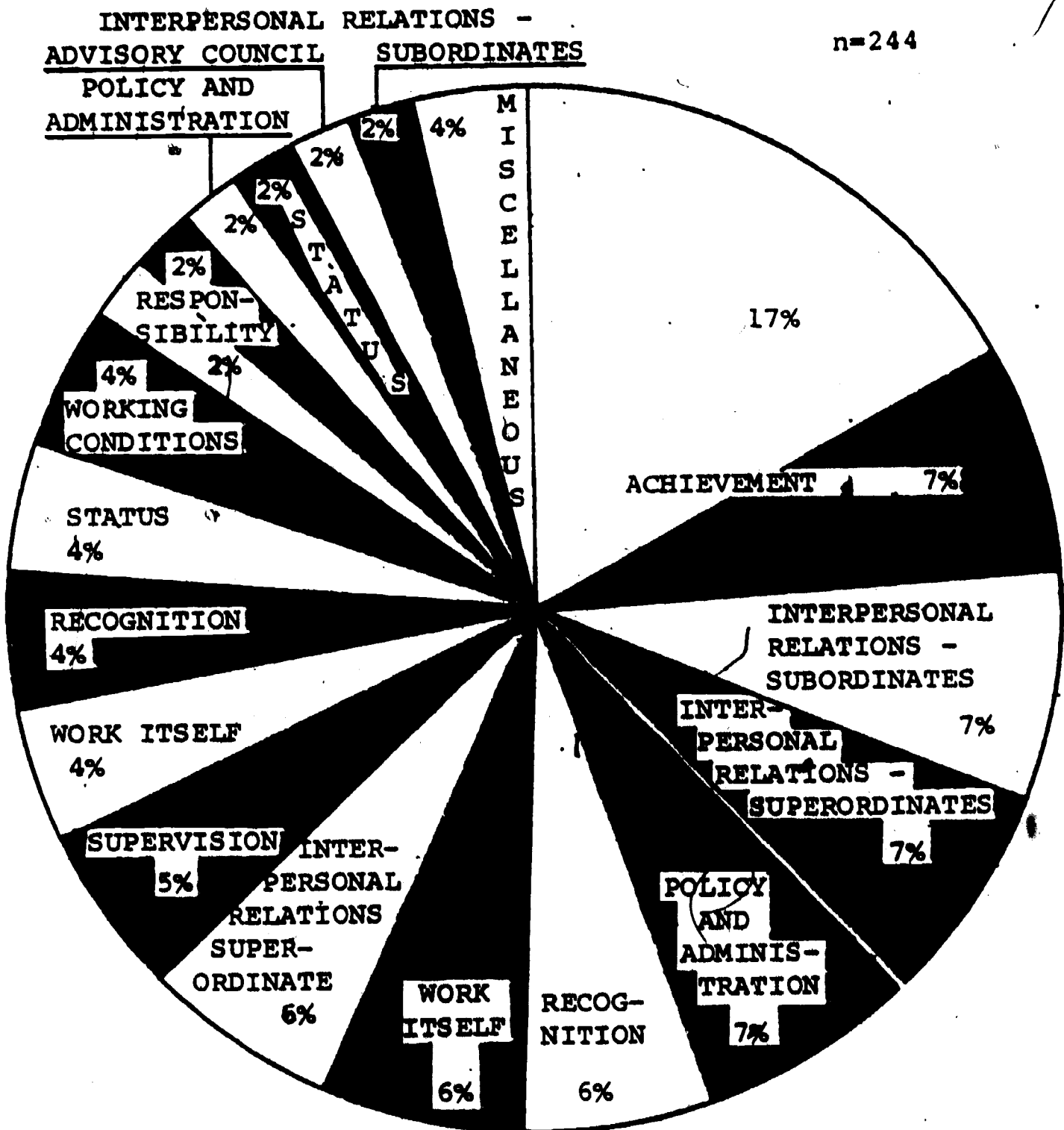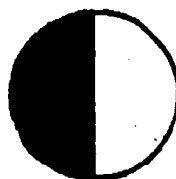FACTORS INDICATED IN POSITIVE JOB INCIDENTS

46

CHART 4

PERCENTAGES IN DESCENDING ORDER OF ALL FACTORS IDENTIFIED BY
COORDINATORS IN POSITIVE AND NEGATIVE JOB RELATED INCIDENTS



FACTORS INDICATED IN
NEGATIVE JOB INCIDENTS

FACTORS INDICATED IN
POSITIVE JOB INCIDENTS

## Chapter 4

## SUMMARY AND CONCLUSIONS

The purpose of this chapter was to present a summary of the study, conclusions drawn from the findings, and recommendations for future research. In the first section an overview of the study is presented. The purpose of the study, the relevant literature, and the methodology are discussed. The second section contains a summary of the findings of the study. Comparisons are made of the results with other similar and pertinent studies. Recommendations for future study are presented in the final section.

## OVERVIEW OF THE STUDY

An overview of the purpose of the study, and findings from a review of relevant literature are presented. A summary of the methodology used in gathering and analyzing the data are discussed.

### Purpose

The primary purpose of this study was to identify those factors which led to job satisfaction and job dissatisfaction of community education coordinators in

41

the Mid-Atlantic region. A second purpose was to examine the relationship between the demographic variables of age, gender, marital status, and length of service, with the sources of job satisfaction/dissatisfaction for community education coordinators.

## Review of the Literature

A review of literature relating to Herzberg's Motivation-Hygiene Theory and job satisfaction/dissatisfaction was conducted. In addition to Herzberg's theory, other theories of motivation, before and since Herzberg, were reviewed. It was found that during the last twenty years Herzberg's theory was thoroughly and rigorously tested by other social scientists interested in motivation and work.

Community educators sought to satisfy unfilled community needs. In affecting solutions to community needs, numerous and diverse problems were frequently encountered by the community education coordinators. In an investigation of major research, it was revealed that job satisfaction/ dissatisfaction of the coordinators are influenced by these problems. Because of the importance of the success of the community education programs, knowledge of the factors involved in the coordinators' job satisfactions and job dissatisfactions was needed. It was discovered that no major investigation of job satisfaction and job dissatisfaction of community education had been done; therefore, this study was undertaken.

