

AN INVESTIGATION OF THE MOTIVATOR-HYGIENE THEORY OF JOB
SATISFACTION AMONG SELECTED STUDENT
AFFAIRS ADMINISTRATORS

BY

ROLF STIGUM GROSETH

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1978

To my family
Haakon, Mary, Jon, and Bob Groseth,
Mary Ann Nichols and Sanna Bunnell.

ACKNOWLEDGMENTS

The author is indebted to many persons who have assisted him throughout his doctoral program and in the preparation of this study. He expresses gratitude to members of his supervisory committee, Dr. James L. Wattenbarger, chairman, Dr. Harold C. Riker, and Dr. C. Arthur Sandeen. Each has made major contributions to the design and execution of this study.

Special appreciation is extended to Drs. Tom Goodale and Art Sandeen for their never ending inspiration, friendship and support over the past seven years.

Finally, the author expresses special thanks and love to his wife, Lynda, who has been with him each and every step of the way, for her love, sacrifice and understanding.

Table of Contents

	Page
ACKNOWLEDGMENTS	iii
ABSTRACT	vi
CHAPTER	
I. DESCRIPTION OF THE STUDY	1
Introduction	1
The Problem	5
Theoretical Background	6
Delimitations and Limitations	7
Hypotheses	9
Research Methodology	14
Selection of Sample	14
Instrumentation	15
Data Collection	16
Data Analysis	17
Definition of Terms	18
Organization of Subsequent Chapters	19
II. REVIEW OF THE LITERATURE	20
Job Satisfaction as a Function of Need Fulfillment	20
Job Satisfaction as a Function of Expectation	22
Herzberg's Two-Factor Theory of Job Satisfaction	24
Support for the Two-Factor Theory	30
Criticism of the Two-Factor Theory	32
Job Satisfaction in Education	35
III. PRESENTATION OF DATA	42
The Chief Student Personnel Officer	42
The Director of Financial Aid	52
The Union Director	61
The Director of Housing	72
The Director of Counseling	84
The Five Administrative Types	93
IV. SUMMARY AND DISCUSSION OF DATA	99
Hypotheses	99
Summary	102
Discussion of Results in Regard to Related Literature	105
Suggestions for Further Research	109

	Page
APPENDIX	
A. CHIEF STUDENT PERSONNEL OFFICER	112
B. DIRECTOR OF FINANCIAL AID	114
C. DIRECTOR OF STUDENT UNION	116
D. DIRECTOR OF HOUSING	119
E. DIRECTOR OF HOUSING	122
BIBLIOGRAPHY	123
BIOGRAPHICAL SKETCH	130

Abstract of Dissertation Presented to the Graduate Council
of the University of Florida in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

AN INVESTIGATION OF THE MOTIVATOR-HYGIENE THEORY OF JOB SATISFACTION
AMONG SELECTED STUDENT AFFAIRS ADMINISTRATORS

By

Rolf Stigum Groseth

March 1978

Chairman: James L. Wattenbarger
Major Department: Educational Administration

The motivator-hygiene theory of job satisfaction states that certain aspects of a person's job lead to satisfaction while others are related to job dissatisfaction. Those which are related to satisfaction are termed motivators and include recognition, achievement, opportunity for advancement, possibility of growth, responsibility, and the work itself. Those job aspects which are related to dissatisfaction are termed hygienes and include company policy and administration, supervision-technical, working conditions, salary, personal life, job security, status and interpersonal relationships.

This study is undertaken to determine specific job satisfaction and dissatisfaction for the chief student personnel administrator, the director of financial aid, the director of the union, the director of housing, and the director of counseling and to test the applicability of Frederick Herzberg's motivator-hygiene theory of job satisfaction to these positions. Persons holding these positions at each of seven institutions in the State University System of Florida were interviewed.

Each of the positions was subdivided into the major job functions identified in the literature. Each person was then asked to describe, for each major job function, an incident in their present position when they had been particularly satisfied and one when they had been particularly dissatisfied. Each of the incidents was then classified as having been primarily influenced by one of the six motivators or the eight hygienes.

