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DEDICATION

To my family

Bill, Dolly, Scott, and Chris Ralph.

JOB SATISFACTION OF SELECTED STUDENT AFFAIRS ADMINISTRATORS AT FOUR
UNITS OF THE MONTANA UNIVERSITY SYSTEM AS ASSESSED BY
HERZBERG'S MOTIVATOR-HYGIENE THEORY

by

MARK ALEXANDER RALPH[✓]

A professional paper submitted in partial fulfillment
of the requirements for the degree

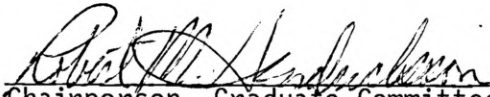
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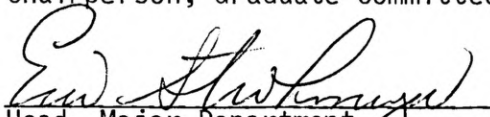
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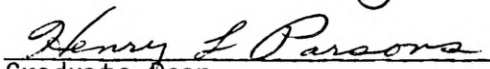
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ABSTRACT

This study was undertaken to determine the specific types of job satisfactions and dissatisfactions of selected student personnel administrators and to test the applicability of Herzberg's two-factor theory of job satisfaction to these positions.

The Chief Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union at four units of the Montana University System were personally interviewed by the author utilizing interview instruments. Each respondent was asked to describe a satisfying and a dissatisfying incident for each major job function in their present job. These incidents were then classified as having been influenced by one or more of seven motivators and/or eight hygieses. The data were analyzed using 12 hypotheses as a guide. The Chi-square method at the .05 level of significance was used to determine whether significant differences existed in the contributions of motivator and hygieses to satisfying and dissatisfying incidents for each of the five positions and for the total population of administrators.

Data for the Chief Student Personnel Officers supported Herzberg's theory for satisfying incidents at a significant level, but did not support the theory for dissatisfying incidents. The data for Directors of Counseling, Financial Aid, Housing, and of the Union supported the two-factor theory for both satisfying and dissatisfying incidents at a significant level.

Two factors dominated the study. A total of 471 incidents were classified by the author. Achievement accounted for 132 of the incidents (28.0%) and recognition for 131 of the classifications (27.8%).

The treatment of interpersonal relations as both a motivator and hygiene proved to be appropriate as this factor contributed significantly to satisfying and dissatisfying incidents. This dual treatment violated Herzberg's theory, but was utilized since student personnel workers tended to deal with many people on a one-to-one basis.

Achievement and recognition were the two motivators which most frequently appeared as a dissatisfier to each individual position studied and to the total sample of administrators. These results can be accounted for if the "backseat" position student affairs takes in relation to the academic sector is considered. In such a climate of inferiority and prevalence of criticism it wasn't surprising to see that these motivators led to dissatisfaction. This situation was most prevalent for Chief Student Personnel Officers whose peers were academic administrators, and less prevalent for the other four positions studied who served as peers to each other and were usually supportive.

Chapter 1

DESCRIPTION OF THE STUDY

Introduction

During the past decade higher education has moved from a period of explosive growth to one of steady state or even recession. This same pattern exists in the field of student personnel administration (Ayers, Tripp, and Russell, 1966; Foy, 1969). With the job recession there has been a proliferation of student personnel training programs. A substantial increase in such programs has taken place despite indications that fewer new personnel will be hired in the future (Ferrari, 1972).

A major problem related to a situation of this nature is one of job and career satisfaction. Ignoring the implications of such a paradox may lead to lower morale, job dissatisfaction, and a lack of productivity. Student personnel administrators are faced with the problem of maintaining high morale, job satisfaction, and high productivity during a period of time when many people feel their career opportunities may be blocked. As the gap widens between the number of available jobs and the number of potential employees, the degree of disenchantment grows which may result in many people leaving the field of student personnel administration.

The Problem

The problem of this study was to determine the specific types of job satisfactions and dissatisfactions among Chief Student Personnel Officers, Directors of Counseling, Directors of Financial Aid, Directors of Housing, and Directors of the Union at four institutions of higher education within the Montana University System during spring 1979. Additionally, this study tested the applicability of Herzberg's two-factor theory of job satisfaction (Herzberg, Mausner, and Snyderman, 1959; Herzberg, 1966) to the forenamed student affairs positions.

Need for the Study

A substantial problem has developed in the field of student personnel administration due to the fact that the number of student personnel training programs has increased while the demand for new employees has decreased (Ferrari, 1972). When such a discrepancy exists between the number of available jobs and the number of trained workers, problems in job and career satisfaction arise. Young persons tend to model their professional aspirations after the career patterns of their fellow staff members. However, market conditions which may have allowed these staff members to progress to their present positions at accelerated rates may no longer exist and career expectations based on nonexistent conditions may be frustrated (Groseth, 1978: 5). This

may lead to lower morale, job dissatisfaction, and a lack of productivity (Miller and Form, 1964).

In the field of student personnel administration the problem is one of maintaining job satisfaction, high morale, and high productivity in a market in which many persons feel their career paths may be blocked (Groseth, 1978: 5).

To date, very few studies related to job satisfaction of student affairs administrators have been undertaken (Aebi, 1973; Groseth, 1978; Jackson, 1975; Ohanesian, 1975; Scott, 1965; Thomas, 1977). Groseth (1978: 111) states that further studies using different populations would be useful in providing additional evidence for the applicability of Herzberg's two-factor theory on job satisfaction in the field of student personnel administration.

"If not addressed, the problem of low job satisfaction may lead persons in the field to become disenchanted with student personnel administration or even leave the field" (Groseth, 1978: 5). In order to address this issue it was necessary to identify factors leading to job satisfaction and dissatisfaction for student personnel administrators. Once this was accomplished, possible solutions to this problem could be investigated.

General Questions to be Answered

The following three questions were addressed in this study:

- 1) Which of Herzberg's motivators and hygienes were applicable to the five positions studied?

2) What differences, if any, existed in the frequency with which Herzberg's motivators and hygienes occurred in the critical incidents for each position?

3) Did the critical incidents of these five positions support Herzberg's theory of job satisfaction/dissatisfaction?

General Procedures

The major purpose of this study was to determine job satisfaction and dissatisfaction among selected student personnel administrators. These attitudes were measured using the two-factor theory of job satisfaction and classified according to the job factor definitions developed by Herzberg et al. (1959, 1966). Flanagan's (1954) critical incident technique was used in the collection of data.

Theoretical Background

The theoretical base used in this study was Herzberg's two-factor model of job attitudes. This theory postulated that job satisfaction and dissatisfaction are two separate continua, rather than opposite ends of a single continuum. In other words, the opposite of job satisfaction was not dissatisfaction, but rather no satisfaction. Similarly, the opposite of job dissatisfaction was not satisfaction, but rather no dissatisfaction (Herzberg, Mausner, and Snyderman, 1959; Herzberg, 1966).

Herzberg (1959, 1966) found that two sets of complimentary

factors can be distinguished in a job setting. The first set were the "motivators," which if present promote job satisfaction, do little to prevent job dissatisfaction, and were related to the content of the job. These factors were recognition, achievement, advancement, responsibility, the work itself, and the possibility of growth. The second set were the "hygienes," which if present prevent job dissatisfaction, do little to promote satisfaction, and were primarily related to the context or environment of the job. These factors were company policy and administration, supervision-technical, working conditions, salary, personal life, job security, status, and interpersonal relations.

A more detailed explanation of Herzberg's two-factor theory may be found in Chapter 2.

Sample Selection

Administrators holding five major student affairs positions at four institutions of the Montana University System were interviewed. These institutions of higher education were Eastern Montana College, Montana State University, Northern Montana College, and the University of Montana. Inclusion was based solely on System membership and willingness to participate, rather than mere existence as an institution of higher learning in Montana.

Instrumentation

Information was collected on each of the five positions (Chief

Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union) using five parallel instruments adapted by Groseth (1978) from those used by Herzberg et al. (1959) and Thomas (1977).

These parallel instruments utilized Flanagan's (1954) critical incident technique which was based on these three assumptions: (1) only simple judgments were required of the observer, (2) only reports from qualified observers were included, and (3) all observations were evaluated in light of previously agreed-upon purposes.

Groseth (1978: 16) based his five instruments on a review of the literature on major job functions of the Chief Student Personnel Officer (Ayers, Tripp, and Russell, 1966; Brooks and Avila, 1974; Hoyt and Tripp, 1967; Sandeen, 1977; Smith, 1961), the Director of Counseling (Cochrane, 1973; Goodman, 1974; Kolarik, 1977; Willette, 1974; Young, 1970), the Director of Financial Aid (Converse, 1975; Kates, 1970; Turner, 1977), the Director of Housing (Armstrong, 1966; ACUHO, 1958; Riker, 1965), and the Director of the Union (Bloland, 1970; Rion, 1977).

Data Collection

The initial step in the data collection process was a letter of explanation to the Chief Student Personnel Officer at each of the selected schools (see Appendix A), followed by a different letter for the other participants in the study (see Appendix B).

Followup telephone calls to those persons being questioned were made in order to set up interview appointments.

Finally, personal interviews were held with each participant by the author. Data were collected utilizing a structured questionnaire developed for each position (see Appendices C, D, E, F, and G) (Groseth, 1978: 112-23). During the interviews each participant was assured that the results would be kept in strict confidence, in that all names, positions, and institutions would not be identified.

Data Analysis

Each reported critical incident was classified as having been influenced by one or more of the six motivators or eight hygienes as defined by Herzberg et al. (1959). In addition, the factor "inter-personal relations" was also treated as a seventh motivator (Groseth, 1978: 108; Thomas, 1977). When appropriate, more than one factor was assigned to a critical incident.

Next, the data were statistically tested by the Chi-square method to determine whether the observed influence of motivators and hygienes on the reported critical incidents in the sample were different than those which would have been expected by chance.

The .05 level of significance was required before a null hypothesis was rejected.

Limitations and Delimitations

This study was inherently restricted by these three limitations:

1) The study was conducted at four institutions of higher education, all of which are in Montana. Therefore, it was not possible to generalize from the findings of this study to a larger population of student personnel administrators.

2) All of the data collected in this study consisted of self reports by the respondents. The data were therefore subjected to the perceptions of the respondents. Every effort was made to encourage honesty in the reports while confidentiality was adamantly stressed.

3) The data were subject to threats of internal validity since the reported incidents were categorized using Herzberg's theory, but were based on the subjective judgments of the author.

The study was further restricted due to these two imposed delimitations:

1) The study involved student affairs positions at four member institutions of the Montana University System. The institutions were not randomly selected.

2) A separate interview guide for each of the five positions was utilized (see Appendices C, D, E, F, and G). These guides limited the interview questions to those pertaining to job satisfactions and dissatisfactions associated with the major job functions as identified

in the literature. Unique functional areas were not considered in this study.

Definition of Terms

The following terms were defined according to Groseth (1978: 18-19):

Chief Student Personnel Officer (CSPO). The highest ranking administrator at each institution whose major responsibility was the management of non-classroom services and programs for the benefit of students. He or she had the title of vice president, or dean of student affairs, or chief student personnel officer.

Critical incident. An event in a person's job which was identified as being associated with extremely good or bad feelings about the job.

Director of Counseling (DOC). The highest ranking administrator at each institution whose major responsibility was the management and operation of a service related to the personal, academic, and vocational needs of students.

Director of Financial Aid (DFA). The highest ranking administrator at each institution whose major responsibility was the management and operation of a program of financial aid for students.

Director of Housing (DOH). The highest ranking administrator at each institution whose major responsibility was the management and

and supervision of facilities and programs relating to on campus housing for both single and married students.

Director of the Union (DOU). The highest ranking administrator at each institution whose major responsibility was the administration of the college union facility and the programs therein.

Factors. Any of seven motivators or eight hygienes used to describe job conditions which may contribute to job satisfaction or dissatisfaction.

Hygienes. Factors derived from Herzberg's two-factor theory of job attitudes as being associated with the context in which a person performs a job (individual hygienes are described in Chapter 2).

Major Job Functions. Those duties of each student personnel administrative position identified in the literature as being most common and as constituting the major work load of the position.

Motivators. Factors derived from Herzberg's two-factor theory of job attitudes as being associated with the actual performance of content of a job (individual motivators are described in Chapter 2).

Summary

This study was undertaken to determine the specific types of job satisfactions and dissatisfactions of selected student personnel administrators and to test the applicability of Herzberg's motivator-hygiene theory of job satisfaction to these positions.

The need for such a study grew out of the current state of affairs in which more trained personnel existed than job positions. Lower morale, job dissatisfaction, and low productivity tend to proliferate under these conditions. To further the research on the problem, this study identified the factors which lead to job satisfaction and dissatisfaction of student personnel administrators.

Each person holding the positions of Chief Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union at four units of the Montana University System were interviewed utilizing five parallel instruments. Each respondent was asked to describe a satisfying and a dissatisfying incident for each major job function in their present position. These incidents were then classified as having been influenced by one or more of the seven motivators or eight hygies. The data were analyzed by the Chi-square method at the .05 level of significance to determine whether significant differences exist in the contributions of motivators and hygies to satisfying and dissatisfying incidents for the various positions.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

Man and his relationship to his work has long attracted the attention of social scientists, psychologists, philosophers, industrial managers, and guidance counselors. Many of the early writings deal with job aptitudes and improving the fit of employees to the demands of their jobs. In 1964, Victor Vroom published an extensive historical perspective that integrated the existing knowledge of individuals' work behaviors and motivations into one complete volume. Vroom (1964: 105-159) considered in depth the following variables as determinants of job satisfaction: supervisor's consideration of employees, influence in decision making, interaction in and size of the work group, similarity of attitudes in the work group, level of acceptance within the work group, goal interdependence within the work group, individual differences within the work group, job level, job specialization, control over work methods, control over work pace, use of skills and abilities, success and failure in work performance, interruption of work on tasks, wages, promotional opportunities, and hours of work. Vroom (1964: 159-172) also stated that the theoretical issues of the effects of the work role, personality variables, the joint effects of work role and personality variables, changes in the level of reward, and the concept of

equity must be considered if one was to understand the determinants of job satisfaction. An accurate method of determining the amount of variance in job satisfaction due to these work role variables did not exist. "It is safe to say that there is a great deal of variance in job satisfaction that remains to be explained" (Vroom, 1964: 173).

The implications of these job satisfaction variables were related to workers' behaviors on the job. Vroom (1964: 175-186) examined the existing contradictory evidence concerning the relationship of job satisfaction to turnover, absenteeism, accidents on the job, and job performance.

Wanous and Lawler (1972) reviewed nine operational definitions of job satisfaction and concluded that theoretical differences in meaning existed among them and that they probably did not measure the same thing. These nine operational definitions were based on these three theoretical bases for definition: need fulfillment, equity, and work desires or values. They found that the fulfillment measures correlated the highest and the equity measures the lowest. The authors also pointed out that there was a distinction between overall job satisfaction and individual facets of job satisfaction. One had to be careful when comparing the results of different studies as the operational definitions might not have been the same, and therefore, possibly incomparable.