## Methodology

The sample for this study consisted of 45
randomly selected community education coordinators within
the Mid-Atlantic region.  Herzberg's "critical incident"
interviewing technqiue was used to collect data.  Personal
interviews were conducted with the forty-five coordinators.
Each coordinator was asked to relate a potive and a
negative incident which had occurred in his or her present
position as a community education coordinator.  All
incidents were tape recorded, and, following Herzberg's
methodology, were then analyzed and coded into Herzberg's
factor categories by three independent raters who had
been trained to analyze and code data based upon
Herzberg's theory and terminology (see Appendix C).
The percentages of coordinators who referred to each
factor were computed and reported in Chapter 3.  The
statistical analysis using Garrett's "test of significance
between two percents" was reported in Chapter 3 (Garrett,
1966, pp. 235-236).  The relationship between the Herzberg
factors and the demographic variables were also examined
using Garrett's "test of significance between two percents,"
and were reported in Chapter 3.

The questions upon which the hypotheses were based
were the following:

1) To what extent were Herzberg's factors of
motivation - achievement, recognition, work itself,
responsibility, advancement, and possibility of growth -

associated with job satisfaction/dissatisfaction of community education coordinators?

2) To what extent were Herzberg's factors of hygiene - supervision, policy and administration, working conditions, interpersonal relations with superordinates, subordinates, and advisory councils, salary, status, job security, and personal life - associated with job satisfaction/dissatisfaction of community education coordinators?

3) To what extent did the demographic variables - age, gender, marital status, and length of service - influence the community education coordinators' job satisfaction/dissatisfaction?

## Summary of Findings

The 45 coordinators each recounted both a positive and a negative job related incident. Within these 90 incidents the coders were able to identify 244 instances of Herzberg's factors of motivation and hygiene. Of these 244 instances:

1. 128, or 52%, were related to job satisfaction (see Table 10, page 46).

2. 116, or 48% were related to job dissatisfaction (see table 10, page 46 ).

3. 118, or 48%, were related to Herzberg's factors of motivation (see Table 10, page 46).

4. 126, or 52%, were related to Herzberg's 10 factors of hygiene (see Table 10, page 46).

5. There were 13 significant critical ratios at the .05 level of confidence in this study. Five involved all coordinators and eight involved demographically sub-grouped coordinators (see Table 11, page 47).

6. Four of the five significant sources of job satisfaction/dissatisfaction for the total sample were significant at the .001 level of confidence. The fifth was significant at the .01 level of confidence (see Table 11, page 47).

7. One of the eight significant sources of job satisfaction/dissatisfaction for the demographically sub-grouped coordinators was significant at the .001 level of confidence. The other seven were significant at the .05 level of confidence (see Table 11, page 47).

8. Achievement accounted for more than 50% of the examples of satisfaction/dissatisfaction among the factors of motivation, nearly one-third of the incidents related to job satisfaction, and almost 25% of the total factors of motivation and hygiene in both positive and negative related incidents.

9. Three of the six factors of motivation generated significant results, either within the whole sample (achievement) or within demographic

## TABLE 10

### NUMBER AND PERCENTAGES OF SOURCES OF JOB SATISFACTION/DISSATISFACTION AND FACTORS OF MOTIVATION AND HYGIENE

| | | | POSITIVE INCIDENTS RELATED TO JOB SATISFACTION | | | NEGATIVE INCIDENTS RELATED TO JOB DISSATISFACTION | | | TOTALS | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | N | % | % | N | % | % | N | % | % |
| F A C T O R S O F | M O T I V A T I O N | N | 72 | | | 46 | | | 118 | | |
| | | % | | 61 | | | 39 | | | 100 | |
| | | % | | | 56 | | | 40 | | | 48 |
| F A C T O R S O F | H Y G I E N E | N | 56 | | | 70 | | | 126 | | |
| | | % | | 44.5 | | | 55.5 | | | 100 | |
| | | % | | | 44 | | | 60 | | | 52 |
| | T O T A L S | N | 128 | | | 116 | | | 244 | | |
| | | % | | 52 | | | 48 | | | | | 100 |
| | | % | | | 100 | | | 100 | | | |

TABLE 11
SIGNIFICANT CRITICAL RATIOS

| t=2.02 @ .05 *SIG. @ .01 **SIG. @ .001 | POSITIVE INCIDENTS RELATED TO JOB SATISFACTION | | NEGATIVE INCIDENTS RELATED TO JOB DISSATISFACTION | |
|---|---|---|---|---|
| FACTORS OF MOTIVATION | COORDINATORS | | COORDINATORS | |
| | ALL | SUBGROUPS | ALL | SUBGROUPS |
| ACHIEVEMENT | 5.45** | | | |
| RECOGNITION | | | | 2.45/UM |
| WORK ITSELF | | | | |
| RESPONSIBILITY | | 2.02/LS | | |
| ADVANCEMENT | | | | |
| POSSIBILITY OF GROWTH | | | | |
| FACTORS OF HYGIENE | | | | |
| SUPERVISION | | | 2.87* | |
| POLICY AND ADMINISTRATION | | | 3.55** | 2.54/OC 2.32/LS |
| WORKING CONDITIONS | | | 3.54** | 2.09/YC |
| INTERPER. REL. SUPERORDINATES | | | | |
| INTERPER. REL. SUBORDINATES | 3.96** | | | |
| INTERPER. REL. ADV. COUNCILS | | 2.57/LS | | |
| STATUS | | 3.37/LS** | | 2.66/LS |
| JOB SECURITY | | | | |
| SALARY | | | | |
| PERSONAL LIFE | | | | |

LS=LONGER SERVICE, UM=UNMARRIED, YC=YOUNGER, OC=OLDER

subgroups (recognition/unmarried, and responsibility/longer service) (see Table 11, page 47).

10. Six of the ten factors of hygiene generated significant results, either within the whole sample, within demographic sub-groups, or both within the whole sample and demographic sub-groups either as sources of job satisfaction or job dissatisfaction. Furthermore, one factor, status, generated significance both as a source of job satisfaction and as a source of job dissatisfaction (see Table 11, page 47).

Herzberg's findings were confirmed by the following results in this study:

1. Achievement, a factor of motivation, was a significant source of job satisfaction for all coordinators.

2. Supervision, policy and administration, and working condition, all factors of hygiene, were significant sources of job dissatisfaction for all coordinators.

3. Responsibility, a factor of motivation, was a significant source of job satisfaction for longer service coordinators;

4. Status, a factor of hygiene; was a significant source of job dissatisfaction for longer service coordinators, however, curiously enough, it was also a significant source of job satisfaction for longer service coordinators;

5. Working conditions, a factor of hygiene, was a significant source of job dissatisfaction for younger coordinators;

6. Policy and administration, a factor of hygiene, was a significant source of job dissatisfaction for both older and longer service coordinators.