The data were analyzed, using 12 hypotheses as a guide, by the Chi-square method to determine whether significant differences existed in the contributions of motivators and hygienes to satisfying and dissatisfying incidents for the various positions. The .05 level of significance was used.

The data show that for the 196 satisfying incidents in the study, 134 or 68.3 percent were classified with motivators as Herzberg's theory would predict. For the 181 dissatisfying incidents in the study, 147 or 81.3 percent were classified with hygienes as Herzberg's theory would predict. Further, the data for the chief student personnel officer supported Herzberg's theory for satisfying incidents, but not for dissatisfying ones, while data for the directors of financial aid, housing, and the union supported Herzberg's theory for dissatisfying incidents, but not for satisfying ones. The data for the director of counseling position supported Herzberg's theory for both satisfying and dissatisfying incidents.

The most frequently mentioned motivators were recognition, achievement and the work itself. Of these, each was mentioned in significantly more satisfying than dissatisfying incidents. The most

frequently mentioned hygienes were company policy and administration, interpersonal relationships, and working conditions. Of these, company policy and administration and working conditions were mentioned in significantly more dissatisfying than satisfying incidents. Interpersonal relationships was mentioned nearly as often in satisfying incidents (16.8% of all satisfying incidents) as in dissatisfying ones (19.8% of all dissatisfying incidents). The researcher feels that this is due to the fact that administrators accomplish tasks primarily through other persons, increasing the likelihood that interpersonal relationships will be a factor in all situations.

Further research to determine the stability of motivators and hygienes for various kinds of occupations is suggested.

If the administrators studied can be encouraged and supported in the areas which are the greatest cause of dissatisfaction to them, it is possible that their morale and productivity will remain at high levels. Additionally if supervisors can attempt to minimize those aspects of the job which are the greatest sources of dissatisfaction, administrators, such as those studied here, can spend more time in positive satisfying work. These two ideas may be helpful in a time of reduced job mobility.

CHAPTER I

DESCRIPTION OF THE STUDY

Introduction

Student personnel administration as a separate entity is a fairly recent phenomenon in American higher education. Since the founding of Harvard in 1636 and for two hundred fifty years thereafter, the president and the faculty, many of whom were clerics, performed most of the functions now associated with student personnel administration. During this period, colleges were quite small, were most often based on religious foundations, and stood unabashedly in loco parentis with their students. For these reasons, activity now accomplished by specialists known as student personnel administrators was expected of each member of the faculty and staff of the various colleges, often the president.

As a result of Francis Wayland's innovations at Brown, the development of the Morrill Act, the installation of the elective system at Harvard, and the progress of industrialization, curricula were expanded and the college population doubled in each of the first five decades following 1880 (Hitchcock et al., 1951). It was also during this period that research became a major activity in colleges, whereas interaction between student and teacher had previously dominated. These increased numbers of students and the new faculty who were brought to teach them contributed to a shift in the emphasis on the in loco

parentis tradition in American colleges. Many of these new faculty were trained in the research-oriented, non-residential universities of Europe, and their commitment to students often did not extend beyond the classroom (Mathews, 1915). The increased enrollments and new faculty made it clear that institutions would no longer be able to function effectively with only three administrative officers (president, librarian, and secretary of the faculty) which were the most common in 1860 (McGrath, 1938).

In 1890, President Charles Eliot of Harvard decided to add the office of Dean of the College and named to the position, LeBaron Russell Briggs, who was such a likeable person that some students intentionally got into trouble so that they might have an opportunity to visit with him (Mills, 1974).

These early administrators were chosen by their presidents to assume, in an official capacity, those duties which had previously been done informally: counseling students with personal, academic, and vocational problems, interpreting to students the values and standards of conduct deemed appropriate by the president and the trustees, and sponsoring and supervising social and extra-curricular activities of students. The positions, often, could not be separated from the persons who held them.

The conditions which encouraged the establishment of deans of men and women in the late nineteenth century continued through the early

part of the twentieth century. It was during this latter period that "such work took a tremendous leap forward to self-consciousness . . . and made itself known as the personnel movement" (Mueller, 1961, p. 50). In 1916, the National Association of Deans of Women was formed and the first course in student personnel administration was conducted by Dr. Paul Monroe at the Columbia University Summer School. The National Association of Student Personnel Administrators traces its history to a meeting of the Big Ten deans of men at the University of Wisconsin in 1919 (Turner, 1968).