Vroom (1964: 14-18) outlined a conceptual model of work based on the concepts of valence (need fulfillment) and expectancy. Valence referred to the strength of a person's desire for, or attraction to, an outcome. Expectancy referred to the belief that a particular act is likely to be followed by a particular outcome. The extent of expectancy was dependent upon the amount of return on investments in the past and the anticipated amount of return in the future (Davis and Cherns, 1975: 307). Many studies in regard to job satisfaction have been categorized as functions of need fulfillment (Blai, 1964; Miller and Form, 1964; Porter, 1962, 1963a, 1963b, 1963c; Zytowski, 1968) and expectancy (Ewen, Hulin, Smith, and Locke, 1966; Hulin and Smith, 1967; Steers and Porter, 1975; Vroom, 1964).

Job Satisfaction as a Function of Need Fulfillment

Abraham Maslow's (1943a, 1943b) hierarchy of prepotency served as the foundation for many studies which investigated human need fulfillment. Physiological, safety, love, esteem, and self-actualization needs were the five sets of basic needs which were identified as motivating people (Maslow, 1943a). The physiological needs of food, water, rest, exercise, sensory pleasures, and shelter made up the most fundamental level of needs. Once these were satisfied, an individual turned to the next higher level, the safety needs, which included protection against danger, threat, and deprivation. The social needs of love,

affection, and belongingness composed the third prepotency layer. Above these were the esteem needs which related to one's self-esteem and reputation. At the top of the hierarchy was the need for self-actualization, the desire to become everything that one was capable of becoming. The esteem and self-actualization needs were rarely gratified. Once they became important to an individual, they provided an indefinite basis for motivational drive. Fulfilled needs did not motivate behavior. When a level of need was somewhat satisfied, the next higher level emerged for fulfillment and became the dominating motivator in the individual's conscious life (Miller and Form, 1964: 616-619). Maslow (1943a: 388-389) found that degrees of relative satisfaction existed in the hierarchy rather than an all-or-none relationship. As a person progressed up through the layers of the hierarchy, the percentage of fulfillment decreased.

Lyman Porter (1962, 1963a, 1963b, 1963c) did a series of studies on a group of 1,916 managers and determined if relationships existed between a managerial position and the degree of importance attached to thirteen items representing these five areas of psychological needs: security, social, esteem, autonomy, and self-actualization.

In the first study, Porter (1962) reported that a strong relationship existed between the manager's vertical level of position and the degree of perceived satisfaction of the three highest need levels, namely esteem, autonomy, and self-actualization. Need fulfillment

increased as the managerial level increased. At all levels of management, the autonomy and self-actualization needs were regarded as the least gratified. It appeared that security and social needs were adequately met in all managerial positions as significant differences between levels did not surface. This study concluded that lower-level and middle-level managers were more dissatisfied than top-level managers.

Porter (1963a) further reported that higher-level managers placed greater importance on autonomy and self-actualization needs than managers at lower levels of responsibility. The results of both of these studies (Porter 1962, 1963a) showed that "self-actualization and autonomy were the needs perceived as least often fulfilled and also the needs felt to be the most important" (1963a: 148).

In his third study, Porter (1963b) found that line managers perceived greater need fulfillment than staff managers, with the greatest differences occurring in the esteem and self-actualization areas. The two groups attached equal importance to each type of need, with the exception of autonomy needs which staff managers found to be more important. Porter (1963b) concluded that the effects of the horizontal line-staff variables were smaller than the effects of the vertical chain of command variables (Porter, 1962, 1963a).

In a study relating organization size to need satisfaction, Porter (1963c) reported that at lower levels of management, small company managers were more satisfied than large company managers. Conversely, at higher levels of management, large company managers were more satisfied than small company managers. He concluded that "there was not a clear-cut superiority of small organizations over large organizations in producing maximum job satisfaction within management" (p. 395).

Boris Blai (1964) developed an instrument to estimate job satisfaction from measures of need satisfaction. He administered the questionnaire to 470 Civil Service workers whose jobs ranged from laborers to professionals. Among the professional workers Blai found that the strongest needs were self-actualization, interesting duties, and advancement, while the weakest needs were money security, job security, respect, and leadership (p. 386). Apparently the weak needs were already adequately satisfied for the professional workers.

Job Satisfaction as a Function of Expectancy

In recent years, several theories of motivation have been developed which have become known as expectancy, or instrumentability theories. These theories contended that job satisfaction occurred as a result of a worker's expectation that the job would be able to satisfy needs. The basic factor which served as the determinant of action was

the employee's perceived or anticipated value of the outcome (Campbell and Pritchard, 1976: 82). Expectancy theory greatly facilitated the incorporation of motives such as status, achievement, and power into a theory of attitudes and performance (Landy and Trumbo, 1976: 305).

Victor Vroom (1964) based his expectancy theory, known as VIE theory, on three interrelated concepts - valence, instrumentality, and expectancy. Valence referred to the perceived attractive or repulsive value ascribed by an individual to the possible outcomes which could result if a course of action was taken. Instrumentality referred to the individual's perceived relationship which existed between one outcome and another. The third component, expectancy, referred to the perceived probability that a given expenditure of effort would result in a given outcome. VIE theory assumed that prior to selecting a particular course of action, an individual consciously or subconsciously asked whether or not (1) the action had a high probability of leading to an outcome (expectancy), (2) that outcome would yield other outcomes (instrumentality), and (3) those other outcomes were valued (valence). The force on a person to perform an act was dependent on the valences of all outcomes and the strength of the expectancies that the act would be followed by the attainment of these outcomes (Campbell and Pritchard, 1976; Gibson, Ivancevich, and Donnelly, 1976; Landy and Trumbo, 1976; Vroom, 1964).

Graen (1969) broadened the conceptual base of the expectancy-valence model when he incorporated theoretical notions from attitude theory, role theory, and the interpersonal influence process. This model attempted to predict the probability of superior effort expenditure. Graen postulated that the three components of this model - Path-Goal Utility, External Pressures, and Internal Pressures - additively combined to produce the overall probability of superior effort. The components were weighted using multiple regression beta weights. The Graen model was very complex, much of which stemmed from using discrete effort levels such as high versus low, superior versus standard (Campbell and Pritchard, 1976: 75-77).

The least complex of the expectancy-valence models was proposed by Porter and Lawler in 1968 and attempted to avoid the problem of dealing with discrete effort levels (Campbell and Pritchard, 1976: 78). The role which satisfaction played in the motivation to work and job performance areas was much more explicit in the Porter-Lawler model than in the VIE model. Even so, it was no more explicit than the need hierarchy models. Satisfaction was treated as a derived variable which got its value from the difference between expected and actual rewards (Landy and Trumbo, 1976: 338). This model was made up of these nine interacting components: (1) value of reward, (2) perceived effort-reward probability, (3) effort, (4) abilities and traits, (5) role perceptions, (6) performance, (7) rewards, (8) perceived equitable rewards, and

(9) satisfaction. Two feedback loops were built into this complex model. The model would predict that dissatisfaction results when perceived equitable rewards exceeded actual rewards and that satisfaction resulted when actual rewards exceeded or equalled perceived equitable rewards (Landy and Trumbo, 1976: 306-308, 350).

Lawler (1971, 1973) has modified and elaborated the basic Porter-Lawler model by more formally specifying the parameters which determined an individual's expectancy that effort would lead to task accomplishment, and by including a third feedback loop. The foundation of this theory was the premise that an employee's subjective probability that effort would lead to goal accomplishment was being determined by

"(a) the task information specific to the particular stimulus situation under consideration, (b) the individual's fund of information concerning how he/she has done on similar tasks in the past, and (c) the individual's self-esteem, or a relatively permanent characteristic of the individual's personality that reflects the generalized perception of competence across almost all task situations" (Campbell and Pritchard, 1976: 79).

The Lawler model differed from the Porter-Lawler model in that if actual rewards exceeded perceived equitable rewards, guilt, discomfort, and tension resulted. In other words, the employee was dissatisfied if over-rewarded because of some psychological discomfort. This model made good sense and confirmed much of the data which had been gathered in the past (Landy and Trumbo, 1976: 351).

Herzberg's Two-Factor Theory of Job Satisfaction

Over the past twenty years, Frederick Herzberg's motivator-hygiene or two-factor theory has been very popular in the areas of job satisfaction and work motivation. This theory was initially presented by Herzberg and his associates in their 1959 book The Motivation to Work. Herzberg further substantiated his theory seven years later in Work and the Nature of Man. The two-factor theory contrasted the need fulfillment and expectancy theories which were based on the belief that job satisfaction was measured on a single continuum. The single conclusion which repeatedly emerged from the literature was that "perhaps the single most important finding from Herzberg's work was that job satisfaction and dissatisfaction on the jobs are caused by different factors rather than by varying amounts of the same factors" (Friedlander and Walton, 1964: 196).

As a result of their review of the literature, Herzberg and his associates noticed that most of the existing work in the area of job attitudes was next to worthless due to its fragmentary nature. Out of this belief emerged their primary need to conduct a study in which factors, attitudes, and effects would be investigated simultaneously. The concept that some factors were "satisfiers" and others "dissatisfiers" also evolved out of their literature review. This perception ultimately developed into the basic hypotheses of their two-factor theory. As their planning developed, four characteristics prevailed which were

basic to the design of their study: (1) the specification of attitudes, (2) the identification of factors in job attitudes, (3) the effects of job attitudes, and (4) the semi-structured interview (Herzberg, Mausner, and Snyderman, 1959: 6-17; Kahn, 1961: 9).

After two small pilot projects, plans were made for their major study. About 200 accountants and engineers from nine Pittsburgh area companies were selected to participate in the study. Each participant was given a semi-structured interview in which he/she was invited to share positive and negative job-related incidents. Following these anecdotes, time was devoted to a search for the determining factors and the effects of the incidents and attitudes on which the stories were centered. The resultant causal factors were then categorized at two levels (Herzberg, Mausner, and Snyderman, 1959: 30-39; Kahn, 1969: 9). Incident analysis fell into five parts.

"These are, first, the description of the person speaking; second, an over-all description of the sequence of events; third, the description of the objective situation in the sequence of events (first-level factors); fourth, a description of the needs, motives, and perceptions of the person speaking (second-level factors); and fifth, a description of the behavioral and other effects of his attitudes" (Herzberg, Mausner, and Snyderman, 1959: 40).

In designing their study, Herzberg et al. (1959: 14), had to make the assumption that "people could place their own feelings about their jobs on a continuum, identify the extremes of this continuum, and choose those extreme situations to report to us." By making this assumption, Flanagan's (1954) critical incident technique could be

utilized. Flanagan (1954: 355) prophesied such usage of his technique in the area of motivation and believed that "a list of critical behaviors provided a sound basis for making inferences as to requirements (of an activity) in terms of aptitudes, training, and other characteristics." Herzberg et al.'s (1959) approach was not an exact duplication of Flanagan's, but was described by Brayfield (1960: 101) as "a combination of the critical incident technique, retrospective patterned interview, and content analysis." The major advantage of the critical incident technique was that it was much less cognitively demanding on the interviewee than abstract rating scale approaches (Locke, 1976: 1337).

As Herzberg and his associates (1959) hypothesized, two distinct groups of factors emerged. The factors associated with satisfaction were different than those which seemed to cause dissatisfaction. The term "motivator" was used to designate a factor associated with satisfaction, while the term "hygiene" was used to identify factors related to dissatisfaction (Herzberg, Mausner, and Snyderman, 1959: 113).

Initially, Herzberg et al. (1959) categorized achievement, recognition, the work itself, responsibility, advancement, and salary as motivators. Further research revealed that the factor, possibility of growth, should be deemed a motivator. Additional research also showed that salary should be reclassified as a hygiene, because in the long run, it served as a source of dissatisfaction. The results were the

following six motivators with their definitions (Herzberg, Mausner, and Snyderman, 1959; Herzberg, 1966):

1. Recognition. The major criterion for this factor was the notice by some other person of something the respondent had done. This factor could include praise, blame, or criticism of the respondent's work or the acceptance or rejection of an idea by the company.

2. Achievement. This factor included seeing the results of one's work, the successful completion of a job, the failure to complete a job, or making money for the company.

3. Possibility of Growth. This factor included growth in specific types of skills, growth in status, such as the movement from one job to another, and the lack of opportunity for growth.

4. Advancement. Herzberg noted that this category was used only when a person made a definite position change which increased his status. This use was an effort to discriminate among the categories labelled possibility of growth, advancement and responsibility.

5. Responsibility. This category included incidents in which the respondents mentioned that he/she was allowed to be responsible for his own work or given responsibility for the work of others, was given a new responsibility or had responsibility taken away, or was allowed to work without supervision.

6. The Work Itself. Actual doing of the work was the major factor in this category. Whether the actual tasks were a source of good

or bad feelings was represented in respondent's description of the work as routine, creative, or challenging. Additionally, the opportunity to complete an entire unit of work in all its phases was mentioned in this category.

In addition, Groseth (1978: 108) and Thomas (1977) recommended in their works that Herzberg's hygiene, interpersonal relations, should be treated as both a motivator and a hygiene when utilized in the area of student personnel administrators. Their rationale for this double classification related to the fact that student affairs workers were people oriented and spent most of their time interacting with people.

"In positions where the measure of job productivity is, in large part, dependent upon other persons, consideration should be given to the redefinition of interpersonal relations as a neutral category. That is, one in which it would be a motivator for satisfying incidents, and a hygiene for dissatisfying incidents" (Groseth, 1978: 108-109).

Based on this rationale, the author treated interpersonal relations as the seventh motivator and also as a hygiene.

Eight factors have been categorized as hygienes and are listed with their definitions as follows (Herzberg, Mausner, and Snyderman, 1959; Herzberg, 1966):

1. Salary. All situations having to do with compensation fell into this category. The vast majority of reported incidents had to do with increases in salary, whether expected or unexpected, or the failure to receive an expected increase. Additionally, the comparison of one's wages with others doing the same job also fell into this category.

2. Interpersonal relations. Because of the possibility that this category might coincide with several others, it was restricted to those incidents in which the respondent verbalized the character of interaction between himself and another person, whether a superior, peer, or subordinate. These verbalizations included the support he/she may have received from a superior, the personal and working relationship between him/her and his/her subordinates, or his/her part in a cohesive work group.

3. Supervision-technical. Factors included in this group included the competency of the superior, the degree to which work was delegated, and use of criticism and/or favoritism by the superior. Herzberg (1966) found that independent coders were able to distinguish consistently between this characteristic and interpersonal relations with the supervisor.

4. Company Policy and Administration. Factors relating either to the adequacy of the company's organizational structure as it affects the worker, or the effects of the company's personnel policies on the individual were included in this category.

5. Working Conditions. This category was used to classify incidents in which environmental or physical considerations seemed to be paramount. Factors such as lighting, ventilation, availability of tools and adequacy of space were included. The degree to which the

amount of work given to the worker was met by the resources to do the work was also included.

6. Factors in personal life. Incidents in this category reflected some aspect of the job which had an effect on the respondent's personal life. Incidents in which elements of the respondent's personal life affect job performance were not included in this category.

7. Status. Status was not inferred from other categories, such as advancement, but was accepted only when the respondent specifically mentioned a change in status and its effect on his feelings about the job. Examples of this were the acquisition of a secretary in a new position or having the use of the company car.

8. Job Security. Here, only objective signs of job security, such as tenure were accepted; mere feelings of security or insecurity were not accepted.