Herzberg's findings were challenged in the following results of the study:

1. Interpersonal relations - subordinates, a factor of hygiene, was a significant source of job satisfaction for all coordinators;

2. Interpersonal relations - advisory councils, a factor of hygiene, was a significant source of job satisfaction for longer service coordinators;

3. Recognition, a factor of motivation, was a significant source of job dissatisfaction for unmarried coordinators;

4. Status, a factor of hygiene, was a significant source of job satisfaction for longer service coordinators.

## Demographic Findings Related to Previous Studies

The findings of this study with regard to the demographic variables of age were consistent with those of House and Wigdor (1967), Wild and Dawson (1976), Hulin and /Smith (1976), Friedlander (1964), Barbash (1974), and Singh and Barmgartel (1966). The younger coordinators were significantly more dissatisfied with their working conditions than were the older coordinators. The older coordinators were significantly more dissatisfield with policy and administration than were the younger coordinators.

Walker (1971) and Kliminski (1974) stated that the perceived success of the coordinator was not related to the length of service; however, Hulin and Smith (1976), Friedlander (1964), Wild and Dawson (1976), and Singh and Barmgartel (1966) concluded that length of service was a significant determiner of job satisfaction and job dissatisfaction. Alderfer (1976) contended that the longer the person had been with the organization, the lower was his satisfaction with his superiors. It was revealed in this study that length of service had a significant relationship to several factors of both job satisfaction and job dissatisfaction. All five significant critical ratios dealing with length of service involved coordinators with longer service in their present positions. Responsibility, interpersonal relations with advisory councils, and status were significant sources of job satisfaction for longer service coordinators. Policy and administration and

status were significant sources of job dissatisfaction
for the longer service coordinators. No factors were
significant sources of job satisfaction or dissatisfaction
for shorter service coordinators.

The gender of the coordinators had no influence on
job satisfaction/dissatisfaction of the coordinators. This
was in agreement with the findings of Hulin and Smith (1976),
Center and Bugental (1966), Barbash (1974), and Burke (1966),
who found no differences in job satisfaction/dissatisfaction
between males and females. Therefore, there was no support
for Wild and Dawson (1976), House and Wigdor (1976), Sergio-
vanni (1966), Guilford and Gray (1970), and Kuhlen (1976)
who found that gender had a significant effect on job
satisfaction/dissatisfaction.

Other researchers investigated the relationship
between gender and specific individual factors of job
satisfaction/dissatisfaction. Guilford and Gray (1970)
contended that females were more sensitive to poor
supervision than males; they were supported in this study.
Of the female coordinators, 37% found dissatisfaction with
supervision as opposed to 23% of the males. Sergiovanni
(1966) concluded that recognition was more satisfying
for men than for women, but such a conclusion was not
supported in this study. Kulhen (1966) found females
expected less job satisfaction than did they male counter-
parts. The female coordinators in this study, however,
identified more areas of job dissatisfaction than did

the males by a ratio of 11 to 4. They, even though fewer
in number, were more vocal in expressing areas of job
satisfaction and job dissatisfaction. There was also
disagreement with conclusions by Schwab and Wallace
(1976), who stated that females were significantly more
satisfied with their pay than males.

There was a significant relationship between marital
status and job dissatisfaction in this study which supported
Wild and Dawson (1976). Unmarried coordinators were
significantly more dissatisfied with recognition than were
the married coordinators.

## CONCLUSIONS

The community education coordinators chosen for the
study were both receptive and eager to participate. Many
said they enjoyed the interviews and felt that the "criti-
cal incident" technique was a good way to bring out candid,
representative examples of job satisfaction and job
dissatisfaction. In fact, the interviewer frequently was
told by the coordinators that other techniques, such as
questionnaires and surveys, would not have elicited the
"true" issues as did the "critical incident" interviewing
technique.

Many of the coordinators were so interested in
the study that they requested the results. They appeared
to be interested from a personal point of view but also

from the broader professional standpoint of the community education movement.

In the 90 recorded critical incidents the coordinators identified the 6 factors of motivation and the 10 factors of hygiene 244 times as sources of job satisfaction and job dissatisfaction. The sources of job satisfaction, which included both factors of motivation and factors of hygiene, were counted 128 of the 244 times (or 52%). The sources of job dissatisfaction, which also included both the factors of motivation and hygiene, which contributed to both job satisfaction and job dissatisfaction, were counted 126 times (or 52%); the six factors of motivation were counted 118 times (or 48%).

Overall, the coordinators were an energetic, idealistic group. They were living the concept of community education, and they felt a great sense of achievement - and thus, satisfaction - when they succeeded in involving the community. This dynamic ideal was exemplified in the following incident:

> The first thing I did was to have an awareness conference. When the phone started ringing off - 100 calls a day - it was the most exciting thing that has ever happened.

Another instance of achievement for the coordinators occurred when they were able to secure interagency cooperation. On coordinator reported:

> I felt good about a summer program which was run without funding and only from donations and interagency cooperation. School facilities

were donated, We had 6 weeks with absolutely
no budget. I pulled together the agencies
and said, "What can you do? I have no money."

According to Herzberg's theory, interpersonal

relations with subordinates should be a factor of

hygiene and a source of dissatisfaction; however, in

this study, it was a source of job satisfaction and thus

a factor of motivation. An example of this was reported

by a coordinator as follows:

I have gotten 45 people working in the daytime and
their attitude has been great. The attitude
of the teachers concerning people coming into
their rooms has been fantastic. The after school
program of 132 students is totally being run
by people teaching free. It was such a rewarding
thing, and it has been done with such ease.

The coordinators, however, rarely gave themselves

sole credit for accomplishments. They frequently used

the pronoun "we" when speaking of successes. When asked

to elaborate, they sometimes had difficulty identifying

who the other parties were. One coordinator stated:

I am particularly pleased with the integration
of the K-12 in our area. We did a needs
assessment and then we started activities
bringing in outside agencies. Comments from
the kids, parents, and administrators were
very good.

On the other hand, the coordinators often took on

tasks which seemed to be impossible. As one coordinator

proudly reported:

I felt good about organizing an abandoned school
building into a budgeted 500 thousand dollar
community education program. Through 4 years
of community organization and development, I
have established a viable, working community
education program with 29 staff members.