From these beginnings as a profession and through the 1960's, the growth of student personnel administration paralleled that of higher education as a whole. Higher education, during this period, was marked by an expanding labor market for faculty. The growth rate for faculty hiring reached a peak of 17.9 percent between 1964 and 1965, a period during which 25 percent of colleges and universities hired at least one new faculty member for every four employed in the previous year. This rapid growth was not limited to faculty positions, but held for student personnel administrators as well (Ayers et al., 1966; Foy, 1969). In Foy's (1969) study, the chief student personnel administrator and the directors of counseling, housing and student activities had served in both their present and previous positions a mean of only 2.1 years.

During the past decade, much of higher education has moved from a period of explosive growth to one of steady state or even recession.

Alan Cartter's (1976) work pointed out a number of consequences for higher education over the next decade and beyond. Much of his data for faculty can be generalized to student personnel administrators. Cartter (1976) points out that the rapid growth in faculty in the 1960's produced a faculty pool which was skewed toward the lower end of the age scale. This trend was demonstrated in student personnel administration in the data which Ayers et al. (1966) collected in 1962, and which Foy (1969) collected in 1969. Cartter (1976) also noted that the interinstitutional mobility of college professors dropped from a high of 8 percent in 1962 to 1.4 percent in 1972. Additionally, he noted that the professional qualifications of those who are able to move in a "tight" market tend to rise sharply. The implication of these data for student personnel administrators is that younger persons may spend more time in "lower" positions than had the directors of housing (3.2 years) or the chief student personnel officers (4.4 years) in Foy's (1969) study.

Another development which is indicative of the current problem is the proliferation of student personnel training programs which has taken place in the last several years. There are currently over 100 professional preparation programs in student personnel administration (American College Personnel Association, 1973). Ferrari's (1972) data indicated that a substantial increase in such programs will take place

prior to 1980, despite indications that fewer new persons will be hired in the future and that student personnel staffs may decrease in size.

A major problem in a situation where the total numbers of positions in the field may be reduced is one of job and career satisfaction. It is common for young persons to model their professional aspirations after the career patterns of their supervisors or other staff in their organization. However, market conditions which may have allowed these staff to progress to their present position at an accelerated rate may no longer exist and career expectations based on nonexistent conditions may be frustrated. This may lead to a 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 situation in which many persons feel their career paths may be blocked. If not addressed, the problem may lead persons in the field to become disenchanting with student personnel administration or even leave the field.

The Problem

This study was undertaken to determine specific kinds of job satisfactions and dissatisfactions among chief student personnel administrators, directors of housing, directors of counseling,

directors of financial aid, and directors of the student unions. The study also sought to test the applicability of the two-factor theory of job satisfaction developed by Herzberg et al. (1959) to selected student affairs positions.

Specifically, the following questions are addressed in this study:

- 1) For the six positions studied, which of Herzberg's motivators and hygienes are applicable?
- 2) What differences, if any, exist in the frequency with which Herzberg's motivators and hygienes occur in the critical incidents for each position?
- 3) Do the critical incidents of these six positions support Herzberg's theory of job satisfaction/dissatisfaction?

Theoretical Background

The theory used in this study was the two-factor model of job attitudes developed by Frederick Herzberg and his colleagues (1959) and later elaborated on by Herzberg (1966). Herzberg postulated that job satisfaction and dissatisfaction, rather than being opposite ends of a single continuum, are, in fact, two separate continua. This theory proposed that the opposite of job satisfaction is not dissatisfaction,

but no satisfaction. Similarly, the opposite of job dissatisfaction is not satisfaction, but no dissatisfaction.

In their study of 200 accountants and engineers in Pittsburgh, Herzberg et al. (1959) found that certain elements, if present in a job setting, promoted job satisfaction, but did little to prevent dissatisfaction. Those elements were: recognition, achievement, advancement, responsibility, the work itself, and possibility of growth. Herzberg termed these elements "motivators" and found that they related to the content of the job. The study also revealed that certain job elements, if present, prevented job dissatisfaction, but did little to promote satisfaction. Those elements were: company (institutional) policy and administration, supervision-technical, working conditions, salary, personal life, job security, status, and interpersonal relations. Herzberg termed those elements "hygienes," and found that they related primarily to the context or environment of the job. A more detailed discussion of the two-factor theory appears in Chapter II.