The basic premise of the motivator-hygiene, or two-factor, theory was that job satisfaction and job dissatisfaction were not opposite ends of a single continuum, but were in fact separate criteria which required separate measurement on separate continua. Bockman (1971: 156, 160), Gibson et al. (1976: 124), and Thomas (1977) have illustrated the differences between the traditional theory (see Figure 1) and Herzberg's two-factor theory (see Figure 2).

High Job Satisfaction	High Job Dissatisfaction
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Figure 1. Traditional Job Satisfaction Continuum.

High Job Dissatisfaction	Hygienes	No Job Dissatisfaction
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No Job Satisfaction	Motivators	High Job Satisfaction
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Figure 2. Herzberg's Job Satisfaction Continua.

The effect of any factor, motivator or hygiene, came from its presence in either a positive sense or negative sense. The presence of a motivator in a positive sense could produce satisfaction, but its presence in a negative sense would not necessarily produce dissatisfaction. Similarly, the presence of a hygiene in a negative sense could produce dissatisfaction, but its presence in a positive sense would not necessarily produce satisfaction (Groseth, 1978: 28).

Support of Herzberg's Two-Factor Theory

Since Herzberg's initial theoretical proposition, there have been many replications and related studies done to verify and/or disprove the motivator-hygiene theory of job satisfaction. Some of the major studies which generally supported Herzberg's theory include Burke (1966); Friedlander (1964); Friedlander and Walton (1964); Hahn (1959);

Halpern (1966); Herzberg (1965); Myers (1964); Saleh (1964); Schwartz (1959); Walt (1962); and Weissenberg and Gruenfeld (1968).

Findings from other studies also supported the two-factor theory to a lesser degree. These studies were based on the premise that a given factor caused either satisfaction or dissatisfaction. Bloom and Barry (1967), Centers and Bugental (1966), Dunnette et al. (1967), Friedlander (1966), Myers (1964), and Rosen (1963) concluded that the outcome of a given factor in relation to job satisfaction was affected by the occupational level of the respondent. Friedlander (1963), Saleh (1964), and Wernimont (1966) found respondent age was a determinant factor which related to job satisfaction. Myers (1964) concluded that gender was an important determinant of whether a given factor was a motivator or hygiene. Ewen (1964) and Wernimont (1966) determined that the time-dimension variable was influential when respondents reported their incidents.

Even with all of the preceding studies completed, the evidence for the applicability of Herzberg's two-factor theory was not conclusive. These studies were supportive of the motivator-hygiene theory in that each identified at least one factor which led to satisfaction and at least one additional factor which led to dissatisfaction. Along with the supportive evidence there was a multitude of conflicting evidence which kept the Herzberg controversy alive.

Criticism of Herzberg's Two-Factor Theory

The two-factor theory has been widely tested since its initial introduction, due to its controversial nature. Aebi (1973) identified 158 separate tests of the theory. Bockman (1971) and Ewen (1964) documented the results of many of these studies in their literature reviews.

Many studies found that the traditional single continuum model prevailed over Herzberg's two-factor model (Bobbitt and Behling, 1972; Ewen, Smith, Hulin, and Locke, 1966; Graen, 1966, 1968; Graen and Hulin, 1968; Hulin and Smith, 1967; Hulin and Waters, 1971; Lindsay, Marks, and Garlow, 1967; Schwab and Heneman, 1970; Soliman, 1970; and Waters and Waters, 1969).

The major criticism of Herzberg's theory is tied to its methodology. Many researchers felt that a selective bias existed in recall and projection of incidents. Conclusions appeared to pivot on method variance, rather than on true content or scale variance. Some studies which reflected this concern are: Brayfield, 1960; Dunnette, Campbell, and Hakel, 1967; Dunnette and Kirchner, 1965; Ewen, 1964; Friedlander, 1966; Hardin, 1965; Hulin and Smith, 1967; Lindsay, Marks, and Garlow, 1967; and Vroom, 1964.

Brayfield (1960) and House and Wigdor (1967) felt that the incident categorization was too subjective because the data had to be interpreted by a rater.

Ewen (1964) pointed out that too broad of conclusions have been drawn using this theory due to the narrow range of jobs which were initially investigated (engineers and accountants). Broad generalizations couldn't be made from a narrow base (Ewen, 1964).

Furthermore, Ewen (1964) objected to the conclusions Herzberg drew because there were no validity or reliability data to back them up.

Herzberg's model lacked a measure of overall job satisfaction. Ewen (1964) and Hulin (1966) felt that such a measure was needed in order to establish some degree of credibility in the study. Campbell and Fiske (1959) and Ewen (1964) pointed out that Herzberg's model was weak since it only utilized a single measure of job attitudes, that was, the semi-structured interview.

Another major criticism was identified by Landy and Trumbo (1976). They pointed out that Herzberg left everyone in the dark about where needs came from. Science was unwilling to accept these as givens since propositions couldn't be accepted on faith alone. Herzberg (1959, 1966) never addressed this issue in his works, it was merely assumed.

The two-factor theory was weakened in the minds of many because it ignored the role which cultural and individual difference variables played in the job situation (Illinrichs and Mischkind, 1967; Hulin, 1966; Levine and Weitz, 1968).

Ewen (1964) and Korman (1971) felt a bias existed in the incident reports. They believed that most respondents found it easier to recall

satisfying incidents related to achievement or to a promotion, than to recall incidents which followed no achievement or lack of a promotion.

Vroom (1964) and Vroom and Maier (1961) felt another bias was injected in Herzberg's (1959) study. They felt respondents had a tendency to attribute causes of satisfaction as coming from within themselves and to attribute causes of dissatisfaction to forces in the environment.

Perhaps the most negative summary of Herzberg's two-factor theory was stated by Dunnette, Campbell, and Hake1 (1967: 173):

"It seems that the evidence is now sufficient to lay the two-factor theory to rest, and we hope that it may be buried peaceably. We believe that it is important that this be done so that researchers will address themselves to studying the full complexities of human motivation, rather than continuing to allow the direction of motivational research or actual administrative decisions to be dictated by the seductive simplicity of two-factor theory."

Job Satisfaction in Student Personnel Administration

Job satisfaction has not been studied extensively in the field of student personnel administration. In 1964 (Cheatham) the seeds of interest were planted which led to the introduction of job satisfaction studies to student affairs workers. Since then, progress has been slow in this area of research.

The pioneering study of job satisfaction among student personnel administrators was conducted by Cheatham (1964) in a survey of characteristics of members of the American College Personnel Association

(ACPA). Most of the respondents felt they derived their greatest satisfaction from helping students, exercising leadership, and working as a team member. These first two factors could be considered motivators under Herzberg's model and the last factor a hygiene, due to its relationship to the environment. Cheatham concluded that intrinsic rewards were prized the most by student personnel administrators. This outcome was more prevalent among women administrators than among men.

Scott (1965) conducted the first study which investigated both satisfaction and dissatisfaction of student affairs administrators. His data showed that deans of students received their greatest satisfaction from the nature of their position, the opportunity to work with college students, and an interest in college students' problems. Dissatisfaction was primarily related to the heavy workload, long and irregular hours, and the lack of appreciation by the faculty and other administrators. These results generally supported Herzberg's two-factor theory, even though his model was not specifically utilized.

The larger problem of career satisfaction of student personnel administrators was raised by Dutton in 1968. Dutton pointed out an urgent need to identify "what career patterns existed in student personnel administration and what factors influenced attrition or continuation in the field." He recommended that research be aimed to make these determinations. To date, these factors have not been identified and substantiated.

Foy (1969) studied job satisfaction of 1320 members of the National Association of Student Personnel Administrators (NASPA). Administrators from 449 of 752 affiliate institutions participated in the study which requested an indication of satisfaction three years prior to the study, at the time of the study, and a prediction three years subsequent to the study. The resultant data showed that the majority of respondents felt the current satisfaction level was slightly lower than the level three years earlier. Furthermore, they expected the satisfaction level would be much higher three years in the future.

The chief student personnel officers at member institutions of the Southern Association of Colleges and Schools (SACS) were surveyed by Hargrove (1969): Respondents were asked for their impressions of the advantages and disadvantages to their jobs. Working with young people, the variety of tasks, good personal and professional associations, providing a meaningful service, and self-satisfaction were the factors most often listed as advantageous. These factors closely resembled Herzberg's motivators. Long and irregular hours, being the "man in the middle", being viewed as a disciplinarian, and not being understood or accepted by the faculty were the chief disadvantageous job factors. These closely resembled Herzberg's hygies.

Pallone (1971) concluded from his study of 148 student affairs staff members at the University of Minnesota that job satisfaction was

related more to work situations than to personality factors. Lack of clarity in job expectations was the factor which contributed the most to job dissatisfaction.

Herzberg's motivator-hygiene theory was also substantiated by Ohanesian (1974) in her study of 402 student personnel administrators in six midwestern and western states. High satisfaction levels were significantly related to higher job positions and the availability of recognition, status, achievement, and variety of job tasks. Low salaries were related to low satisfaction.

An extensive study on job satisfaction of selected student personnel administrators was conducted at seven schools in the State University System of Florida by Groseth (1978). Interviews were held with the chief student personnel officer, director of counseling, director of financial aid, director of housing, and director of the union at each of the institutions. Of the 196 satisfying incidents identified in the study, 68.3 percent were classified as motivators, while 81.3 percent of the 181 dissatisfying incidents were categorized as hygienes. The most frequently mentioned motivators were recognition, achievement, and the work itself. Company policy and administration, interpersonal relations, and working conditions were the most frequently mentioned hygienes. Groseth (1975) concluded that Herzberg's two-factor theory was applicable to student personnel administrators.

Studies related to job satisfaction of specific student personnel positions were not located in the literature.

Summary

From this brief review of the literature, it was apparent that the field of job satisfaction was a diverse, complex one with conflicting theories and beliefs. Job satisfaction studies tended to fall into the single continuum categories of either need fulfillment or expectancy (Vroom, 1964), or else the dual continua category, known as Herzberg's two-factor theory (Herzberg, Mausner, and Snyderman, 1959).

Job satisfaction as a function of need fulfillment was based primarily on Maslow's (1943a, 1943b) hierarchy of prepotency, or needs. Studies conducted in the field of management have shown a definite relationship between need fulfillment (or deficiency) and vertical job position (Porter, 1962, 1963a), horizontal job position (Porter, 1963b), organizational size (Porter, 1963c), and broad classification of job type (Blai, 1964).

Most expectancy theories have been based primarily on Vroom's (1964) VIE theory. These theories contended that satisfaction occurred as a result of a worker's expectation that a job would be able to satisfy needs. Theoretical and technical modifications have resulted in a variety of simplified and complicated versions of Vroom's (1964) original work (Graen, 1969; Landy and Trumbo, 1976; Lawler, 1973; Porter and Lawler, 1968).

Herzberg et al. (1959) introduced their two-factor theory which contended that job satisfaction could be exhibited on two distinct continua, rather than on a single continuum. They also identified two distinct groups of factors. The six factors which led to job satisfaction, called motivators, included recognition, achievement, possibility of growth, advancement, responsibility, and the work itself. The eight factors which led to dissatisfaction, called hygienes, were salary, interpersonal relations, supervision-technical, company policy and administration, working conditions, factors in personal life, status, and job security (Herzberg, Mausner, and Snyderman, 1959). In addition, it was recommended that "interpersonal relations" be treated as both a motivator and a hygiene (Groseth, 1978; Thomas, 1977).

Many replications and comparable studies have been undertaken which supported Herzberg's theory.

Similarly, many studies have been conducted which refuted the two-factor theory. The major criticism of the theory was that its methodology pivoted on method variance, rather than on true content.

Very few studies have been conducted which look at job satisfaction of student personnel administrators. Most results showed that Herzberg's theory was supported in regard to these administrators (Cheatham, 1964; Groseth, 1978; Hargrove, 1969; Ohanesian, 1974; Pallone, 1971; Scott, 1965).

A gap existed in the literature, in that job satisfaction of specific student personnel positions were not studied in detail.

Chapter 3

DESCRIPTION OF METHODS

Introduction

As stated earlier in Chapter 1, the problem of this study was to determine the specific types of job satisfactions and dissatisfactions among selected student personnel administrators and to test the applicability of Herzberg's two-factor theory of job satisfaction to these positions.

The content of this chapter is devoted to a description and categorization of the population which was studied, the methodology used to collect data, a description of how the data was organized, a list of the statistical hypotheses tested, a brief look at how the data were analyzed, and a description of precautions which were taken to assure accuracy.

Description of the Population

The population which was examined in this study were the administrators which hold the Chief Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union positions at four of the six institutions of higher education which comprise the Montana University System. Specifically, these components were Eastern Montana College, Montana State University, Northern Montana College, and the University of Montana.

Definition of the Population Categories

For purposes of data analysis, the population was categorized in two distinct ways: (1) each of the five positions was examined as a separate entity, and (2) the entire population of administrators was analyzed as a whole.

Each of the positions was subdivided into major job functions as identified in the literature. According to Groseth (1978: 9-12), these major job functions were:

1. Functions of the Chief Student Personnel Officer:
 - a. Selection, supervision, coordination, and evaluation of staff
 - b. University-wide administration
 - c. Professional and civic activities
 - d. Program planning and budgeting
 - e. Counseling and advising with individual students and student groups
2. Functions of the Director of Counseling:
 - a. Supervision, coordination, and evaluation of staff
 - b. Counseling individual students
 - c. Coordinating activities with other on campus agencies
 - d. Conducting and stimulating research
 - e. Program development, planning, and budgeting

3. Functions of the Director of Financial Aid:
 - a. Supervision, training and evaluation of staff
 - b. Formulation of administrative policies
 - c. Coordination of programs with state and federal agencies
 - d. Planning and budgeting
 - e. Coordination with other on campus agencies
4. Functions of the Director of Housing:
 - a. Supervision and evaluation of staff
 - b. Maintenance of physical plant
 - c. Financial planning and budgeting
 - d. Formulation and implementation of housing policies
 - e. Communication with students and parents
 - f. Administration of security
 - g. Coordination with other on campus agencies
5. Functions of the Director of the Union:
 - a. Management of physical facilities
 - b. Supervision, evaluation, and selection of staff
 - c. Formulation of policies concerning student organizations and use of facilities
 - d. Coordination with other on campus agencies
 - e. Planning the union program
 - f. Financial management

Method of Collecting Data

Data Collection

The initial step in the data collection process was a letter of explanation to the Chief Student Personnel Officer at each of the selected schools from the author (see Appendix A). This letter briefly explained the nature of the study, requested the names of those holding the other positions which were studied, and solicited the active support of the chief officer.

Once the names of the other administrators were known, a letter was mailed to them two days later asking for their support and participation in the study (see Appendix B). Telephone calls were then made to each participant in order to set up interview appointments.

Finally, personal interviews were held with each participant by the author. Data were collected utilizing a structured questionnaire which was developed for each position (See Appendices C, D, E, F, and G) (Groseth, 1978: 112-123). Each session was taped on a portable cassette tape recorder in order to have a permanent record of each interview. At the beginning of each interview the author assured each respondent that the results would be kept in strict confidence, in that all names, positions, and institutions would not be identified.

Instrumentation

Information was collected on each of the five positions (Chief

Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union) using the five parallel instruments adapted by Groseth (1978: 112-123) from those used by Herzberg et al. (1959) and Thomas (1977) (see Appendices C, D, E, F, and G).