The longer service coordinators found status, responsibility, and interpersonal relations with advisory councils to be significant sources of job satisfaction:

> I felt satisfaction with planning and conducting a large scale summer program that was done without any federal or state funding. It was entirely a local effort and met all the goals that we set out to meet. I got to specific people and helped them to identify needs. We identified with people in the community who could point out things that were needed and then we were able to marshal resources to do it.

The closely related factors of supervision, policy and administration, and working conditions were significant sources of job dissatisfaction in this study. There were six significant critical ratios produced from these three factors. The coordinators frequently spoke of administrators rejecting the concept of community education, were threatened by the publicity given the community education coordinator, or did not understand what community education involved. Comments relevant to these concerns were the following:

> I have dissatisfaction in my relationship with my principal. My principal never had any contact with community education. He doesn't know what community education is and what to expect of me.

> The principal felt that community education was propagandizing.

> I feel as if I have to orient each new principal to community education, and this has been with varying degrees of success. I am loaded down with a lot of administrative duties that I don't consider community education oriented.

The coordinators were concerned that some administrators were not aware of the wider educational needs of the community and operated only within the narrow confines of the K-12 structure. Some coordinators remarked:

> The most dissatisfaction I experienced is the stigma taken by the principal of outside organizations using "his" facility. I have difficulty with the principal understanding what I'm trying to accomplish.

> The entire 1-1/2 year has been one continual frustration. When parents have made suggestions for programs and have talked with the principal there was an automatic "no."

The coordinators related frustration with administrative and bureaucratic obstacles with which they sometimes had to contend. A significant source of job dissatisfaction for both the older and longer service coordinators was with policy and administration. Two coordinators summed it up this way:

> I am frustrated with the political situation where I am involved. Things are not done because a few individuals decide something shouldn't be done. One influential individual can make or break a program.

> If the principal doesn't want the program, there is no program. The principal is not very cooperative. The principal has total control.

There was little evidence of dissatisfaction with policy. There was much evidence, however, of dissatisfaction with administration:

> I had helped work on a program with a county recreation director and the principals did a real number on him. They got together and went against him. Later, a new superintendent took over who wasn't supportive of community education.

I was not going in the same direction as the principal and the administrators. There was frustration with working with someone who did not try to incorporate any of the concepts of community education.

It takes too long for decisions to be made concerning immediate needs. It takes months for them to get around to making decisions. The superintendent and supervisor don't take the time to do the work that is required.

For the last year and a half, the program has been mismanaged by my immediate supervisor. My supervisor could not manage the program. There was much internal conflict. There were a lot of roadblocks.

I posed a threat to the principal. I think he had fear for his job. It was a continual battle with his insecurity. He complained about me but was never able to give constructive criticism.

For the longer service coordinators, status was both a significant source of job satisfaction and a significant source of job dissatisfaction. It may be that there was a discrepancy between perceptions of personal status and program status. One could surmise that when personal status is linked with achievement, it is a source of motivation; but program status may be a factor of hygiene. Community education was sometimes considered to be out of the mainstream of public school education as brought out by these remarks:

Community education is given such a low priority. The first allegiance of the superintendent is for the K-12 program. Community education gets what is left after the K-12 program is instituted. It is an appendage. It saddens me to believe that persons in those positions see education only as formal.

> I have felt bad when members of the advisory
> council say negative things about community
> education. They seem to feel that monies
> should be used only in the K-12 program.
> They need to be educated as to what
> community education is all about.

For younger coordinators, working conditions was

a significant source of job dissatisfaction. The very

short average tenure of the coordinators could be a

reflection of these feelings of dissatisfaction. Community

educators complained of long hours and realized that they

could probably "burn out" in relatively short time.

> Long hours! I work 15 hours a day at least
> three days a week. If I don't do it, no one
> else will. I don't want to do it forever.

> My working day never ends. There is too much
> work to do with no help and no time to do it.
> I many times work 13 hours a day.

The long hours and heavy workloads also cut into

the time-off available to the coordinators. A coordinator

lamented:

> I haven't been able to take the leisure time that
> I need. I'm taking care of everyone else's needs
> and letting mine go. It puts a lot of stress
> on the family because some of their needs aren't
> being taken care of.

Among unmarried coordinators, recognition was a

significant source of job dissatisfaction. One explained:

> I became involved with the school but the
> principal doesn't become involved with the
> community. He criticizes the program but he
> doesn't come out to see it. I feel defeated
> when I'm not accepted by my immediate supervisor.

A basic principle of management has been the

efficient utilization of assets. School buildings are

frequently·not fully used. When new facilities were
constructed to fulfill community needs, which could have
been satisfied in existing structures, valuable assets
were wasted. One coordinator provided an example of
wasteful duplication:

> We tried to make the city and the school
> district aware that both outfits were spending
> monies for the same thing. Because of funding
> guidelines and bureaucratic timelines and the
> lack of community knowledge about what to do,
> they both went ahead with separate plans for
> development. There is $100,000 spent in
> duplication, and there are no plans for joint
> effort, programming, anything.

On the other hand, it must be pointed out that the
factor which generated the greatest number of responses
and the greatest statistical significance was achievement;
therefore, it appeared that in spite of the obstacles and
handicaps with which the community education coordinators
were faced, they were making progress and were meeting
with considerable success.

In summary, Herzberg's Motivation-Hygiene Theory
received support from the results of this study. As
noted in the review of the literature, many people in
various occupations had been studied but never community
education coordinators. It can be concluded as a result
of this study that the dual-factor theory applies to
community education coordinators.

Coordinators revealed that achievement, interper-
sonal relations with subordinates, and recognition were
the factors which motivated them the most to strive for

a high level of job performance. Awareness of this can
enable advisory councils, school boards, and community
education superordinates to create and maintain an
atmosphere in which a sense of achievement can flourish,
in which recognition for superior performance is generously
provided, and in which good interpersonal relations can
thrive. At the same time, the lack of achievement was
revealed to be a frequent source of job dissatisfaction;
therefore, leadership in community education needs to
seek ways to reduce, if not eliminate the causes of this
frustration. This can be accomplished by community
educators being encouraged by supervisors and given
support to be innovative and creative in the development
of community education programs. And when good programs
are developed and running well, advisory councils and
school boards which recognize these accomplishments
with enthusiasm will be providing coordinators with
the positive feedback and rewards they need.