Delimitations and Limitations

In seeking answers to the previously stated questions, the following constraints were observed by the researcher.

- 1) The study involves student affairs positions at selected institutions within the State University System of Florida. The institutions were not chosen randomly,

but were selected for the similarity in their administrative structure. The selection of these schools will be discussed later in this chapter.

2) Separate interview guides were designed for each of the six positions studied. The guides limited the interviews to questions concerning job satisfaction and dissatisfaction associated with the major job functions of each of the positions studied. Demographic questions were also included.

This study has limitations which should be recognized. They are as follows:

- 1) This study was conducted at seven universities, all of which are in Florida. It is not, therefore, possible to generalize from the findings of this study to the population of student personnel administrators.
- 2) All data collected in this study consisted of self reports by the respondents. The data are, therefore, subject to the perception of the respondents. Every effort was made to encourage honesty and all respondents were told that they would not be identified, either by name or by institution, in the study.
- 3) The data collected are subject to threats to internal validity, because incidents were collected and categorized according to Herzberg's theory by the writer.

Hypotheses

The following hypotheses were developed as guidelines for implementing the objectives of this study:

Ho¹ For the Chief student Personnel Officers (CSPOs), there is no difference in the contribution of motivators and hygienes to satisfying situations associated with the major job function of the position.

Those functions, as identified in the literature, include:

- 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.

Ho² For the Chief Student Personnel Officers (CSPOs) there is no difference in the contribution of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Those functions, as identified in the literature, include:

- 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.

Ho³ For the Directors of Financial Aid (DFAs) there is no difference in contributions of motivators and hygienes to the satisfying situations associated with the major job functions of the position.

Those functions, as identified in the literature, include:

- 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 on-campus agencies.

Ho⁴ For the Directors of Financial Aid (DFAs) there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the position.

Those functions, as identified in the literature, include:

- A) Supervision, training and evaluation of staff
- B) Formulation of administrative policies
- C) Coordination with state and federal agencies

- D) Planning and budgeting
- E) Coordination with on-campus agencies.

Ho⁵ For the Directors of Unions (DOUs), there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

Those functions, as identified in the literature, include:

- 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 campus agencies
- E) Planning the union program
- F) Financial Management

Ho⁶ For the Directors of Unions (DOUs), there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the position.

Those functions, as identified in the literature, include:

- 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 campus agencies
- E) Planning the union program
- F) Financial Management.

Ho⁷ For the Director of Housing (DOH) there is no difference between the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Those functions as identified in the literature, include:

- 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 campus agencies

Ho⁸ For the Directors of Housing (DOHs) there is no difference between the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Those functions, as identified in the literature, include:

- A) Supervision and evaluation of staff
- B) Maintenance of physical plant
- C) Financial planning and budgeting
- D) Forumlation and implementation of Housing Policies

- E) Communication with students and parents
- F) Administration of security
- G) Coordination with other campus agencies.

Ho⁹ For the Directors of Counseling (DOCs), there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

Those functions, as identified in the literature, include:

- A) Supervision, coordination and evaluation of staff
- B) Counseling individual students
- C) Coordinating activities with other campus agencies
- D) Conducting and stimulating research
- E) Program development, planning and budgeting.

Ho¹⁰ For the Directors of Counseling (DOCs) there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Those functions, as identified in the literature, include:

- A) Supervision, coordination and evaluation of staff
- B) Counseling individual students
- C) Coordinating activities with other campus agencies
- D) Conduct and stimulate research
- E) Program development, planning and budgeting.

Ho¹¹ For the five administrative positions, there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the positions.

Ho¹² For the five administrative positions, there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the positions.