Groseth (1978: 16) based his five instruments on a review of the literature on major job functions of the Chief Student Personnel Officer (Ayers, Tripp, and Russell, 1966; Brooks and Avila, 1974; Hoyt and Tripp, 1967; Sandeen, 1977; Smith, 1961), the Director of Counseling (Cochrane, 1973; Goodman, 1974; Kolarik, 1977; Willette, 1974; Young, 1970), the Director of Financial Aid (Converse, 1975; Kates, 1970; Turner, 1977), the Director of Housing (Armstrong, 1966; ACUHO, 1958; Riker, 1965), and the Director of the Union (Bloland, 1970; Rion, 1977).

These parallel instruments utilized Flanagan's (1954) critical incident technique which was based on these three assumptions: (1) only simple judgments were required of the observer, (2) only reports from qualified observers were included, and (3) all observations were evaluated in light of previously agreed-upon purposes.

A high estimate of reliability may be assumed since the interviews were structured using a well-defined questionnaire (Isaac and Michael, 1977: 96).

It was very difficult to establish construct validity when

interviews were utilized because the issue that certain psychological constructs were reflected or manifested through the questions had to be addressed. A high degree of construct validity has been established by Herzberg et al. (1959, 1966) and Thomas (1977). It is important to note that validity is an issue of controversy which surrounds Herzberg's theory as revealed in the review of literature.

Data Analysis

Herzberg's two-factor model of job attitudes served as the theoretical base for this study. This theory postulated that job satisfaction and dissatisfaction were two separate continua, rather than opposite ends of a single continuum. In other words, the opposite of job satisfaction was not dissatisfaction, but rather no satisfaction. Similarly, the opposite of job dissatisfaction was not satisfaction, but rather no dissatisfaction (Herzberg, Mausner, and Snyderman, 1959; Herzberg, 1966).

Herzberg (1959, 1966) found that two sets of complimentary factors could be distinguished in a job setting. The first set were the "motivators," which if present promoted job satisfaction, did little to prevent job dissatisfaction, and were related to the content of the job. These factors were recognition, achievement, advancement, responsibility, the work itself, and the possibility of growth. In addition, interpersonal relations was treated as a motivator based on the recommendation of Groseth (1978) and Thomas (1977) as explained in Chapter 2.

The second set were the "hygienes," which if present prevented job dissatisfaction, did little to promote satisfaction, and were primarily related to the context or environment of the job. These factors were company policy and administration, supervision-technical, working conditions, salary, personal life, job security, status, and interpersonal relations. A more detailed explanation of Herzberg's two-factor theory was presented in Chapter 2.

Each reported critical incident was classified as having been influenced by one or more of the seven motivators or eight hygienes as defined by Herzberg et al. (1959). When appropriate, more than one factor was assigned to a critical incident.

Next, the data were statistically tested by the Chi-square method to determine whether the observed influence of motivators and hygienes on the reported critical incidents in the sample were different from those which would have been expected by chance.

The .05 level of significance was required before a null hypothesis was rejected.

Method of Organizing Data

The data were organized separately for each of the five positions studied and also compiled as a total population.

For each student affairs position the following tables were constructed:

1. Satisfying Incidents Reported by Each Individual Group of Administrators and Categorized as Motivators and Hygienes.
2. Dissatisfying Incidents Reported by Each Individual Group of Administrators and Categorized as Motivators and Hygienes.
3. Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in Each Major Job Function as Reported by Each Individual Group of Administrators.

For the responses from the total population the following tables were constructed:

1. Satisfying Incidents Reported by the Five Administrative Types and Categorized as Motivators and Hygienes.
2. Dissatisfying Incidents Reported by the Five Administrative Types and Categorized as Motivators and Hygienes.

Statistical Hypotheses

The following hypotheses were used as guidelines for implementing the objectives of this study (Groseth, 1978: 9-14):

- H_0 1 - For the Chief Student Personnel Officers (CSPOs) there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

- H₀2 - For the Chief Student Personnel Officers (CSPOs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.
- H₀3 - For the Directors of Counseling (DOCs) there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.
- H₀4 - For the Directors of Counseling (DOCs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.
- H₀5 - For the Directors of Financial Aid (DFAs) there were no significant differences in the contributions of motivators and hygienes to the satisfying situations associated with the major job functions of the position.
- H₀6 - For the Directors of Financial Aid (DFAs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.
- H₀7 - For the Directors of Housing (DHOs) there were no significant differences between the contributions of motivators and hygienes

to satisfying situations associated with the major job functions of the position.

- H₀8 - For the Directors of Housing (DHOs) there were no significant differences between the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.
- H₀9 - For the Directors of the Union (DOUs) there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.
- H₀10 - For the Directors of the Union (DOUs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.
- H₀11 - For the five administrative positions as a whole there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the positions.
- H₀12 - For the five administrative positions as a whole there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the positions.

Analysis of Data

The data collected from this study were statistically tested by the Chi-square method to determine whether the observed influence of motivators and hygienes on the reported critical incidents in the sample were different from those which would have been expected by chance.

The Chi-square test was used to test the statistical hypotheses because it was the simplest technique available for determining if significant differences exist (Groseth, 1978).

Secondly, since this study was a replication of Groseth's (1978) study, it was necessary that the same statistic be used which was utilized in his original work.

The .05 level of significance was required before a null hypothesis was rejected.

Precautions Taken for Accuracy

In order to avoid unnecessary errors in factor classification, all of the interviews were tape recorded so that questionable incidents could be examined further, after the fact.

All mathematical calculations were computed on a Texas Instrument SR-50 hand calculator in order to minimize the number of math errors. Furthermore, all calculations were computed twice in order to assure their accuracy.

Summary

This study was undertaken to determine the specific types of job satisfactions and dissatisfactions of selected student personnel administrators and to test the applicability of Herzberg's motivator-hygiene theory of job satisfaction to these positions.

Each person holding the positions of Chief Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union at four of the six units of the Montana University System were interviewed utilizing five parallel instruments. Each respondent was asked to describe a satisfying and a dissatisfying incident for each major job function in their present position. These incidents were then classified as having been influenced by one or more of seven motivators or eight hygienes. The data were analysed using the twelve hypotheses as a guide. Using the Chi-square method at the .05 level of significance it was determined whether significant differences existed in the contributions of motivators and hygienes to satisfying and dissatisfying incidents for each of the five positions and for the total population of administrators.

Chapter 4

PRESENTATION OF DATA

Introduction

Data on job satisfaction gathered from personal interviews with the Chief Student Personnel Officers, Directors of Counseling, Directors of Financial Aid, Directors of Housing, and Directors of the Union at four units of the Montana University System are presented in this chapter. Questionnaires designed specifically for each job type (Groseth, 1978:112-123) were used during the interviews (see Appendices C, D, E, F, and G). The administrators were asked to report both a satisfying and a dissatisfying incident related to each of their major job functions. These incidents were then categorized as having been influenced by one or more of seven motivators (recognition, achievement, possibility of growth, advancement, responsibility, the work itself, or interpersonal relations) and/or eight hygienes (salary, interpersonal relations, supervision-technical, company policy and administration, working conditions, factors in personal life, status, and job security). Data were then analyzed to see if Herzberg's two-factor theory was applicable in determining job satisfaction and dissatisfaction of the responding student personnel administrators.

This chapter contains the statistical analysis utilized, data

on each separate administrative group, and the compiled data on the five groups as a whole. Under each administrative position the data are presented as follows: 1) reported satisfying incidents and their categorization as motivators and hygienes, 2) reported dissatisfying incidents and their categorization as motivators and hygienes, and 3) categorization as motivators and hygienes of satisfying and dissatisfying incidents by specific major job function.

Statistical Analysis

Data from this study were analyzed using the Chi-square statistic (Ferguson, 1976:187-205) to investigate twelve null hypotheses (see Chapter 3). Analyses were made to determine whether or not significant differences existed in the contribution of motivators and hygienes to satisfying and dissatisfying incidents for each student personnel area and the sample as a whole. Data for individual major job functions were not analyzed for statistical significance, but a breakdown is shown by motivators and hygienes. The .05 level of significance was required before a null hypothesis was rejected.

The Chief Student Personnel Officer

The most prevalent title for the four Chief Student Personnel Officers (CSP0) in the sample was Dean of Students, with two holding that title. One held the title Dean of Student Affairs and Services

and another the title Director of Student Affairs. Of the four administrators, two held the Ed. D., one the Ph. D., and one the M.S. degree. The mean longevity in their current position was 3.8 years.

The major job functions of the Chief Student Personnel Officer, as defined by Groseth (1978:112), proved appropriate. None of the Chief Student Personnel Officers mentioned additional major job responsibilities.

Generally, the achievement of their work, interpersonal relations, and recognition were the greatest causes of satisfying incidents for CSPOs. Dissatisfying incidents for these administrators were caused primarily by interpersonal relations with others in their work setting, and company policy and administration.

H₀₁ - For the Chief Student Personnel Officers (CSPOs) there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Table 1

Satisfying Incidents Reported by Chief Student Personnel
Officers and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=37)	Number	% of Total (N=37)	Number	Factor
Achievement	37.8	14	2.7	1	Company Policy and Administration
Interpersonal Relations	32.4	12	2.7	1	Status
Recognition	18.9	7			
Possibility of Growth	2.7	1			
Responsibility	2.7	1			
Total	94.6%		5.4%		Total
Observed		35		2	Observed
Expected		18.5		18.5	Expected
$\chi^2=29.43$ 1 degree of freedom - .05 level of significance					

Chief Student Personnel Officers reported 37 satisfying incidents. Of those reported, the author categorized 35 incidents as motivators (94.6%) and two as hygienes (5.4%). More motivators than hygienes were used in describing the satisfying incidents of the CSPOs at a highly significant level. The satisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 1.

The data in Table 1 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that motivators were the primary cause of satisfying critical incidents. These data showed a significant difference between motivators and hygienes at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 35 satisfying incidents categorized as motivators, 14 were classified as achievement, 12 as interpersonal relations, seven as recognition, and one each as possibility of growth and responsibility. Of the two satisfying incidents categorized as hygienes, one each was classified as company policy and administration and status.

H₀2 - For the Chief Student Personnel Officers (CSPOs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

**Dissatisfying Incidents Reported by Chief Student Personnel
Officers and Categorized as Motivators and Hygienes**

Motivators			Hygienes		
Factor	% of Total (N=35)	Number	% of Total (N=35)	Number	Factor
Achievement	25.7	9	31.4	11	Interpersonal Relations
Recognition	8.6	3	25.7	9	Company Policy and Administration
			5.7	2	Supervision- Technical
			2.9	1	Factors in Personal Life
Total	34.3%		65.7%		Total
Observed		12		23	Observed
Expected		17.5		17.5	Expected

$\chi^2 = 3.46$ 1 degree of freedom - .05 level of significance

Chief Student Personnel Officers reported 35 dissatisfying incidents. Of those reported, the author categorized 23 as hygienes (65.7%) and 12 as motivators (34.3%). There were not significantly more hygienes than motivators used in describing the dissatisfying incidents of the CSPOs. The dissatisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 2.

The data in Table 2 showed a strong tendency in the direction of support for Herzberg's two-factor theory that hygienes were the primary cause of dissatisfying critical incidents. These data did not show a significant difference between hygienes and motivators at the .05 level of significance (there was a significant difference at the .10 level), causing the null hypothesis to not be rejected.

Of the 23 dissatisfying incidents categorized as hygienes, 11 were classified as interpersonal relations, nine as company policy and administration, two as supervision-technical, and one as factors in personal life. Of the 12 dissatisfying incidents categorized as motivators, nine were classified as achievement and three as recognition.

In addition to reviewing the Chief Student Personnel Officer position as a whole, the author analyzed each major job function to determine the relative contribution of motivators and hygienes to the satisfying and dissatisfying incidents of each function. While

no tests for significance were completed for individual job functions, Tables 3-7 show that in each of the five major job functions, motivators contributed more than hygies to satisfying incidents. The range of percentages for motivators in the individual job functions was 81.8 to 100.0. Additionally, Tables 3-7 show that in each of the five major job functions, hygies contributed more than motivators to dissatisfying incidents. The range of percentages for hygies in the individual job functions was 57.1 to 75.0.

The first major job function of the CSP0 was the selection, supervision, coordination, and evaluation of staff. Table 3 presents the data regarding this function of CSP0s.

Table 3

Categorization as Motivators and Hygies of Satisfying and Dissatisfying Incidents in the Major Job Function Selection, Supervision, Coordination, and Evaluation of Staff as Reported by Chief Student Personnel Officers

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	6	25.0	2
Hygies	00.0	0	75.0	6

Of the six incidents listed as satisfying by CSPOs, all were categorized as motivators. Among these, four were classified as achievement and two as interpersonal relations. The eight dissatisfying incidents produced six hygienes and two motivators. Among the hygienes, four were classified as interpersonal relations and one each as supervision-technical and company policy and administration. Both motivators were identified as achievement.

The second major job function of the CSPO was university-wide administration. Table 4 presents the data regarding this function of CSPOs.

Table 4

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function University-Wide Administration as Reported by Chief Student Personnel Officers

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	81.8	9	42.9	3
Hygienes	18.2	2	57.1	4

Of the 11 incidents listed as satisfying by CSPOs, nine were categorized as motivators and two as hygienes. Among the motivators, three were classified as recognition, two each as achievement and interpersonal relations, and one each as possibility of growth and responsibility. Of the two hygienes, one each was classified as company policy and administration and status. The seven dissatisfying incidents produced four hygienes and three motivators. Among the hygienes, three were classified as company policy and administration and one as interpersonal relations. Of the motivators, two were identified as achievement and one as recognition.

The third major job function of the CSPO was professional and civic activities. Table 5 presents the data regarding this function of CSPOs.

Table 5

Categorization as Motivators and Hygienes of Satisfying and
Dissatisfying Incidents in the Major Job Function
Professional and Civic Activities as Reported by
Chief Student Personnel Officers

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	6	40.0	2
Hygienes	00.0	0	60.0	3

Of the six incidents listed as satisfying by CSPOs, all were categorized as motivators. Among these, two each were classified as recognition, achievement, and interpersonal relations. The five dissatisfying incidents produced three hygienes and two motivators. Among the hygienes, two were classified as interpersonal relations and one as company policy and administration. Of the motivators, one each was identified as recognition and achievement.

The fourth major job function of the CSPO was program planning and budgeting. Table 6 presents the data regarding this function of CSPOs.

Table 6

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Program Planning and Budgeting as Reported by Chief Student Personnel Officers

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	8	28.6	2
Hygienes	00.0	0	71.4	5

Of the eight incidents listed as satisfying by CSPOs, all were categorized as motivators. Among these, four were classified as achievement and two each as recognition and interpersonal relations. The seven dissatisfying incidents produced five hygienes and two motivators. Among the hygienes, three were classified as company policy and administration and one each as supervision-technical and interpersonal relations. Both of the motivators were identified as achievement.

The fifth and final major job function of the CSPO was counseling and advising with individual students and student groups. Table 7 presents the data regarding this function of CSPOs.