For the community education coordinators, policy
and administration, interpersonal relations with superordinates,
supervision, and working conditions were the factors which
caused the greatest job dissatisfaction. It is evident
that these factors are closely related, and indeed, it is
impossible from this study to determine what mix of policy
and administration is bringing about dissatisfaction; but
certainly, administration, interpersonal relations with

superordinates, and supervision are tightly linked. It can, therefore, be concluded that those ultimately responsible for community education programs - the advisory councils, school boards, superintendents, etc. - need to re-examine their policies to see if they support and encourage programs, or conversely, undermine and inhibit the growth the development of programs. It is clear from a number of comments made by the coordinators that there are some advisory councils, school boards, superintendents, and principals who the coordinators feel are not supportive of community education. By in-service training, workshop participation, and professional enrichment for the policy makers of community education programs, the chances for viable and healthy community education programs are enhanced.

As indicated previously, the Motivation-Hygiene Theory is applicable to community education coordinators. Therefore, more careful attention to the nuturing of sources of job satisfaction and to the reduction of sources of job dissatisfaction should bring about improved job performance, better programs, lower turnover, less absenteeism, and greater opportunities for self actualization on the part of the coordinators.

## SUGGESTED DIRECTION OF FUTURE RESEARCH

From the findings in the study, future research into the following areas would be useful:

1. Another study involving community education coordinators should be conducted with the factors of motivation and hygiene being coded by frequency of reference. This would give appropriate weight regardless of how many times it was referred to in critical incidents.

2. A study should be conducted in which the duration of the sources of satisfaction and dissatisfaction would be investigated. Herzberg concluded that the source of satisfaction were of longer duration than the sources of dissatisfaction. This should be tested on the community education coordinator population.

3. The factor, interpersonal relations with subordinates, was mentioned as a significant factor of motivation, rather than as a factor of hygiene, as concluded by Herzberg. Further study should be conducted to examine this contradiction.

4. This study should be replicated in other geographical regions to see if sources of job satisfaction/ dissatisfaction are similar in different geographical area where administrative hierarchy might differ.

5. An additional study should be done in which there is an in-depth analysis of the motivation factor, achievement. It was indicated by 94% of the coordinators to be a source of job satisfaction, accounted for over 50% of the positive and negative incidents mentioned with regard to the factors of motivation, and was responsible for 32% of all incidents which were source of job satisfaction.

On the other hand, the failure to achieve accounted for 15% of all sources of job dissatisfaction.

6.  Herzberg made no distinction between an individual's perception of his own status and his perception of the staus of the program.  Because status was a significant source of job satisfaction and job dissatisfaction, an analysis of this factor would be valuable.

7.  Of the 16 factors only policy and administration generated three significant critical ratios.  A need exists to differentiate between the concepts of "policy" and "administration" because they are not necessarily synonymous.

8.  Because six out of the eight critical ratios dealing with job dissatisfaction involved policy and administration, supervision, and working conditions, an in-depth study in this highly interrelated area would be valuable.

9.  The coordinators frequently made reference to other agencies with which they worked.  The factor, interpersonal relations - other agencies, should be studied as a source of job satisfaction/dissatisfaction.

10.  A follow-up study should be done on job dissatisfaction of former community education coordinators because people on the job may accentuate the positve. Coordinators who have left their jobs may give a different perspective on sources of job satisfaction and job dissatisfaction.

# References

A plan for community education development. Mid-Atlantic
   Community Education Consortium, University of Virginia,
   January, 1978.

Alderfer, C. P. Job enlargement and the organizational con-
   text. In M. Gruneberg (Ed.), Job satisfaction--a reader,
   New York: John Wiley & Sons, 1976.

Argyris, C. Interpersonal competence and organizational
   effectiveness. Homewood, Illinois: Dorsey Press, 1962.

Barbash, J. Job satisfaction attitude surveys. Paris:
   Organization for Economic Cooperation and Development, 1976.

Becker, W. E. A study of the leadership effectivenss of the
   community school director (Doctoral dissertation, 1972).
   Dissertation Abstracts International, 1973, 33, 4706A.
   (University Microfilms No. 73-06788)

Bell, T. H. Let's bring education back home. Community Educa-
   tion Journal, 1975, 5, 5.

Berridge, R. I. A study of the opinions of community education
   leaders and community school directors regarding an inten-
   sive preparation program for community school directors
   (Doctoral dissertation, Michigan State University, 1969).
   Comprehensive Dissertation Index, 1861-1972, 33, 30/06-A.
   (University Microfilms No. 69-20826)

Blockman, V. M. The Herzberg controversy. Personnel Psychol-
   ogy, 1971, 24, 155-189.

Blood, M. R. and Hulin, C. L. Alienation, environmental
   characteristics, and worker responses. In M. Gruneberg
   (Ed.), Job satisfaction--a reader. New York: John Wiley
   & Sons, 1976.

Blue, F. K. The Flint community school director: analysis
   of role conflict and expectations (Doctoral dissertation,
   Michigan State University, 1970). Comprehensive Disserta-
   tion Index, 1861-1972, 33, 32/01-A. (University Microfilms
   No. 71-18174)

Brandt, R. M. Community observation. In H. Burbach and L. E.
   Decker (Eds.), Planning and assessment in community educa-
   tion. Midland, Michigan: Pendell Publishing Co., 1977. (a)

Brandt, R. M. Foreward. In H. Burbach and L. E. Decker (Eds.), Planning and assessment in community education. Midland, Michigan: Pendell Publishing Company, 1977. (b)

Burke, R. J. Are Herzberg's motivations and hygienes unidimensional? Journal of Applied Psychology, 1966, 50, 317-321.

Campbell, C. M. The administration of community schools. In H. W. Hickey & C. Van Voorhees and Associates (Eds.), The role of the school in community education. Midland, Michigan: Pendell Publishing Company, 1969.

Casale, J. L. An assessment of the community educator's tasks as perceived by community educators in Texas. Unpublished Doctoral dissertation proposal, Texas A & M. University, 1976.

Centers, R. and Bugental, D. E. Intrinsic and extrinsic job motivation among different segments of the working population. Journal of Applied Psychology, 1966, 50, 193-197.

Chung, K. H. Motivational theories and practices. Columbus, Ohio: Grid, Inc., 1977.

Clapp, E. R. Community schools in action. New York: Viking Press, 1940.