Research Methodology

The major purpose of this study, as stated earlier, was to examine job satisfaction and dissatisfaction among persons in selected student personnel positions. The attitudes were measured within the framework of the two-factor theory of job satisfaction developed by Herzberg et al. (1959), and were classified using job factor definitions developed by Herzberg. The critical incident technique developed by Flanagan (1954) was used in the collection of the data.

Selection of Sample

Persons holding six major student personnel administration positions at seven of the nine institutions within the State University System of Florida were interviewed. Institutions were included in the study based upon the similarity of organization within student personnel. The major factor influencing the decision to include or exclude a

particular institution was the existence of on-campus housing. The two institutions which were excluded on this basis were Florida International University in Miami and the University of North Florida in Jacksonville. Included were the University of Florida in Gainesville, Florida State University and Florida A & M University in Tallahassee, the University of West Florida in Pensacola, the University of South Florida in Tampa, Florida Technological University in Orlando, and Florida Atlantic University in Boca Raton. Two of the institutions, Florida Atlantic University and the University of West Florida, are upper division/graduate institutions, and one, the University of South Florida, despite the existence of on-campus housing, is primarily an urban-commuter campus.

Instrumentation

Information relevant to the job satisfaction and dissatisfaction of persons in the six administrative positions was collected by the use of six parallel instruments which were adapted by this researcher from those used by Herzberg et al. (1959) and Thomas (1977).

These instruments utilized the critical incident method developed by Flanagan (1954). Flanagan defined an incident as "any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act" (p. 327). In order for an incident to be termed critical, according to Flanagan (1954), it

must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects. (p. 327)

Flanagan (1954) further stated three assumptions of the critical incident technique: 1) only simple judgments are required of the observer; 2) only reports from qualified observers are included; and 3) all observations are evaluated in light of previously agreed-upon purposes. Fox (1969) observed that in addition to providing some of the positive qualities of impersonal interaction, the critical incident technique allows the respondents to select events which have significance for them.

The five parallel instruments were based on a review of the literature for major job functions of the chief student personnel administrator (Ayers et al., 1966; Hoyt and Tripp, 1967; Brooks and Avila, 1974; Smith, 1961; Sandeen, 1977), the director of counseling (Cochrane, 1973; Goodman, 1974; Willette, 1974; Young, 1970; Kolarik, 1977), the director of housing (Riker, 1965; ACHUO, 1958; Armstrong, 1966), the director of financial aid (Kates, 1970; Turner, 1977; Converse, 1975), and the director of the union (Bloland, 1970; Rion, 1977).

Data Collection

The first step in the data collection involved a letter to the chief student personnel administrator (CSP0) at each of the seven schools selected for the study. The letter requested the names of persons in the other positions studied and attempted to enlist the

active support of the CSPO in assisting the study. In step two, the author followed up with phone calls to the CSPO and the persons in the other positions studied in order to establish appointments for interviews.

Step three was the interviews, during which the data were collected utilizing a structured questionnaire developed for each position (see Appendices A, B, C, D, and E). Fox (1969) noted that the face-to-face interview situation allows more detailed observation to be recorded. In order to obtain the most accurate results possible, each respondent was assured of the complete confidentiality of the results. No person, either by name or position, was identified in the study.

Data Analysis

Step one in the analysis of the data was the classification of each critical incident as having been influenced by one of the six motivators (achievement, the work itself, recognition, opportunity for growth, advancement, or responsibility) or by one of the eight hygienes (salary, institutional policy, supervision, interpersonal relations, personal life, job security, status, or working conditions). The researcher used definitions developed by Herzberg in the classification. If appropriate, more than one factor was assigned to a critical incident. Step two involved the statistical analysis of the data.

The purpose of the statistical test in this study was to determine whether the observed influence of motivators and hygienes on

the critical incidents identified by the administrators in the sample was different from that which would have been expected by chance. The data had characteristics established as being effectively tested by the chi-square method (Siegel, 1956; Downie and Heath, 1965; Fox, 1969).

The .05 level of significance was required before a null hypothesis was rejected. The .05 level was described by Fox (1969) as typical in educational research.

Definition of Terms

Chief Student Personnel Officer (CSP0). The highest ranking administrator at each institution whose major responsibility is the management of non-classroom services and programs for the benefit of students. He or she will have the title of vice president or dean for student affairs or chief student personnel officer.