Table 7

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Counseling and Advising with Individual Students and Student Groups as Reported by Chief Student Personnel Officers

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	6	37.5	3
Hygienes	00.0	0	62.5	5

Of the six incidents listed as satisfying by CSPOs, all were categorized as motivators. Among these, four were classified as interpersonal relations and two as achievement. The eight dissatisfying incidents produced five hygienes and three motivators. Among the hygienes, three were classified as interpersonal relations and one each as company policy and administration and factors in personal life. Of the motivators, two were identified as achievement and one as recognition.

In review, data for the Chief Student Personnel Officers supported Herzberg's theory in part, but not fully at a significant

level. It should be noted that dissatisfying incidents were reportedly classified as the motivators achievement and recognition by Chief Student Personnel Officers.

The Director of Counseling

Position titles were very diversified for the Directors of Counseling (DOCs) involved in the study. Single titles represented were Assistant Director of the Center for Student Development, Director of Counseling, Director of Student Development and Director of the Testing and Counseling Center. Of the four administrators, two held the Ed. D., one the Ph. D., and one the M.S. degree. The mean longevity in their current position was 4.6 years.

The major job functions of the Director of Counseling, as defined by Groseth (1978:122), proved appropriate. Two of the Directors of Counseling added testing program as a sixth major job responsibility.

Generally, interpersonal relations and achievement were the greatest causes of satisfying incidents for DOCs. Dissatisfying incidents for these administrators were caused primarily by interpersonal relationships, lack of achievement in their work, company policy and administration, and supervision-technical factors.

H₀3 - For the Directors of Counseling (DOCs) there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

Table 8

Satisfying Incidents Reported by Directors of Counseling and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=41)	Number	% of Total (N=41)	Number	Factor
Interpersonal Relations	43.9	18	2.4	1	Company Policy and Administration
Achievement	39.0	16			
Recognition	9.8	4			
Possibility of Growth	4.9	2			
Total	97.6%		2.4%		Total
Observed		40		1	Observed
Expected		20.5		20.5	Expected
$\chi^2=37.10$ 1 degree of freedom - .05 level of significance					

Directors of Counseling reported 41 satisfying incidents. Of those reported, the author categorized 40 incidents as motivators (97.6%) and one as a hygiene (2.4%). More motivators than hygienes were used in describing the satisfying incidents of the DOCs at a highly significant level. The satisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 8.

The data in Table 8 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that motivators were the primary cause of satisfying critical incidents. These data showed a highly significant difference between motivators and hygienes at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 40 satisfying incidents categorized as motivators, 18 were classified as interpersonal relations, 16 as achievement, four as recognition, and two as possibility of growth. The single satisfying incident categorized as a hygiene was classified as company policy and administration.

H₀ 4 - For the Directors of Counseling (DOCs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Table 9

Dissatisfying Incidents Reported by Directors of Counseling
and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=35)	Number	% of Total (N=35)	Number	Factor
Achievement	25.7	9	31.4	11	Interpersonal Relations
Possibility of Growth	2.9	1	20.0	7	Company Policy and Administration
			17.1	6	Supervision- Technical
			2.9	1	Factors in Personal Life
Total	28.6%		71.4%		Total
Observed		10		25	Observed
Expected		17.5		17.5	Expected
$\chi^2 = 6.43$ 1 degree of freedom - .05 level of significance					

Directors of Counseling reported 35 dissatisfying incidents. Of those reported, the author categorized 25 as hygienes (71.4%) and 10 as motivators (28.6%). There were significantly more hygienes

than motivators used in describing the dissatisfying incidents of the DOCs. The dissatisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 9.

The data in Table 9 showed a strong tendency in the direction of support for Herzberg's two-factor theory that hygienes were the primary cause of dissatisfying critical incidents. These data showed a significant difference between hygienes and motivators at the .05 level of significance (even at the .02 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 25 dissatisfying incidents categorized as hygienes, 11 were classified as interpersonal relations, seven as company policy and administration, six as supervision-technical, and one as factors in personal life. Of the 10 dissatisfying incidents categorized as motivators, nine were classified as achievement and one as possibility of growth.

In addition to reviewing the Director of Counseling position as a whole, the author analyzed each major job function to determine the relative contribution of motivators and hygienes to the satisfying and dissatisfying incidents of each function. While no tests for significance were completed for individual job functions, Tables 10-15 show that in each of the six major job functions, motivators contributed more than hygienes to satisfying incidents. The range of

percentages for motivators in the individual job functions was 88.9 to 100.0. Additionally, Tables 10-15 show that in each of the six major functions, hygienes contributed the same or more than motivators to dissatisfying incidents. The range of percentages for hygienes in the individual job functions was 50.0 to 85.7.

The first major job function of the DOC was the supervision, coordination, and evaluation of staff. Table 10 presents the data regarding this function of DOCs.

Table 10

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Supervision, Coordination, and Evaluation of Staff as Reported by Directors of Counseling

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	6	20.0	1
Hygienes	00.0	0	80.0	4

Of the six incidents listed as satisfying by DOCs, all were categorized as motivators. Among these, four were classified as interpersonal relations and two as achievement. The five

dissatisfying incidents produced four hygienes and one motivator. Among the hygienes, two each were classified as interpersonal relations and company policy and administration. The single motivator was identified as achievement.

The second major job function of the DOC was counseling individual students. Table 11 presents the data regarding this function of DOCs.

Table 11

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Counseling Individual Students as Reported by Directors of Counseling

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	7	50.0	4
Hygienes	00.0	0	50.0	4

Of the seven incidents listed as satisfying by DOCs, all were categorized as motivators. Among these, four were classified as interpersonal relations and three as achievement. The eight dissatisfying incidents produced four hygienes and four motivators.

Among the hygienes, three were classified as interpersonal relations and one as company policy and administration. The four motivators were identified as achievement.

The third major job function of the DOC was coordinating activities with other on campus agencies. Table 12 presents the data regarding this function of DOCs.

Table 12

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Coordinating Activities with Other On Campus Agencies as Reported by Directors of Counseling

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	88.9	8	14.3	1
Hygienes	11.1	1	85.7	6

Of the nine incidents listed as satisfying by DOCs, eight were categorized as motivators and one as a hygiene. Among the motivators, four were classified as interpersonal relations, three as achievement, and one as recognition. The single hygiene was classified as company

policy and administration. The seven dissatisfying incidents produced six hygienes and one motivator. Among the hygienes, three were classified as interpersonal relations, two as supervision-technical, and one as company policy and administration. The single motivator was identified as achievement.

The fourth major job function of the DOC was conducting and stimulating research. Table 13 presents the data regarding this function of DOCs.

Table 13

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Conducting and Stimulating Research as Reported by Directors of Counseling

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	9	20.0	1
Hygienes	00.0	0	80.0	4

Of the nine incidents listed as satisfying by DOCs, all were categorized as motivators. Among these, three were classified as

achievement and two each as recognition, possibility of growth, and interpersonal relations. The five dissatisfying incidents produced four hygienes and one motivator. Among the hygienes, one each was identified as interpersonal relations, supervision-technical, company policy and administration, and factors in personal life. The single motivator was identified as achievement.

The fifth major job function of the DOC was program development, planning, and budgeting. Table 14 presents the data regarding this function of DOCs.

Table 14

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Program Development, Planning, and Budgeting as Reported by Directors of Counseling

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	7	33.3	2
Hygienes	00.0	0	66.7	4

Of the seven incidents listed as satisfying by DOCs, all were

categorized as motivators. Among these, three each were classified as achievement and interpersonal relations and one as recognition. The six dissatisfying incidents produced four hygienes and two motivators. Among the hygienes, two were classified as supervision-technical and one each as interpersonal relations and company policy and administration. Of the motivators, one each was identified as achievement and possibility of growth.

The sixth and final major job function of the DOC was the testing program. Table 15 presents the data regarding the function of DOCs.

Table 15

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Testing Program as Reported by Directors of Counseling

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	3	25.0	1
Hygienes	00.0	0	75.0	3

Of the three incidents listed as satisfying by DOCs, all were

categorized as motivators. Among these, two were classified as achievement and one as interpersonal relations. The four dissatisfying incidents produced three hygienes and one motivator. Among the hygienes, one each was classified as interpersonal relations, supervision-technical, and company policy and administration. The single motivator was identified as achievement.

In review, data for the Directors of Counseling supported Herzberg's theory of a significant level. It should be noted that dissatisfying incidents were repeatedly classified as the motivator achievement by Directors of Counseling.

The Director of Financial Aid

The most prevalent title for the Director of Financial Aid (DFA) in the sample was Director of Financial Aid, with three persons holding that title. One held the title Director of Student Financial Aid and Employment. Of the four administrators, two held the M. Ed., one the M.A., and one the B.S. degree. The mean longevity in their current position was 7.9 years.

The major job functions of the Director of Financial Aid, as defined by Groseth (1978:114), proved appropriate. All four of the Directors of Financial Aid added counseling students as a sixth major job responsibility and one DFA added representing the

institution as a seventh duty.

Generally, the achievement in their work, recognition, and interpersonal relations were the greatest causes of satisfying incidents for DFAs. Dissatisfying incidents for these administrators were caused primarily by interpersonal relations, company policy and administration, and recognition.

H₀5 - For the Directors of Financial Aid (DFAs) there were no significant differences in the contributions of motivators and hygienes to the satisfying situations associated with the major job functions of the position.

Table 16

Satisfying Incidents Reported by Directors of Financial Aid
and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=61)	Number	% of Total (N=61)	Number	Factor
Achievement	36.1	22	3.3	2	Company Policy and Administration
Recognition	19.7	12	3.3	2	Working Conditions
Interpersonal Relations	18.0	11			
Possibility of Growth	9.8	6			
Responsibility	8.2	5			
The Work Itself	1.6	1			
Total	93.4%		6.6%		Total
Observed		57		4	Observed
Expected		30.5		30.5	Expected

$\chi^2=46.05$ 1 degree of freedom - .05 level of significance

Directors of Financial Aid reported 61 satisfying incidents. Of those reported, the author categorized 57 incidents as motivators (94.6%) and four as hygienes (5.4%). More motivators than hygienes were used in describing the satisfying incidents of the DFAs at a highly significant level. The satisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 16.

The data in Table 16 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that motivators were the primary cause of satisfying critical incidents. These data showed a highly significant difference between motivators and hygienes at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 57 satisfying incidents categorized as motivators, 22 were classified as achievement, 12 as recognition, 11 as interpersonal relations, six as possibility of growth, five as responsibility, and one as the work itself. Of the four satisfying incidents categorized as hygienes, two each were classified as company policy and administration and working conditions.

H₀6 - For the Directors of Financial Aid (DFAs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Table 17

Dissatisfying Incidents Reported by Directors of Financial Aid and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=46)	Number	% of Total (N=46)	Number	Factor
Recognition	19.6	9	26.1	12	Interpersonal Relations
Achievement	8.7	4	23.9	11	Company Policy and Administration
			15.2	7	Supervision-Technical
			4.3	2	Working Conditions
			2.2	1	Salary
Total	28.3%		71.7%		Total
Observed		13		33	Observed
Expected		23		23	Expected

$\chi^2 = 8.70$ 1 degree of freedom - .05 level of significance

Directors of Financial Aid reported 46 dissatisfying incidents. Of those reported, the author categorized 33 as hygienes (71.7%) and 13 as motivators (28.3%). There were significantly more hygienes than motivators used in describing the dissatisfying incidents of the DFAs. The dissatisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 17.

The data in Table 17 showed a strong tendency in the direction of support for Herzberg's two-factor theory that hygienes were the primary cause of dissatisfying critical incidents. These data showed a significant difference between hygienes and motivators at the .05 level of significance (even at the .01 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 33 dissatisfying incidents categorized as hygienes, 12 were classified as interpersonal relations, 11 as company policy and administration, seven as supervision-technical, two as working conditions, and one as salary. Of the 13 dissatisfying incidents categorized as motivators, nine were classified as recognition and four as achievement.

In addition to reviewing the Director of Financial Aid position as a whole, the author analyzed each major job function to determine the relative contribution of motivators and hygienes to

the satisfying and dissatisfying incidents of each function. While no tests for significance were completed for individual job functions, Tables 18-24 show that in each of the seven major job functions, motivators contributed more than hygienes to satisfying incidents. The range of percentages for motivators in the individual job functions was 70.0 to 100.0. Additionally, Tables 18-24 show that in each of the seven major job functions, hygienes contributed more than motivators to dissatisfying incidents. The range of percentages for hygienes in the individual job functions was 62.5 to 100.0.

The first major job function of the DFA was the supervision, training, and evaluation of staff. Table 18 presents the data regarding this function of DFAs.

Table 18

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Supervision, Training, and Evaluation of Staff as Reported by Directors of Financial Aid

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	9	28.6	2
Hygienes	00.0	0	71.4	5

Of the nine incidents listed as satisfying by DFAs, all were categorized as motivators. Among these, three were classified as achievement, two each as possibility of growth and interpersonal relations, and one each as recognition and responsibility. The seven dissatisfying incidents produced five hygienes and two motivators. Among the hygienes, three were classified as interpersonal relations and one each as company policy and administration and working conditions. Of the motivators, one each was identified as recognition and achievement.

The second major job function of the DFA was formulation of administrative policies. Table 19 presents the data regarding the function of DFAs.

Table 19

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Formulation of Administrative Policies as Reported by Directors of Financial Aid

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	10	25.0	2
Hygienes	00.0	0	75.0	6

Of the ten incidents listed as satisfying by DFAs, all were categorized as motivators. Among these, three each were classified as recognition and achievement, two as possibility of growth, and one each as responsibility and the work itself. The eight dissatisfying incidents produced six hygieses and two motivators. Among the hygieses, four were classified as company policy and administration and two as supervision-technical. Of the motivators, one each was classified as recognition and achievement.

The third major job function of the DFA was coordination with state and federal agencies. Table 20 presents the data regarding this function of DFA.

Table 20

Categorization as Motivators and Hygieses of Satisfying and Dissatisfying Incidents in the Major Job Function Coordination with State and Federal Agencies as Reported by Directors of Financial Aid

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	11	14.3	1
Hygieses	00.0	0	85.7	6

Of the 11 incidents listed as satisfying by DFAs, all were categorized as motivators. Among these, four were classified as achievement, three as recognition, two as responsibility, and one each as possibility of growth and interpersonal relations. The seven dissatisfying incidents produced six hygienes and one motivator. Among the hygienes, three were classified as company policy and administration and one each as salary, supervision-technical, and working conditions. The single motivator was identified as recognition.

The fourth major job function of the DFA was planning and budgeting. Table 21 presents the data regarding this function of DFAs.

Table 21

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Planning and Budgeting as Reported by Directors of Financial Aid

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	70.0	7	28.6	2
Hygienes	30.0	3	71.4	5

Of the ten incidents listed as satisfying by DFAs, seven were categorized as motivators and three as hygienes. Among the motivators, four were classified as achievement and one each as recognition, possibility of growth, and responsibility. Of the hygienes, two were classified as working conditions and one as company policy and administration. The seven dissatisfying incidents produced five hygienes and two motivators. Among the hygienes, three were classified as supervision-technical and two as company policy and administration. Both motivators were identified as recognition.

The fifth major job function of the DFA was coordination with other on campus agencies. Table 22 presents the data regarding this function of DFAs.