Clark, P. and Stefurak, A. L. Leadership for change. In M. H. Kaplan & J. W. Warden (Eds.), Community education perspectives. Midland, Michigan: Pendell Publishing Company, 1978.

Cole, K. C. Different perceptions of the role of the community school coordinator (Doctoral dissertation, Wayne State University, 1975). Comprehensive Dissertation Index, 1975, 5, 36-05-A. (University Microfilms No. 75-25277)

Crosby, J. D. A study of the expectations which community school directors and related others have of the community school director's role in serving neighborhoods of eight inner-city schools in the city of Flint, Michigan (Doctoral dissertation, Michigan State University, 1965). Comprehensive Dissertation Index, 1861-1972, 33, 26/08. (University Microfilms No. 65-14202)

Cwik, P. J., King, M., and Van Voorhees, C. The community school director. Community Education Research Monograph, 1975, 1.

Davies, D. R. and Shackleton, V. J. Psychology and work. London: Methuen & Co., Ltd., 1975.

Decker, L. E.   An administrative assessment of the consequences of adopting community education in selected public school districts (Doctoral dissertation, Michigan State University, 1971).   Comprehensive Dissertation Index, 1861-1972, 34, 32-12-A.   (University Microfilms No. 72-16412)

Decker, L. E.   People helping people:   an overview of community education.   Midland, Michigan:   Pendell Publishing Co., 1976.

Decker, L. E.   People helping people (Revised).   Midland, Michigan:   Pendell Publishing Company, June, 1978.

Decker, L. E.   Foundations of community education.   Midland, Michigan:   Pendell Publishing Company, 1972.

Ederle, K. G.   Guidelines for the preparation of community school directors (Doctoral Dissertation, Arizona State University, 1970).   Dissertation Abstracts International, 1970, 31, 98A-99A.   (University Microfilms No. 70-11, 880)

Ellis, P. T.   A research paper on the community school director.   Unpublished manuscript, San Jose State University.

Ellis, P. and Sperling, J.   The role of the community school director as organizer.   In M. H. Kaplan and J. W. Warden (Eds.), Community education perspectives.   Midland, Michigan:   Pendell Publishing Company, 1978.

Eran, M.   Relationship between self-perceived personality traits and job attitudes in middle management.   Journal of Applied Psychology, 1966, 50, 424-430.

Etzold, D.   Do people like their jobs? Occasional paper No. 11, Bureau of Business Research, School of Business Administration, University of Southern Mississippi, 1974.

Ewen, R. B.   Some determinants of job satisfaction:   a study of the generality of Herzberg's theory.   Journal of Applied Psychology, 1964, 48, 161-163.

Ewen, R. B., Smith, P. C., Hulin, C. L., and Locke, E. A.   An empirical test of the Herzberg two-factor theory.   Journal of Applied Psychology, 1966, 50, 544-50.

Fantz, R.   Motivational factors in rehabilitation.   Unpublished doctoral dissertation, Case Western Reserve University, 1962.

Federal update.   Community Education Today, September, 1978, p. 2.

Foelber, H. L.   The identification and ranking of important
    competencies required of effective community education
    directors (Doctoral dissertation, United States International
    University, 1976).   Comprehensive Dissertation Index, 1975,
    5, 37/04 A.   (University Microfilms No. 76-22382)

Friedlander, F.   Job characteristics as satisfiers and dis-
    satisfiers.   Journal of Applied Psychology, 1964, 48,
    388-392.  (a)

Friedlander, F.   Motivations to work and organizational perfor-
    mance.   Journal of Applied Psychology, 1966, 50, 143-152.

Friedlander, F. and Walton, E.   Positive and negative motiva-
    tions toward work.   Administrative Science Quarterly, 1964,
    9, 194-207.  (b)

Garrett, Henry E.   Statistics in psychology and education.
    New York:  David McKay Co., 1966.

Gavin, J. F. and Ewen, R. B.   Racial differences in job atti-
    tudes and performance:  some theoretical considerations and
    empirical findings.   Personnel Psychology, 1974, 27, 455-
    464.

Gellerman, S. W.   Motivation and productivity.   New York:
    American Management Association, 1963.

Gibson, J. W.   Sources of job satisfaction and job dissatis-
    faction as interpreted from analysis write-in responses.
    Unpublished doctoral dissertation, Case Western Reserve
    University, 1961.

Graen, G.   Addendum to "An empirical test of the Herzberg
    two-factor theory."   Journal of Applied Psychology, 1966,
    50, 551-555.  (a)

Graen, G.  Motivator and hygiene dimensions for research and
    development engineers.   Journal of Applied Psychology,
    1966, 50, 563-566.  (b)

Greenberg, F. L.   Teachers' motivational orientation and
    perception of student behavior (Doctoral dissertation, Case
    Western Reserve, 1970).   Comprehensive Dissertation Index,
    1861-1972, 34, 31107-B. (University Microfilms No. 71-
    01696)

Gregg, G. A.   An examination of the leader behavior of community
    education directors in the advisory council setting (Doctoral
    dissertation, Western Michigan University, 1975).   Compre-
    hensive Dissertation Index, 1975, 5, 36-06-A.   (University
    Microfilms No. 75-27778)

Guilford, J. S. and Gray, D. E. Motivation and modern manage-
    ment. Reading, Mass: Addison-Wesley Publishing Co., 1970.

Hahn, C. Dimensions of job satisfaction and career motivation.
    Unpublished manuscript, 1959.

Hall, S. E. The satisfiers and dissatisfiers of Catholic
    elementary school principals (Doctoral dissertation, Uni-
    versity of Virginia, 1977) Dissertation Abstracts Inter-
    national, 1977, 38, 3841-A. (University Microfilms No.
    77-28, 625)

Halpern G. Relative contributions of motivator and hygiene
    factors to overall job satisfaction. Journal of Applied
    Psychology, 1966, 50, 198-200.

Halpin, A. W. The leader behavior and effectiveness of air-
    craft commanders. In R. M. Stogdill and A. E. Coons
    (Eds.), Leader behavior, its description and measurement.
    Columbus: Ohio State University, 1959.

Happock, R. Job satisfaction. New York: Harper and Row,
    1935.

Hersey, R. B. Emotional factors in accidents. Personnel
    Journal, 1936, 15, 59-65.

Herzberg, F. One more time: how do you motivate employees?
    in Job satisfaction - a reader. New York: John Wiley &
    Sons, 1976.