Critical incident. An event in a person's job which is 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 is 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 is 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 is the management and supervision

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

Director of Union/Student Activities (DU/SA). The highest ranking administrator at each institution whose major responsibility is the administration of the college union facility and the programs therein.

Factors. Any of six 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 II).

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 II.)

Organization of Subsequent Chapters

Chapter II presents a review of literature related to job satisfaction in student personnel administration. Chapter III includes the results of the study. Chapter IV presents the summary and conclusions and includes suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Victor Vroom (1964), in an extensive review of the literature concernint determinants of job satisfaction, considered the following variables: supervision, influence in decision making, work group interaction, similarity of attitudes in the work group, acceptance within the work group, interdependence of goals within the work group, individual differences within the work group, job level, 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. Wanous and Lawler (1972) pointed out through their review of the literature that different measures of job satisfaction may not measure the same thing and that there is probably a distinction which can be drawn between overall job satisfaction and satisfaction with individual facets of a job. Additionally, they concluded that most studies of job satisfaction measure the concept in terms of one or more of nine operational definitions which are based in the interaction of three theoretical bases for definition: need fulfillment, equity, and work values or desires.

Job Satisfaction as a Function of Need Fulfillment

Many studies which are based on need fulfillment draw upon the work of Abraham Maslow (1943). Maslow proposed that individual needs

are arranged in a specific hierarchy. At the lower end are the physiological needs such as food, rest, sex and shelter. The next level is the safety needs which include protection from danger, threat and deprivation, and social needs such as love, affection and belongingness. Finally, the hierarchy culminates in esteem needs, among which are status, appreciation and self-confidence and in self-actualization which is the desire to become all one is capable of becoming. Maslow noted that as the needs of each lower group were satisfied, the next higher group appeared to be more important in providing a basis for action. Further, he noted that the higher the group, the lower the percentage of its needs would be fulfilled (Miller and Form, 1964).

In his study of need satisfaction and job satisfaction, Blai (1970), studied 470 employees of the federal government who held various jobs ranging from laborer to high-level professionals. Among the professionals, Blai found that the strongest needs were self-actualization, interesting duties, and opportunity for advancement.

Lyman Porter (1963a) studied 1,916 managers in an attempt to determine whether a relationship existed between the vertical level of a person's position within management and the degree of importance he or she attached to 13 items representing five areas of psychological needs: security, social, esteem, autonomy and self-actualization. He found that higher-level persons tended to place more emphasis on self-actualization and autonomy than persons in lower positions. In other

components of the same study, Porter (1962, 1963b, 1963c) found that line managers had greater need fulfillment, particularly in the areas of esteem and self-actualization, than did staff officers, but that staff officers had a greater need for autonomy than did the line managers.

Studies also found that the interaction of company size and position in a managerial hierarchy had an effect on job satisfaction. Lower-level managers were found to be happier in small companies and higher-level managers were happier in large companies. Additionally, these studies produced the finding that self-actualization and esteem needs were higher at each higher level of employment and were the least fulfilled of all needs. The basic premise of the need fulfillment theory is stated by Zytowski (1968) as one in which job satisfaction is defined as being "proportionate to the degree that the elements of the job satisfy the particular needs which the person feels most strongly" (p. 399). This statement, coupled with Maslow's theory, may tend to indicate that, in jobs which satisfy lower level needs, satisfaction based on need gratification may be followed by dissatisfaction or lack of satisfaction based on the emergence of new needs.

Job Satisfaction as a Function of Expectancy

The expectancy theory of job satisfaction proposes that not only the satisfaction of needs, but the expectancy that a job will be able to satisfy needs leads to job satisfaction. Victor Vroom (1964)

states this theory in two propositions. The first is that a person's job satisfaction is directly related to the ability of the job to provide the person with certain rewarding outcomes such as pay, possibility of promotion, or influence in decision-making. The second, and closely related, proposition is that the forces on a person to act in a particular manner are a function of the degree to which the person expects certain desired outcomes to result from that action. In this model, rewarding outcomes take on a relative posture, with each person deciding for him or herself the potential for a specific job to provide these rewarding outcomes.