Table 22

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Coordination with Other On Campus Agencies as Reported by Directors of Financial Aid

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	88.9	8	37.5	3
Hygienes	11.1	1	62.5	5

Of the nine incidents listed as satisfying by DFAs, eight were categorized as motivators and one as a hygiene. Among the motivators, four were classified as interpersonal relations, three as achievement, and one as recognition. The single hygiene was classified as company policy and administration. The eight dissatisfying incidents produced five hygienes and three motivators. Among the hygienes, four were classified as interpersonal relations and one as company policy and administration. The three motivators were identified as recognition.

The sixth major job function of the DFA was counseling students. Table 23 presents the data regarding this function of DFAs.

Table 23

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Counseling Students as Reported by Directors of Financial Aid

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	10	37.5	3
Hygienes	00.0	0	62.5	5

Of the ten incidents listed as satisfying by DFAs, all were categorized as motivators. Among these, four each were classified as achievement and interpersonal relations and two as recognition. The eight dissatisfying incidents produced five hygienes and three motivators. Among the hygienes, four were classified as interpersonal relations and one as supervision-technical. Of the motivators, two were identified as achievement and one as recognition.

The seventh and final major job function of the DFA was representing the institution. Table 24 presents the data regarding this function of DFAs.

Table 24

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Representing the Institution as Reported by Directors of Financial Aid

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	2	00.0	0
Hygienes	00.0	0	100.0	1

Of the two incidents listed as satisfying by DFAs, both were categorized as motivators. One each was classified as recognition and achievement. The single dissatisfying incident produced one hygiene. The single hygiene was identified as interpersonal relations.

In review, data for the Directors of Financial Aid supported Herzberg's theory at a significant level. It should be noted that dissatisfying incidents were reportedly classified as the motivators recognition and achievement by Directors of Financial Aid.

The Director of Housing

The most prevalent title for the Director of Housing (DOH) in the sample was Director of Housing, with two persons holding that title. One held the title Director of On Campus Living and another the title Director of Residence Life. Of the four administrators, two held the M.S., one the B.A., and one the B.S. degree. The mean longevity in their current position was 7.8 years.

The major job functions of the Director of Housing, as defined by Groseth (1978:119), proved appropriate. One of the Directors of Housing added disciplinary action as an eighth major job responsibility and deleted maintenance of physical plant as a duty.

Generally, achievement in their work and interpersonal relations were the greatest causes of satisfying incidents for DOHs. Dissatisfying incidents for these administrators were caused primarily by interpersonal relations and company policy and administration.

H₀7 - For the Directors of Housing (DOHs) there were not significant differences between the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Table 25

Satisfying Incidents Reported by Directors of Housing
and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=54)	Number	% of Total (N=54)	Number	Factor
Achievement	38.9	21	7.4	4	Company Policy and Administration
Interpersonal Relations	31.5	17	3.7	2	Supervision- Technical
Recognition	9.3	5	1.9	1	Working Conditions
Possibility of Growth	5.6	3			
Responsibility	1.9	1			
Total	87.0%		13.0%		Total
Observed		47		7	Observed
Expected		27		27	Expected

$\chi^2=29.63$ 1 degree of freedom - .05 level of significance

Directors of Housing reported 54 satisfying incidents. Of those reported, the author categorized 47 incidents as motivators (87.0%) and seven as hygienes (13.0%). More motivators than hygienes

were used in describing the satisfying incidents of the DOHs at a highly significant level. The satisfying incidents as they were classified according to specific motivators and hygienes by the author, were presented in Table 25.

The data in Table 25 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that motivators were the primary cause of satisfying critical incidents. These data showed a highly significant difference between motivators and hygienes at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 47 satisfying incidents categorized as motivators, 21 were classified as achievement, 17 as interpersonal relations, five as recognition, three as possibility of growth, and one as responsibility. Of the seven satisfying incidents categorized as hygienes, four were classified as company policy and administration, two as supervision-technical, and one as working conditions.

H₀8 - For the Directors of Housing (DOHs) there were no significant differences between the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Table 26

Dissatisfying Incidents Reported by Directors of Housing
and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=47)	Number	% of Total (N=47)	Number	Factor
Achievement	12.8	6	29.8	14	Interpersonal Relations
Recognition	10.6	5	21.3	10	Company Policy and Administration
			12.8	6	Supervision- Technical
			12.8	6	Working Conditions
Total	23.4%		76.6%		Total
Observed		11		36	Observed
Expected		23.5		23.5	Expected

$\chi^2=13.30$ 1 degree of freedom - .05 level of significance

Directors of Housing reported 47 dissatisfying incidents. Of those reported, the author categorized 36 as hygienes (76.6%) and 11 as motivators (23.4%). More hygienes than motivators were used in

describing the dissatisfying incidents of the DOHs at a highly significant level. The dissatisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 26.

The data in Table 26 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that hygienes were the primary cause of dissatisfying critical incidents. These data showed a highly significant difference between hygienes and motivators at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 36 dissatisfying incidents categorized as hygienes, 14 were classified as interpersonal relations, 10 as company policy and administration, and six each as supervision-technical and working conditions. Of the 11 dissatisfying incidents categorized as motivators, six were classified as achievement and five as recognition.

In addition to reviewing the Director of Housing position as a whole, the author analyzed each major job function to determine the relative contribution of motivators and hygienes to the satisfying and dissatisfying incidents of each function. While no tests for significance were completed for individual job functions, Tables 27-34 show that in each of the eight major job functions, motivators contributed

more than hygienes to satisfying incidents. The range of percentages for motivators in the individual job functions was 75.0 to 100.0. Additionally, Tables 27-34 show that in each of the eight major job functions, hygienes contributed the same or more than motivators to dissatisfying incidents. The range of percentages for hygienes in the individual job functions was 50.0 to 100.0.

The first major job function of the DOH was the supervision and evaluation of staff. Table 27 presents the data regarding this function of DOH.

Table 27

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Supervision and Evaluation of Staff as Reported by Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	9	20.0	1
Hygienes	00.0	0	80.0	4

Of the nine incidents listed as satisfying by DOHs, all were

categorized as motivators. Among these, four were classified as achievement, three as interpersonal relations, and two as recognition. The five dissatisfying incidents produced four hygienes and one motivator. The four hygienes were all classified as interpersonal relations. The single motivator was identified as achievement.

The second major job function of the DOH was maintenance of physical plant. Table 28 presents the data regarding this function of the DOHs.

Table 28

Categorization as Motivators and Hygienes of Satisfying and
Dissatisfying Incidents in the Major Job Function
Maintenance of Physical Plant as Reported by
Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	80.0	4	00.0	0
Hygienes	20.0	1	100.0	5

Of the five incidents listed as satisfying by DOHs, four were categorized as motivators and one as a hygiene. Among the motivators, two each were classified as achievement and interpersonal relations.

The single hygiene was classified as working conditions. The five dissatisfying incidents produced five hygienes. Among these, two were classified as working conditions and one each as interpersonal relations, supervision-technical, and company policy and administration.

The third major job function of the DOH was financial planning and budgeting. Table 29 presents the data regarding the function of DOHs.

Table 29

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Financial Planning and Budgeting as Reported by Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	83.3	5	00.0	0
Hygienes	16.7	1	100.0	6

Of the six incidents listed as satisfying by DOHs, five were categorized as motivators and one as a hygiene. Among the motivators, two were classified as achievement and one each as recognition,

possibility of growth, and interpersonal relations. The six dissatisfying incidents produced six hygies. Among these, two each were classified as supervision-technical, company policy and administration, and working conditions.

The fourth major job function of the DOH was the formulation and implementation of university housing policies. Table 30 presents the data regarding this function of DOHs.

Table 30

Categorization as Motivators and Hygies of Satisfying and
Dissatisfying Incidents in the Major Job Function
Formulation and Implementation of University
Housing Policies as Reported by
Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	77.8	7	16.7	1
Hygies	22.2	2	83.3	5

Of the nine incidents listed as satisfying by DOHs, seven were categorized as motivators and two as hygies. Among the motivators, four were classified as achievement and one each as possibility

of growth, responsibility, and interpersonal relations. Of the two hygienes, one each was classified as supervision-technical and company policy and administration. The six dissatisfying incidents produced six hygienes and one motivator. Among the hygienes, two were classified as company policy and administration and one each as interpersonal relations, supervision-technical, and working conditions. The single motivator was identified as recognition.

The fifth major job function of the DOH was communication with students and parents. Table 31 presents the data regarding this function of DOH.

Table 31

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function
Communication with Students and Parents as
Reported by Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	8	42.9	3
Hygienes	00.0	0	57.1	4

Of the eight incidents listed as satisfying by DOHs, all were categories as motivators. Among these, four were classified as interpersonal relations, three as achievement, and one as recognition. The seven dissatisfying incidents produced four hygienes and three motivators. Among the hygienes, two were classified as interpersonal relations and one each as company policy and administration and working conditions. Of the motivators, two were identified as achievement and one as recognition.

The sixth major job function of the DOH was administration of security. Table 32 presents the data regarding this function of DOHs.

Table 32

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Administration of Security as Reported by Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	85.7	6	28.6	2
Hygienes	14.3	1	71.4	5

Of the seven incidents listed as satisfying by DOHs, six were categorized as motivators and one as a hygiene. Among the motivators, three were classified as achievement, two as interpersonal relations, and one as possibility of growth. The single hygiene was classified as company policy and administration. The seven dissatisfying incidents produced five hygienes and two motivators. Among the hygienes, two each were classified as interpersonal relations and company policy and administration, and one as supervision-technical. Of the motivators, one each was identified as recognition and achievement.

The seventh major job function was coordination with other on campus agencies. Table 33 presents the data regarding the function of DOHs.

Table 33

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function
Coordination with Other On Campus Agencies
as Reported by Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	75.0	6	33.3	3
Hygienes	25.0	2	66.7	6

Of the eight incidents listed as satisfying by DOHs, six were categorized as motivators and two as hygienes. Among the motivators, three were classified as interpersonal relations, two as achievement, and one as recognition. The single hygiene was classified as company policy and administration. The nine dissatisfying incidents produced six hygienes and three motivators. Among the hygienes, three were classified as interpersonal relations, two as company policy and administration, and one as supervision-technical. Of the motivators, two were identified as recognition and one as achievement.

The eighth and final major job function of the DOH was dealing with disciplinary action. Table 34 presents the data regarding the function of DOHs.

Table 34

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Dealing with Disciplinary Actions as Reported by Directors of Housing

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	2	50.0	1
Hygienes	00.0	0	50.0	1

Of the two incidents listed as satisfying by DOHs, both were categorized as motivators. Among these, one each was classified as achievement and interpersonal relations. The two dissatisfying incidents produced one hygiene and one motivator. The single hygiene was classified as interpersonal relations. The single motivator was identified as achievement.

In review, data for the Directors of Housing supported Herzberg's theory at a highly significant level. It should be noted that dissatisfying incidents were repeatedly classified as the motivators achievement and recognition by Directors of Housing.

The Director of the Union

Position titles were very diversified for the Directors of the Union (DOUs) involved in the study. Single titles represented were Coordinator of Student Activities, Director of the Strand Union Building and Coordinator of Campus Events Scheduling, Director of the University Center, and Interim Assistant Director of the Student Union. Of the four administrators, one held the M. Ed., two the B.S., and one the B.A. degree. The mean longevity in their current position was 5.2 years.

The major job functions of the Director of the Union, as defined by Groseth (1978:116), proved appropriate. One of the

Directors of the Union deleted financial management as a major job responsibility. None added extra duties.

Generally, the achievement in their work, interpersonal relations, and recognition were the greatest causes of satisfying incidents for DOUs. Dissatisfying incidents for these administrators were caused primarily by interpersonal relations, company policy and administration, and achievement in their work.

H₀9 - For the Directors of the Union (DOUs) there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

Table 35

Satisfying Incidents Reported by Directors of the Union
and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=46)	Number	% of Total (N=46)	Number	Factor
Achievement	43.5	20	4.3	2	Working Conditions
Interpersonal Relations	23.9	11	2.2	1	Company Policy and Administration
Recognition	21.7	10			
Possibility of Growth	2.2	1			
Responsibility	2.2	1			
Total	93.5%		6.5%		Total
Observed		43		3	Observed
Expected		23		23	Expected

$\chi^2=34.78$ 1 degree of freedom - .05 level of significance

Directors of the Union reported 46 dissatisfying incidents. Of those reported, the author categorized 43 incidents as motivators (93.5%) and three as hygienes (6.5%). More motivators than hygienes

were used in describing the satisfying incidents of the DOUs at a highly significant level. The satisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 35.

The data in Table 35 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that motivators were the primary cause of satisfying critical incidents. These data showed a highly significant difference between motivators and hygienes at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 43 satisfying incidents categorized as motivators, 20 were classified as achievement, 11 as interpersonal relations, 10 as recognition, and one each as possibility of growth and responsibility. Of the three satisfying incidents categorized as hygienes, two were classified as working conditions and one as company policy and administration.

H₀ 10 - For the Directors of the Union (DOUs) there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the position.

Dissatisfying Incidents Reported by Directors of the Union
and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=49)	Number	% of Total (N=49)	Number	Factor
Achievement	22.4	11	28.6	14	Interpersonal Relations
Recognition	8.2	4	20.4	10	Company Policy and Administration
Possibility of Growth	2.0	1	14.3	7	Supervision- Technical
Responsibility	2.0	1	2.0	1	Working Conditions
Total	34.7%		65.3%		Total
Observed		17		32	Observed
Expected		24.5		24.5	Expected

$\chi^2 = 4.59$ 1 degree of freedom - .05 level of significance

Directors of Housing reported 49 dissatisfying incidents. Of those reported, the author categorized 32 as hygienes (65.3%) and 17 as motivators (34.7%). There were significantly more hygienes than motivators used in describing the dissatisfying incidents of the

DOUs. The dissatisfying incidents, as they were classified according to specific motivators and hygienes by the author, were represented in Table 36.

The data in Table 36 showed a strong tendency in the direction of support for Herzberg's two-factor theory that hygienes were the primary cause of dissatisfying critical incidents. These data showed a significant difference between hygienes and motivators at the .05 level of significance, causing the null hypothesis to be rejected.

Of the 23 dissatisfying incidents categorized as hygienes, 14 were classified as interpersonal relations, 10 as company policy and administration, seven as supervision-technical, and one as working conditions. Of the 17 dissatisfying incidents categorized as motivators, 11 were classified as achievement, four as recognition, and one each as possibility of growth and responsibility.

In addition to reviewing the Director of the Union position as a whole, the author analyzed each major job function to determine the relative contribution of motivators and hygienes to the satisfying and dissatisfying incidents of each function. While no tests for significance were completed for individual job functions, Tables 37-42 show that in each of the six major job functions, motivators contributed more than hygienes to satisfying incidents. The range of percentages for motivators in the individual job functions was

80.0 to 100.0. Additionally, Tables 37-42 show that in each of the six major job functions, hygienes contributed the same or more than motivators to dissatisfying incidents. The range of percentages for hygienes in the individual job functions was 50.0 to 77.8.

The first major job function of the DOU was the management of physical facilities. Table 37 presents the data regarding this function of DOUs.