Herzberg, F., Mausner, B., Peterson, R. and Capwell, D. Job
    attitudes: review of research and opinion. Pittsburg:
    Psychological Service of Pittsburg, 1957.

Herzberg, F., Mausner, B., and Snyderman, B. The motivation
    to work. New York: John Wiley & Sons, Inc., 1959.

House, R. J. and Wigdor, L. A. Herzberg's dual-factor theory
    of job satisfaction and motivation: a review of the
    evidence and a criticism. Personnel Psychology, 1967,
    20, 369-389.

Howerton, E. B. Community power structure. In H. Burbach
    and L. E. Decker (Eds.), Planning and assessment in com-
    munity education. Midland, Michigan: Pendell Publishing
    Company, 1977.

Hoy, W. K. and Miskel, C. G.  Educational administration:
   theory, research, and practice.  New York:  Random House,
   1978.

Hulin, C. L. and Smith, P. C.  A linear model of job satis-
   faction.  Journal of Applied Psychology, 1965, 49, 209-216.

Hulin, C.  Job satisfaction and turnover in a female clinical
   population.  Journal of Applied Psychology.  1966, 50, 280-
   285.

Hulin, C. L. and Smith, P. C.  Sex differences in job satis-
   faction.  In M. Gruneberg (Ed.), Job satisfaction--a
   reader.  New York:  John Wiley & Sons, 1976.

Johnson, W. D.  Leadership training model for community school
   directors (Doctoral dissertation, Western Michigan Univer-
   sity, 1973).  Dissertation Abstracts International, 1973,
   34, 1027A.  (University Microfilms No. 73-19, 632)

Kaplan, M. H.  A comparative analysis of the ratings of com-
   munity education goals assigned by four groups:  regional
   and cooperating center directors and principals, superin-
   tendents and community education directors in Minnesota
   community school districts (Doctoral dissertation, Michigan
   State University, 1974).  Comprehensive Dissertation Index,
   1975, 5, 36/01-A.  (University Microfilm No. 75-14761)

Kaplan, M. H.  A nine-phase approach to community education
   development.  In H. Burbach & L. E. Decker (Eds.), Planning
   and assessment in community education.  Midland, Michigan:
   Pendell Publishing Company, 1977.

Kaplan, M. H. and Warden, J. W.  The public school and the
   politics of coordinating human service delivery systems.
   In Mosher, E. K. and Wagoner, J. W. (Eds.), The Changing
   Politics of Education:  Prospects for the 1980's.  Berke-
   ley:  McCutchan Publishing, 1978.

Kelly, J.  Organizational behavior.  Homewood:  Irwin, 1974.

Kerlinger, Fred W.  Foundations of behavioral research.  New
   York:  Holt, Rinehart and Winston, 1973.

Kerr, S., Harlan, A. and Stogdill, R. M.  Preference for
   motivator and hygiene factors in a hypothetical interview
   situation.  Personnel Psychology, 1974, 27, 109-124.

King, N.  Classification and evaluation of the two-factor
   theory of job satisfaction.  In M. Gruneberg (Ed.), Job
   satisfaction--a reader.  New York:  John Wiley & Sons, 1976.

Klein, S. M. & Maher, J. R.   Education level and satisfaction
    with pay.   In M. Gruneberg (Ed.), Job satisfaction--a
    reader.  New York: John Wiley & Sons, 1976.

Kliminski, G. C.   A study of the skills of successful directors
    of community educators in Michigan (Doctoral dissertation,
    Western Michigan University, 1974).   Dissertation Abstracts
    International, 1974, 35, 2586A.   (University Microfilms
    No. 74-24, 648)

Knezevich, S. J.   Administration in public education.   New
    York:  Harper and Row, 1975.

Kuhlen, R.   Needs, perceived need satisfaction opportunities,
    and satisfaction with occupation. In M. Gruneberg (Ed.),
    Job satisfaction--a reader.  New York:  John Wiley & Sons,
    1976.

Langs, W.   The emerging role of the community school director
    (Doctoral dissertation, Western Michigan University, 1974).
    Dissertation Abstracts International, 1974, 35, 1919A-1920A.
    (University Microfilms No. 74-23, 426)

Lawler, Edward E.   Job design and employee motivation.   In M.
    Gruneberg (Ed.), Job satisfaction--a reader.   New York:
    John Wiley & Sons, 1976.

Litwen, G. H. and Stringer, R. A.   Motivation and organizational
    climate.   Boston:  Division of Research, Graduate School
    of Business Administration, Harvard University, 1968.

McGregor, D.   The human side of enterprise.   New York:  McGraw-
    Hill, 1960.

Maslow, A. H.   Motivation and personality.  New York:   Harper
    and Brothers, 1954.

Manning, R. C.   The satisfiers and dissatisfiers of Virginia
    superintendents of schools (Doctoral dissertation, Univer-
    sity of Virginia, 1976) Dissertation Abstracts International,
    1976, 37, 4028-A. (University Microfilms No. 77-203)

Midwinter, E.   Education and the community.   New York.   John
    Wiley & Sons, 1975.

Minzey, J. D.   Community education--another perception.   In
    M. H. Kaplan & J. W. Warden (Eds.), Community education
    perspectives.   Midland, Michigan:  Pendell Publishing Com-
    pany, 1978.

Morphet, E. L., Johns, R. L., and Keller, T. L.   Educational
    organization and administration.   Englewood Cliffs,   New
    Jersey:  Prentice-Hall, Inc., 1976.

Murrell, H. Motivation and work. London: Methuen & Co.,
    Ltd., 1976.

Myers, M. S. Who are your motivated workers? Harvard Business
    Review, 1964, 42, 73-88.

Nance, E. E. The community education coordinator. In M. H.
    Kaplan & J. W. Warden (Eds.); Community education pers-
    pectives. Midland, Michigan, Pendell Publishing Company,
    1978.

Neville, S. Will psychologists study human problems? American
    Psychologist, 1965, 20.

Nyquist, H. K. Competencies for community school coordinators
    (Doctoral dissertation, Florida Atlantic University, 1976).
    Dissertation Abstract International, 1976, 37, 6883-A.
    (University Microfilms No. 77-10, 735)

Ott, D. C. The generality of Herzberg's two-factor theory of
    motivation. (Doctoral dissertation, Ohio State University,
    1965). Comprehensive Dissertation Index, 1861-1972, 36,
    26/03. (University Microfilms No. 65-09366)

Porter, L. W. and Lawler, E. E. The effects of 'tall' versus
    'flat' organizational structures on managerial job satis-
    faction. In M. Gruneberg (Ed.), Job satisfaction--a
    reader. New York: John Wiley & Sons, 1976.