Another theory which views job satisfaction in a relative sense resulted in the development of the Job Descriptor Index by Patricia Smith and her associates at Cornell (e.g., Ewen, Hulin, Smith and Locke, 1966; Hulin and Smith, 1967). Vroom (1964) called the Job Descriptor Index "the most carefully constructed measure of job satisfaction today" (p. 100). Vroom cited the instrument's strong methodological base and the availability of its norms as indications that it would receive widespread use in both research and practice. The theoretical basis of the Cornell studies is that job content and context cannot operate independently of the overall environment in which the worker exists, as a means of producing job satisfaction or dissatisfaction. Community characteristics play an important role in placing the person higher or lower on the socio-economic scale and, according to Hulin, "the worker evaluates

his present position in the context of the alternatives open to him" (p. 186).

Katzell (1964) voiced a view similar to that of Smith et al. (cited in Steers and Porter, 1975). He noted that:

People differ markedly in the degree of job satisfaction . . . due to differences in stimuli, i.e., job features, and differences in job incumbents. . . . The intra individual sources of job satisfaction may be accounted for largely in terms of the concept of adaptation levels or the related concept of personal values. (p. 342).

He formulated a theoretical framework which linked job satisfaction to the worker's personal values, job environment, out-of-job environment and job performance.

Herzberg's Two-Factor Theory of Job Satisfaction

In contrast to the need fulfillment and expectancy theories discussed above, which are based on the notion that job satisfaction is measured on a single continuum, there exists a theory that job satisfaction and dissatisfaction are separate criteria and that they are caused by different dimensions within the work situation. This theory was developed and stated by Frederick Herzberg and his associates (1959) in their work, The Motivation to Work.

The seeds of the theory are found in the 1957 work of Herzberg and his associates. Their review of literature up until that point led them to question the accuracy of the commonly held opinion that any factor within the job setting could cause either satisfaction or

dissatisfaction depending on the degree to which it is present in the work setting. In 1959, Herzberg et al. published the results of their study of the job attitudes of 200 engineers and accountants from which the theoretical framework for their two-factor hypothesis was derived. The basic hypothesis of the two-factor theory is that job satisfaction and dissatisfaction are not, as had been commonly held, opposite extremes of the same measurement, but are, in fact, discrete criteria which require separate measurement. Thomas (1977) has illustrated the difference between the traditional single continuum theory (see Figure 1-A) and Herzberg's two-factor theory (see Figure 1-B). She has shown that different factors cause satisfaction, i.e., motivators, than cause dissatisfaction, i.e., hygienes.

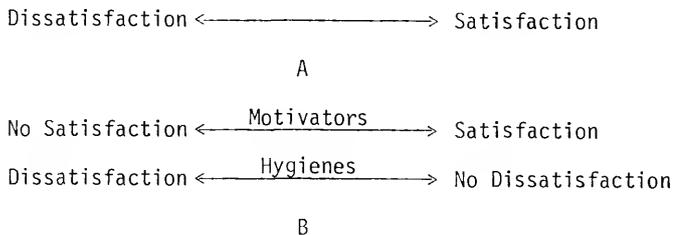


Figure 1

Traditional (A) and Motivator-Hygiene (B) Attitude Models

In the course of his research, Herzberg et al. (1959) were forced 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" (p. 14). By making this assumption, Herzberg et al. were able to use the critical incident technique developed by Flanagan (1954). Flanagan (1954) found that "A list of critical behavior provides a sound basis for making inferences as to requirements (of an activity) in terms of the aptitudes, training, and other characteristics" (p. 355), and cited studies of motivation as an area in which the technique might be of some use.

Herzberg et al.'s (1959) method did not exactly duplicate that of Flanagan but was one which Brayfield (1960) termed "a combination of the critical incident technique, retrospective patterned interview, and content analysis" (p. 101). Using this method, Herzberg asked workers in the 1959 study to "Think of a time when you felt exceptionally good or exceptionally bad about your job, either your present job or any other job you have had" (Herzberg et al., 1959, p. 141). They were asked how long ago the event happened, how long the feeling lasted, what the events meant to them, whether the events had an effect on their jobs or changed their careers, and whether the situation could happen again. One incident in which the worker felt good and one in which he (all respondents in the original study were male) felt bad were described in this manner.