Table 37

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function
Management of Physical Facilities as Reported
by Directors of the Union

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	9	33.3	3
Hygienes	00.0	0	66.7	6

Of the nine incidents listed as satisfying by DOUs, all were categorized as motivators. Among these, four were classified as achievement, three as recognition, and one each as possibility of growth and interpersonal relations. The nine dissatisfying incidents

produced six hygienes and three motivators. Among the hygienes, two each were classified as supervision-technical and company policy and administration, and one each as interpersonal relations and working conditions. Of the motivators, two were identified as achievement and one as responsibility.

The second major job function of the DOU was the supervision, evaluation, and selection of staff. Table 38 presents the data regarding this function of DOUs.

Table 38

Categorization as Motivators and Hygienes of Satisfying and
Dissatisfying Incidents in the Major Job Function
Supervision, Evaluation, and Selection of Staff
as Reported by Directors of the Union

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	7	50.0	4
Hygienes	00.0	0	50.0	4

Of the seven incidents noted as satisfying by DOUs, all were categorized as motivators. Among these, four were classified as

interpersonal relations, two as achievement, and one as recognition. The eight dissatisfying incidents produced four hygienes and four motivators. Among the hygienes, three were classified as interpersonal relations, and one as company policy and administration. Of the motivators, three were identified as achievement and one as possibility of growth.

The third major job function of the DOU was the formulation and implementation of policies concerning student organizations and use of facilities. Table 39 presents the data regarding this function of DOUs.

Table 39

Categorization as Motivators and Hygienes of Satisfying and
Dissatisfying Incidents in the Major Job Function
Formulation and Implementation of Policies
Concerning Student Organizations and Use
of Facilities as Reported by Directors
of the Union

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	100.0	8	33.3	3
Hygienes	00.0	0	66.7	6

Of the eight incidents listed as satisfying by DOUs, all were categorized as motivators. Among these, four were classified as achievement, two as recognition, and one each as responsibility and interpersonal relations. The nine dissatisfying incidents produced six hygienes and three motivators. Among the hygienes, three were classified as company policy and administration, two as interpersonal relations, and one as supervision-technical. Of the motivators, two were identified as achievement and one as recognition.

The fourth major job function of the DOU was coordination with other on campus agencies. Table 40 presents the data regarding this function by DOUs.

Table 40

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Coordination with Other On Campus Agencies as Reported by Directors of the Union

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	88.9	8	22.2	2
Hygienes	11.1	1	77.8	7

Of the nine incidents listed as satisfying by DOUs, eight were categorized as motivators and one as a hygiene. Among the motivators, four were classified as interpersonal relations, three as achievement, and one as recognition. The single hygiene was classified as company policy and administration. The nine dissatisfying incidents produced were hygienes and two motivators. Among the hygienes, four were classified as interpersonal relations and three as company policy and administration. Of the two motivators, one each was identified as recognition and achievement.

The fifth major job function of the DOU was financial management. Table 41 presents the data regarding this function by DOUs.

Table 41

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Financial Management as Reported by Directors of the Union

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	80.0	4	28.6	2
Hygienes	20.0	1	71.4	5

Of the five incidents listed as satisfying by DOUs, four were categorized as motivators and one as a hygiene. Among the motivators, three were classified as achievement and one as interpersonal relations. The single hygiene was classified as working conditions. The seven dissatisfying incidents produced five hygienes and two motivators. Among the hygienes, two each were classified as interpersonal relations and supervision-technical, and one as company policy and administration. Both of the motivators were identified as achievement.

The sixth and final major job function of the DOU was planning the union program. Table 42 presents the data regarding this function of DOUs.

Table 42

Categorization as Motivators and Hygienes of Satisfying and Dissatisfying Incidents in the Major Job Function Planning the Union Program as Reported by Directors of the Union

Categorization	Type of Incident			
	Satisfying		Dissatisfying	
	%	Number	%	Number
Motivators	87.5	7	42.9	3
Hygienes	12.5	1	57.1	4

Of the eight incidents listed as satisfying by DOUs, seven were categorized as motivators and one as a hygiene. Among the motivators, four were classified as achievement and three as recognition. The single hygiene was classified as working conditions. The seven dissatisfying incidents produced four hygienes and three motivators. Among the hygienes, two each were classified as interpersonal relations and supervision-technical. Of the motivators, two were identified as recognition and one as achievement.

In review, data for the Directors of the Union supported Herzberg's theory at a significant level. It should be noted that dissatisfying incidents were repeatedly classified as the motivators achievement and recognition by Directors of the Union.

The Five Administrative Types

In addition to looking at the five student personnel administrative positions individually, the author made observations based on the compiled data for all student personnel administrators sampled.

Generally, the achievement of their work, interpersonal relations, and recognition were the greatest causes of satisfying incidents for these student personnel administrators. Dissatisfying incidents for this group were caused primarily by interpersonal

relations, company policy and administration, achievement, supervision-technical, and recognition.

H₀11 - For the five administrative positions as a whole there were no significant differences in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the positions.

Table 43

Satisfying Incidents Reported by the Five Administrative
Types and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=239)	Number	% of Total (N=239)	Number	Factor
Achievement	38.9	93	3.8	9	Company Policy and Administration
Interpersonal Relations	28.9	69	2.1	5	Working Conditions
Recognition	15.9	38	0.8	2	Supervision- Technical
Possibility of Growth	5.4	13	0.4	1	Status
Responsibility	3.3	8			
The Work Itself	0.4	1			
Total	92.9%		7.1%		Total
Observed		222		17	Observed
Expected		119.5		119.5	Expected

$\chi^2=175.84$ 1 degree of freedom - .05 level of significance

The group of student affairs administrators reported 239 satisfying incidents. Of those reported, the author categorized 222 incidents as motivators (92.9%) and 17 as hygienes (7.1%). More motivators than hygienes were used in describing the satisfying incidents of the administrators at a highly significant level. The satisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 43.

The data in Table 43 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that motivators were the primary cause of satisfying critical incidents. These data showed a significant difference between motivators and hygienes at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 222 satisfying incidents categorized as motivators, 93 were classified as achievement, 69 as interpersonal relations, 38 as recognition, 13 as possibility of growth, eight as responsibility, and one as the work itself. Of the 17 satisfying incidents categorized as hygienes, nine were classified as company policy and administration, five as working conditions, two as supervision-technical, and one as status.

H₀12 - For the five administrative positions as a whole there were no significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the positions.

Table 44

Dissatisfying Incidents Reported by the Five Administrative
Types and Categorized as Motivators and Hygienes

Motivators			Hygienes		
Factor	% of Total (N=222)	Number	% of Total (N=222)	Number	Factor
Achievement	17.6	39	27.9	62	Interpersonal Relations
Recognition	9.5	21	21.2	47	Company Policy and Administration
Possibility of Growth	0.9	2	17.1	38	Supervision- Technical
Responsibility	0.5	1	4.1	9	Working Conditions
			0.9	2	Factors in Personal Life
			0.5	1	Salary
Total	28.4%		71.6%		Total
Observed		63		159	Observed
Expected		111		111	Expected
$\chi^2=41.51$ 1 degree of freedom - .05 level of significance					

Student personnel administrators as a group reported 222 dissatisfying incidents. Of those reported, the author categorized 159 as hygienes (71.6%) and 63 as motivators (28.4%). There were significantly more hygienes than motivators used in describing the dissatisfying incidents of the administrators. The dissatisfying incidents, as they were classified according to specific motivators and hygienes by the author, were presented in Table 44.

The data in Table 44 showed a very strong tendency in the direction of support for Herzberg's two-factor theory that hygienes were the primary cause of dissatisfying critical incidents. These data showed a significant difference between hygienes and motivators at the .05 level of significance (even at the .001 level there was a significant difference), causing the null hypothesis to be rejected.

Of the 159 dissatisfying incidents categorized as hygienes, 62 were classified as interpersonal relations, 47 as company policy and administration, 38 as supervision-technical, nine as working conditions, two as factors in personal life, and one as salary. Of the 63 satisfying incidents categorized as motivators, 39 were classified as achievement, 21 as recognition, two as possibility of growth, and one as responsibility.

In review, data for the group of student personnel administrators supported Herzberg's theory at a significant level. It should be noted that dissatisfying incidents were repeatedly classified as

the motivators achievement and recognition by this group of student personnel administrators.

Summary

The data gathered from personal interviews conducted with the Chief Student Personnel Officers, Directors of Counseling, Directors of Financial Aid, Directors of Housing, and Directors of the Union at four units of the Montana University System to test the applicability of Herzberg's two-factor theory of job satisfaction was presented in this chapter. The data were analyzed and presented both for individual student affairs positions and for an entire group of administrators. Major job functions as identified in the literature by Groseth (1978:9-13), proved to be appropriate for the five administrative types. Overall, four additional major functions were added and two were deleted.

Data for the Chief Student Personnel Officers supported Herzberg's theory for satisfying incidents at a significant level, but did not support the theory for dissatisfying incidents at a significant level. Dissatisfying incidents were repeatedly classified as the motivators achievement and recognition by Chief Student Personnel Officers.

Data for the Directors of Counseling supported Herzberg's theory for satisfying incidents at a highly significant level and for

dissatisfying incidents at a significant level. Dissatisfying incidents were repeatedly classified as the motivator achievement by Directors of Counseling.

Data for the Directors of Financial Aid supported Herzberg's theory for satisfying incidents at a highly significant level, and for dissatisfying incidents at a significant level. Dissatisfying incidents were repeatedly classified as the motivators recognition and achievement by Directors of Financial Aid.

Data for the Directors of Housing supported Herzberg's theory for both satisfying and dissatisfying incidents at a highly significant level. Dissatisfying incidents were repeatedly classified as the motivators achievement and recognition by Directors of Housing.

Data for the Directors of the Union supported Herzberg's theory for satisfying incidents at a highly significant level and for dissatisfying incidents at a significant level. Dissatisfying incidents were repeatedly classified as the motivators achievement and recognition by Directors of the Union.

The data for the five individual administrative positions were also analyzed and reported according to the major job functions appropriate to each position. For all 32 of the major job functions for satisfying incidents there were more motivators than hygienes

(range 70.0% to 100.0%) classified. In 20 of these cases motivators were classified at the 100% level. Achievement, interpersonal relations, and recognition were repeatedly identified as motivators in satisfying incidents.

Results for dissatisfying incidents were slightly different than those obtained for satisfying incidents. For 29 of the 32 major job functions for dissatisfying incidents there were more hygienes than motivators (range 57.1% to 100.0%) classified. The other three functions had equal proportions of hygienes and motivators. In three of these cases hygienes were classified at the 100% level. Interpersonal relations, company policy and administration, and supervision-technical were repeatedly identified as hygienes, while achievement and recognition were recurrently classified as motivators for dissatisfying incidents.

Data for all of the student personnel administrators sampled supported Herzberg's theory for both satisfying and dissatisfying incidents at a highly significant level. Dissatisfying incidents were repeatedly classified as the motivators achievement and recognition by the five administrative types as a whole.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This final chapter summarizes the data gathered from personal interviews conducted with the Chief Student Personnel Officers, Directors of Counseling, Directors of Financial Aid, Directors of Housing, and Directors of the Union at four units of the Montana University System to test the applicability of Herzberg's two-factor theory of job satisfaction. In addition, conclusions drawn by the author are presented, and recommendations for further study in the area of job satisfaction of student personnel administrators are made.

Each person in the sample was personally interviewed by the author, who utilized as a guide one of five parallel instruments designed specifically for their particular administrative position (see Appendices C, D, E, F, and G). Respondents were then asked to describe a satisfying and a dissatisfying incident for each major job function in their present position. The author classified these incidents as having been influenced by one or more of seven motivators or eight hygies. The data were analyzed, using the 12 null hypotheses. Using the Chi-square method at the .05 level of significance, it was determined whether significant differences existed in the contributions of motivators and hygies to satisfying and dissatisfying incidents for each of the five positions and for the total population of administrators.

Summary of Data

Following are a listing of the 12 hypotheses investigated in this study and their relationship with the resultant data.

H₀₁ - For the Chief Student Personnel Officers (CSPOs), there were no differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Based on the data in Table 1 ($\chi^2=29.43$, .05 level of significance), the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was very strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the Chief Student Personnel Officer position.

H₀₂ - For the Chief Student Personnel Officers (CSPOs) there were no differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Based on the data in Table 2 ($\chi^2=3.46$, .05 level of significance), the null hypothesis was not rejected. Therefore, Herzberg's two-factor theory was not supported.

H₀₃ - For the Directors of Counseling (DOCs), there were no differences in the contributions of motivators and hygienes to satisfying

situations associated with the major job functions of the position.

Based on the data in Table 8 ($\chi^2=37.10$, .05 level of significance), the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was very strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the Director of Counseling position.

H₀4 - For Directors of Counseling (DOCs) there were no differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Based on the data in Table 9 ($\chi^2=6.43$, .05 level of significance), the null hypothesis was rejected. Therefore, Herzberg's two factor theory was strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the Director of Counseling position.

H₀5 - For the Directors of Financial Aid (DFAs) there were no differences in contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Based on the data in Table 16 ($\chi^2=46.05$, .05 level of significance) the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was very strongly supported, showing that there were significant

differences in contributions of motivators and hygienes to satisfying situations associated with the major job functions of the Director of Financial Aid position.

H₀₆ - For the Directors of Financial Aid (DFAs) there were no differences in contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Based on the data in Table 17 ($\chi^2=8.70$, .05 level of significance) the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was strongly supported, showing that there were significant differences in contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the Director of Financial Aid position.

H₀₇ - For the Directors of Housing (DOHs) there were no differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Based on the data in Table 25 ($\chi^2=29.63$, .05 level of significance) the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was very strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the Director of Housing position.

H₀8 - For the Directors of Housing (DOHs) there were no differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Based on the data in Table 26 ($\chi^2=13.30$, .05 level of significance) the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was very strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the Director of Housing position.

H₀9 - For the Directors of Unions (DOUs), there were no differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Based on the data in Table 35 ($\chi^2=34.78$, .05 level of significance) the null hypothesis was rejected. Therefore Herzberg's two-factor theory was very strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the Director of the Union position.

H₀10 - For the Directors of Unions (DOUs), there were no differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Based on the data in Table 36 ($\chi^2=4.59$, .05 level of significance) the null hypothesis was rejected. Therefore, Herzberg's two-factor

theory was strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the Director of the Union position.

H₀11 - For the five administrative positions, there were no differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the positions.

Based on the data in Table 43 ($\chi^2=175.84$, .05 level of significance) the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was very strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the five administrative positions.

H₀12 - For the five administrative positions, there were no differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the positions.

Based on the data in Table 44 ($\chi^2=41.51$, .05 level of significance) the null hypothesis was rejected. Therefore, Herzberg's two-factor theory was very strongly supported, showing that there were significant differences in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the five administrative positions.

The most frequently classified motivators in satisfying incidents were achievement (38.9% of all satisfying incidents), interpersonal relations (28.9%), recognition (15.9%), and possibility of growth (5.4%). The only frequently categorized hygienes in satisfying incidents were interpersonal relations (27.9% of all dissatisfying factors), company policy and administration (21.2%), and supervision-technical (17.1%). The most frequently categorized motivators in dissatisfying incidents were achievement (17.6%) and recognition (9.5%). All of the preceding categorized factors were identified at least once by each of the five individual groups of administrators. There was one exception; recognition was not identified as a motivator in dissatisfying incidents of Directors of Financial Aid.