Portigal, A. H. Towards the measurement of work satisfaction.
    Paris: Organization for Economic Cooperation and Develop-
    ment, 1976.

Robinson, A. Job satisfaction. Personnel and Guidance
    Journal, 1964, 43, 360-66.

Roethlisberger, F. J. and Dickson, W. J. Management and the
    worker--an account of a research program conducted by the
    Western Electric Company, Hawthorne Works, Chicago. Cam-
    bridge: Harvard University Press, 1939.

Rohrer, K. H. A study of the variables which determine suc-
    cessful directors of community education in the upper half
    of lower Michigan (Doctoral dissertation, University of
    Michigan, 1975). Comprehensive Dissertation Index, 1975,
    5, 36/06-A. (University Microfilms No. 75-29315)

Ross, I. C., and Zander, A. Need satisfactions and employee
    turnover. Personnel Psychology, 1957, 10, 327-338.

Saleh, S. D. A study of attitude change in the pre-retirement
    period. Journal of Applied Psychology, 1964, 48, 310-312.

Saleh, S. D. and Otis, J. L. Age and level of job satisfaction. In M. Greneberg (Ed.), Job satisfaction - a reader. New York: John iley & Sons, 1976.

Sandvold, K. D. The effect of effort and task orientation on the motivator orientation and verbal responsivity of chronic schizophrenic patients and normals (Doctoral dissertation, University of Illinois, 1962). Comprehensive Dissertation Index, 1861-1972, 36, 23/08. (University Microfilms No. 62-06223)

Sanzotta, D. Motivational theories and applications for managers. New York: American Management Association, 1977.

Schmitt, D. M. A comparison of the leadership styles of super-ordinate and subordinate community school directors in selected Southwestern Michigan University, 1975). Comprehensive Dissertation Index, 1975, 5, 36/02-A. (University Microfilms No. 75-18058)

Schoeny, D. Review of current community educaton legislation. National Community Education Association, November, 1978.

Schwab, D. P. and Wallace, M. J. Correlates of employee satisfaction with pay. In M. Gruneberg (Ed.), Job satis-faction - a reader. New York: John Wiley & Sons, 1976.

Schwarts, P. Attitudes of middle management personnel. Pitts-burgh: American Institute for Research, 1959.

Schwartz, M. M., Jenusaites, E., and Stark, H. Motivational factors among supervisors in the utility industry. Person-nel Psychology, 1963, 16, 45-53.

Sergiovanni, T. J. Investigation of factors which affect job satisfaction and job dissatisfaction of teachers (Doctoral dissertation, University of Rochester, 1966). Comprehen-sive Dissertation Index, 1861-1972, 37, 27/05-A. (Univer-sity Microfilms No. 66-10836)

Shoop, R. J. Developing interagency cooperation. Midland, Michigan: Pendell Publishing Co., 1976.

Singh, T. N. and Barmgartel, H. Background factors in airline mechanics' work motivations. Journal of Applied Psychology, 1966, 50, 357-359.

lberg, J. R. The evolution and implementation of the commun-ity school concept (Doctoral dissertation, University of Michigan, 1970). Comprehensive Dissertation Index, 1861-1972, 37, 31/06-A. (University Microfilms No. 70-21795)

Totten, W. F. and Manley, F. J. The community school. Mid-
    land, Michigan: Pendell Publishing Co., 1970.

Wainwright, H. E. The satisfiers and dissatisfiers of Virginia
    high school principals (Doctoral dissertation, University
    of Virginia, 1977).

Walker, J. E. The relationship between the personality
    characteristics, personal factors, and effectiveness of
    the community school directors (Doctoral dissertation, Utah
    State University, 1971). Comprehensive Dissertation Index,
    1861-1972, 37, 32-07A. (University Microfilms No. 72-04780)

Wernimont, P. F. Intrinsic and extrinsic factors in job
    satisfaction. Journal of Applied Psychology, 1966, 50,
    41-50.

Weaver, D. C. The emerging community education model.
    National Community School Education Association, 1972.

Weaver, D. and Seay, M. F. Leadership training in community
    education. In M. F. Seay and Associates (Eds.), Community
    education: a developing concept. Midland, Michigan:
    Pendell Publishing Co., 1974.

Wild, R. Job needs, job satisfaction and job behavior of
    women manual workers, Journal of Applied Psychology,
    1970, 54, 157-162.

Wild, R. and Dawson, J.A. The relationship of specific job
    attitudes with overall job satisfaction and the influence
    of biographical variables. In M. Gruneberg, (Ed.), Job
    satisfaction - a reader. New York: John Wiley & Sons,
    1976.

APPENDIX A

SEMI-STRUCTURED INTERVIEW QUESTIONS

# APPENDIX A

1)  Think of a time when you felt exceptionally good or exceptionally Bad about your job as a community school coordinator.  Tell me what happened.

2)  Now think of a time when you felt exceptionally _____ (opposite of previous story) about your job as coordinator.  Tell me what happened.

(The interviewer may question the respondent further on each story if she thinks it expedient for the study.)

APPENDIX B

BIOGRAPHICAL DATA

APPENDIX B

BIOGRAPHICAL DATA

Respondent Number _____

1. Age _____

2. Sex _____

3. Marital Status    (Check one)

   a. Married _____

   b. Unmarried _____

4. Length of service in present position

   _____

APPENDIX C.

CRITERIA CHECK-OFF LIST

APPENDIX

CRITERIA CHECK-OFF LIST

Each factor listed will be marked only once per study.
All factors marked in the positive stories will be considered
motivators and all factors marked in the negative stories will
be considered hygienes.

Respondent Number _____

Kind of Incident _____ Positive
                             Negative

The factors are the following:

_____ 1. Achievement

_____ 2. Recognition

_____ 3. Work Itself

_____ 4. Responsibility

_____ 5. Advancement

_____ 6. Possibility of Growth

_____ 7. Supervision

_____ 8. Policy and Administration

_____ 9. Working Conditions

_____ 10. Interpersonal Relations - Superordinate

_____ 11. Interpersonal Relations - Subordinate

_____ 12. Interpersonal Relations - Advisory Council

_____ 13. Status

_____ 14. Job Security

_____ 15. Salary

_____ 16. Personal Life