Two factors predominated the study. A total of 471 incidents were classified by the author. Achievement accounted for 132 of the incidents (28.0% of the total) and recognition accounted for 131 of the classifications (27.8%).

The motivator advancement and the hygiene job security were not utilized in categorizing the satisfying and dissatisfying incidents reported by student personnel administrators.

Conclusions

The results of this study significantly supported Herzberg's two-factor theory of job satisfaction for a selected group of student personnel administrators at four units of the Montana University System.

Data from all sampled student personnel administrators showed significantly that motivators led to job satisfaction and hygienes led to job dissatisfaction. For Chief Student Personnel Officers, motivators significantly led to job satisfaction, while hygienes and the motivators achievement and recognition led to job dissatisfaction. Data from Directors of Counseling, Directors of Financial Aid, Directors of Housing, and Directors of the Union showed significantly that motivators led to job satisfaction and hygienes led to job dissatisfaction.

Treating interpersonal relations as both a motivator and a hygiene proved appropriate in this study, as interpersonal relations contributed significantly to satisfying and dissatisfying incidents. This dual treatment violated Herzberg's theory, but was believed to be fitting, due to the nature of student personnel administration. Herzberg (1959, 1966) based his research on a group of accountants and engineers who tended to be on-the-line workers, rather than managers. Since student affairs workers dealt with many people on a one-to-one basis in their work, it was assumed that interpersonal relations would apply to both satisfying and dissatisfying work experiences.

Achievement and recognition were the two motivators which most frequently appeared as dissatisfiers to the group of student personnel administrators as a whole and to each of the five individual positions. The lack of praise, prevalence of criticism, and failure to complete jobs were believed to be attributed to the "backseat" position student

affairs takes in relation to the academic sector at many universities and colleges. In such a climate of inferiority, it wasn't surprising to see that these two motivators led to job dissatisfaction. This situation had different effects on the Chief Student Personnel Officers, as compared to the other four administrative types. There was a strong prevalence of achievement and recognition, both motivators in Chief Student Personnel Officers' dissatisfying incidents. This result reflected upon the larger problem of a lack of respect and recognition by faculty and academic administrators toward student services. This had tremendous effects on the Chief Student Personnel Officers because their peers, or source of meaningful praise and support, were academic deans, vice-presidents, and other top administrators. Since negative feelings existed in this group of peers and superiors, it was not earthshaking when the results from this study showed Chief Student Personnel Officers feeling a lack of recognition and praise for their accomplishments, and feeling stymied when they pursued new ideas. Credit for success and encouragement to try new approaches was not readily rewarded or recognized by the academic sector.

The situation was different for the Directors of Counseling, Directors of Financial Aid, Directors of Housing, and Directors of the Union. Their superiors were the Chief Student Personnel Officers, who tended to provide praise and support. Their peer group consisted of the other student services directors, who would be more inclined to

extol praise and offer support and assistance when needed. Since recognition was prevalent and achievement valued by all, these middle level student affairs administrators indicated less frequently that these two motivating factors led to dissatisfaction in their work.

Recommendations

Even though the results of this study significantly supported Herzberg's two-factor theory, it did not provide all of the answers to questions in the area of job satisfaction as it relates to student personnel administrators. In regard to this inadequacy, the author made six recommendations for further study.

A need exists for the development of a less subjective interview and classification process in which the respondent could identify the factors in his/her satisfying and dissatisfying incidents. This development would eliminate or minimize the criticisms related to the subjectiveness of Herzberg's two-factor theory.

Second, a tool needs to be developed which can be used by laymen to easily and quickly measure the job satisfaction levels of their employees on a regular basis.

Third, a larger sample of randomly selected student personnel administrators needs to be interviewed in order to allow some generalization of the findings to the total population of student affairs administrators.

Fourth, a study needs to be conducted in which the motivators and hygienes identified for satisfying and dissatisfying incidents are analyzed by major job function for each position studied. This would be very appropriate for the Chief Student Personnel Officers' dissatisfying incidents in order to explain why the motivators achievement and recognition were frequently identified in dissatisfying incidents.

Fifth, no one has conducted a comprehensive study on job satisfaction at one particular institution at all administrative levels. This would help establish patterns, identify strengths and weaknesses in the organization, and detect needs of employees before major problems erupt.

Finally, the sample population should be analyzed using demographic data to determine whether individuals differ significantly in the types of motivators and hygienes which lead to job satisfaction or dissatisfaction. Suggested demographic factors could be sex, race, age, educational background, and past job experience, among others.

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APPENDICES

Appendix A

Letter to the Chief Student Personnel Officers

April 2, 1979

Name
Title
Institution
City, State, Zip Code

Dear _____,

I am writing to ask for your support and participation in my Master's thesis project in Adult and Higher Education at Montana State University.

The subject of my study deals with job satisfaction of selected student affairs administrators. This study will involve interviewing the Chief Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union at four of the institutions making up the Montana University System. These interviews will take approximately one hour to administer.

As Dean, your help in soliciting support and cooperation from your staff would be greatly appreciated. I would also appreciate your help in coordinating the interview schedule on your campus. I hope to do the five interviews at one and a half hour intervals in a single day sometime during the next two weeks.

I will be calling you this week to discuss interview scheduling in greater depth and to answer any questions you may have. In a few days the selected staff from your campus will be receiving a letter similar to this one.

Thank you very much for your cooperation in my project.

Sincerely,


Mark A. Ralph

Appendix B

Letter to the Directors of Counseling, Directors of Financial Aid,
Directors of Housing, and Directors of the Union

April 4, 1979

Name
Title
Institution
City, State Zip Code

Dear _____,

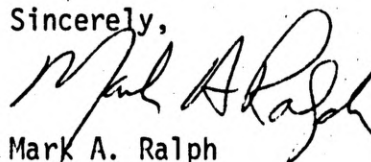
I am writing to ask for your support and participation in my Master's thesis project in Adult and Higher Education at Montana State University.

The subject of my study deals with job satisfaction of selected student affairs administrators. This study will involve interviewing the Chief Student Personnel Officer, Director of Counseling, Director of Financial Aid, Director of Housing, and Director of the Union at four of the institutions making up the Montana University System. Each interview will take approximately one hour to administer. I hope to do the five interviews at one and a half hour intervals in a single day sometime during the next two weeks.

I will be calling you at the beginning of next week to discuss interview scheduling in greater depth and to answer any questions you may have.

Thank you very much for your cooperation in my project.

Sincerely,



Mark A. Ralph

Appendix C

Interview Questionnaire for the Chief Student Personnel OfficersI. Personal Data

1. Name of institution:
2. Title of present position:
3. Length of time in present position:
4. Most recent past position:
5. Length of time in past position:
6. Highest degree held:
7. Area of specialization:

II. Verification of Major Job Functions

The following tasks have been listed in the literature as major responsibilities typical of the chief student personnel officer in higher education institutions. Please review them carefully, and if there are others you wish to add or some you wish to delete, do so. If you have any questions, please ask.

1. Selection, supervision, coordination, and evaluation of staff
2. University-wide administration
3. Professional and civic activities
4. Program planning and budgeting
5. Counseling and advising with individual students and student groups

III. Satisfaction-dissatisfaction

We are going to go down the same list - one by one. I will first ask you to describe a specific incident (a particular experience you have had) when you felt exceptionally good about your present

job in a particular task area (e.g., university-wide administration). Then I will ask you to describe an incident when you felt exceptionally bad about your job in the same area. Please try to recall these events in as much detail as possible. If it is impossible for you to recall such an incident or if there has not been one that really stands out as exceptionally good or bad, please tell me. However, I would appreciate your utmost cooperation in recalling as many of these events as you can. All information will be kept confidential and you will in no way be identified.

Incidents:

- 1a. Selection, supervision, coordination, and evaluation of staff (satisfying)
- 1b. Same (dissatisfying)
- 2a. University-wide administration (satisfying)
- 2b. Same (dissatisfying)
- 3a. Professional and civic activities (satisfying)
- 3b. Same (dissatisfying)
- 4a. Program planning and budgeting (satisfying)
- 4b. Same (dissatisfying)
- 5a. Counseling and advising with individual students and student groups (satisfying)
- 5b. Same (dissatisfying)

Appendix D

Interview Questionnaire for the Directors of CounselingI. Personal Data

1. Name of institution:
2. Title of present position:
3. Length of time in present position:
4. Most recent past position:
5. Length of time in past position:
6. Highest degree held:
7. Area of specialization:

II. Verification of Major Job Functions

The following tasks have been listed in the literature as major responsibilities typical of the director of counseling in higher education institutions. Please review them carefully, and if there are others you wish to add or some you wish to delete, do so. If you have any questions, please ask.

1. Supervision, coordination, and evaluation of staff
2. Counseling individual students
3. Coordinating activities with other on campus agencies
4. Conducting and stimulating research
5. Program development, planning, and budgeting

III. Satisfaction-dissatisfaction

We are going to go down the same list - one by one. I will first ask you to describe a specific incident (a particular experience you have had) when you felt exceptionally good about your present job in a particular task area (e.g., counseling individual

students). Then I will ask you to describe an incident when you felt exceptionally bad about your job in the same area. Please try to recall these events in as much detail as possible. If it is impossible for you to recall such an incident or if there has not been one that really stands out as exceptionally good or bad, please tell me. However, I would appreciate your utmost cooperation in recalling as many of these events as you can. All information will be kept confidential, and you will in no way be identified.

Incidents:

- 1a. Supervision, coordination and evaluation of staff (satisfying)
- 1b. Same (dissatisfying)
- 2a. Counseling individual students (satisfying)
- 2b. Same (dissatisfying)
- 3a. Coordinating activities with other on campus agencies (satisfying)
- 3b. Same (dissatisfying)
- 4a. Conducting and stimulating research (satisfying)
- 4b. Same (dissatisfying)
- 5a. Program development, planning and budgeting (satisfying)
- 5b. Same (dissatisfying)

Appendix E

Interview Questionnaire for the Directors of Financial AidI. Personal Data

1. Name of institution:
2. Title of present position:
3. Length of time in present position:
4. Most recent past position:
5. Length of time in past position:
6. Highest degree held:
7. Area of specialization:

II. Verification of Major Job Functions

The following tasks have been listed in the literature as major responsibilities typical of the director of financial aid in higher education institutions. Please review them carefully and if there are others you wish to add or some you wish to delete, please do so. If you have any questions, please ask.

1. Supervision, training, and evaluation of staff
2. Formulation of administrative policies
3. Coordination with state and federal agencies
4. Planning and budgeting
5. Coordination with other on campus agencies

III. Satisfaction-dissatisfaction

We are going to go down the same list - one by one. I will first ask you to describe a specific incident (a particular experience you have had) when you felt exceptionally good about your present job in a particular task area (e.g., planning and budgeting).

Then I will ask you to describe an incident when you felt exceptionally bad about your job in the same area. Please try to recall these events in as much detail as possible. If it is impossible for you to recall such an incident or if there has not been one that really stands out as exceptionally good or bad, please tell me. However, I would appreciate your utmost cooperation in recalling as many of these events as you can. All information will be kept confidential, and you will in no way be identified.

Incidents:

- 1a. Supervision, training and evaluation of staff (satisfying)
- 1b. Same (dissatisfying)
- 2a. Formulation of administrative policies (satisfying)
- 2b. Same (dissatisfying)
- 3a. Coordination with state and federal agencies (satisfying)
- 3b. Same (dissatisfying)
- 4a. Planning and budgeting (satisfying)
- 4b. Same (dissatisfying)
- 5a. Coordination with other on campus agencies (satisfying)
- 5b. Same (dissatisfying)

Appendix F

Interview Questionnaire for the Directors of HousingI. Personal Data

1. Name of institution:
2. Title of present position:
3. Length of time in present position:
4. Most recent past position:
5. Length of time in past position:
6. Highest degree held:
7. Area of specialization:

II. Verification of Major Job Functions

The following tasks have been listed in the literature as major responsibilities typical of the director of housing in higher education institutions. Please review them carefully, and if there are others you wish to add or some you wish to delete, do so. If you have any questions, please ask.

1. Supervision and evaluation of staff
2. Maintenance of physical plant
3. Financial planning and budgeting
4. Formulation and implementation of university housing policies
5. Communication with students and parents
6. Administration of security
7. Coordination with other on campus agencies

III. Satisfaction-dissatisfaction

We are going to go down the same list - one by one. I will first ask you to describe a specific incident (a particular experience you have had) when you felt exceptionally good about your present job in a particular task area (e.g., supervision and evaluation of staff). Then I will ask you to describe an incident when you felt exceptionally bad about your job in the same area. Please try to recall these events in as much detail as possible. If it is impossible for you to recall such an incident or if there has not been one that really stands out as exceptionally good or bad, please tell me. However, I would appreciate your utmost cooperation in recalling as many of these events as you can. All information will be kept confidential and you will in no way be identified.

Incidents:

- 1a. Supervision and evaluation of staff (satisfying)
- 1b. Same (dissatisfying)
- 2a. Maintenance of physical plant (satisfying)
- 2b. Same (dissatisfying)
- 3a. Financial planning and budgeting (satisfying)
- 3b. Same (dissatisfying)
- 4a. Formulation and implementation of university housing policies (satisfying)
- 4b. Same (dissatisfying)
- 5a. Communication with students and parents (satisfying)

5b. Same (dissatisfying)

6a. Administration of security (satisfying)

6b. Same (dissatisfying)

7a. Coordination with other on campus agencies (satisfying)

7b. Same (dissatisfying)

Appendix G

Interview Questionnaire for the Directors of the UnionI. Personal Data

1. Name of institution:
2. Title of present position:
3. Length of time in present position:
4. Most recent past position:
5. Length of time in past position:
6. Highest degree held:
7. Area of specialization:

II. Verification of Major Job Functions

The following tasks have been listed in the literature as major responsibilities typical of the director of the student activities/union in higher education institutions. Please review them carefully, and if there are others you wish to add or some you wish to delete, do so. If you have any questions, please ask.

1. Management of physical facilities
2. Supervision, evaluation, and selection of staff
3. Formulation and implementation of policies concerning student organizations and use of facilities
4. Coordination with other on campus agencies
5. Financial management
6. Planning the union program

III. Satisfaction-dissatisfaction

We are going to go down the same list - one by one. I will first ask you to describe a specific incident (a particular experience you have had) when you felt exceptionally good about your present job in a particular task area (e.g., supervision and selection of staff). Then I will ask you to describe an incident when you felt exceptionally bad about your job in the same area. Please try to recall these events in as much detail as possible. If it is impossible for you to recall such an incident or if there has not been one that really stands out as exceptionally good or bad, please tell me. However, I would appreciate your utmost cooperation in recalling as many of these events as you can. All information will be kept confidential and you will in no way be identified.

Incidents:

- 1a. Management of physical facilities (satisfying)
- 1b. Same (dissatisfying)
- 2a. Supervision, evaluation, and selection of staff (satisfying)
- 2b. Same (dissatisfying)
- 3a. Formulation and implementation of policies concerning student organizations and use of facilities (satisfying)
- 3b. Same (dissatisfying)
- 4a. Coordination with other on campus agencies (satisfying)
- 4b. Same (dissatisfying)
- 5a. Financial management (satisfying)

5b. Same (dissatisfying)

6a. Planning the union program (satisfying)

6b. Same (dissatisfying)