Herzberg et al.'s (1959) data revealed that, as they had hypothesized, the factors which caused satisfaction seemed to be different from those associated with dissatisfaction. Those associated with satisfaction

were termed motivators. In the initial results, Herzberg et al. (1959) singled out five factors as motivators: achievement, recognition, the work itself, responsibility, and advancement. Later research revealed that the factor, possibility of growth, also acted as a motivator. These motivators and their definitions (Herzberg et al., 1959; Herzberg, 1966) are as follows:

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 notes 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 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.

Herzberg's research identified eight factors as making contributions to job dissatisfaction. The presence of these factors in a negative sense produced job dissatisfaction, but their presence in a positive sense did not necessarily produce satisfaction.

The factors along with the definitions given them by Herzberg (1959, 1966), are as follows:

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 may have

received from a superior, the personal and working relationship between him and his subordinates, or his 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.

Two items of explanation are in order at this point. The first has to do with the factor of salary. Herzberg had originally classified salary as a motivator, that is, a source of job satisfaction. Upon further investigation of its effects, however, he found that mentions of salary as a motivator were restricted to satisfaction in the short run and that its primary influence was as a hygiene, that is, as a source of dissatisfaction, in the long run. Upon this discovery, Herzberg classified salary as a hygiene. The second item which the reader should consider is that each of the factors, as defined above, was stated as a positive. It should be remembered that the effect of each of these categories can come either from its presence in a positive sense or in a negative sense.

Support for the Two-Factor Theory

Support for the two-factor theory is provided by Schwartz et al. (1963) who studied 111 male supervisors in 21 utility companies. The supervisors were asked to recall one very good experience they had

had and one very bad experience. Experiences were classified according to Herzberg's taxonomy and results showed clearly that factors which led to job satisfaction were predominantly those classified by Herzberg as motivators and factors leading to dissatisfaction were those involving the context of the job and classified by Herzberg as hygienes. These classifications held across the dimensions of age, job classification, and personality characteristics.

Saleh (cited in Bockman, 1971) studied the job attitudes of managerial employees between the ages of 60 and 65. The data in this study show that, when looking back on their careers, the respondents were able to identify motivators as the major sources of job satisfaction. This study provided an interesting additional dimension, however, because when looking forward to retirement, the same persons identified hygiene factors as the major source of satisfaction. Saleh links this change in attitudes with a radical change in needs from the years of employment to those of retirement. Walt (1962) replicated Herzberg's study among 50 women employed by the federal government in research and analytical work. Herzberg (1966) noted that this study was important because its subjects were the first women involved in a test of the two-factor theory. Herzberg's findings were substantially confirmed by Walt (1962) with four motivators--achievement, work itself, responsibility and recognition--appearing significantly more in satisfying incidents than in dissatisfying ones. Additionally, the hygiene factors, company

policy and administration, status, working conditions and effect on personal lives were mentioned more often in dissatisfying incidents. The hygiene factor--interpersonal relationships with subordinates--was mentioned more often in satisfying sequences than in dissatisfying sequences.

Criticism of the Two-Factor Theory

Because it has been so controversial, the two-factor theory of job satisfaction has been widely tested. Aebi (1973) found that 158 attempts had been made to test the theory. The literature reviews of Bockman (1971) and Ewen (1964) document the results of many of these attempts. Ewen (1964) outlined four basic criticisms of the Herzberg theory. First, Ewen noted that Herzberg et al. (1959) had investigated only engineers and accountants, a range of jobs he felt to be too narrow to produce meaningful results. Secondly, Ewen noted that Herzberg's theory had been generated on the basis of only one method of data collection--the critical incident technique. Ewen was not critical of the technique per se, but felt that because there was only one method of data collection, the results were not generalizable. Thirdly, Ewen stated that the two-factor theory lacked validity and reliability data such as the use of a parallel form of data collection or the use of a test-retest technique. Finally, Ewen noted that the theory offered no measure of overall satisfaction, a feature which theories based on a single continuum handled easily.

Perhaps the most frequently criticism of the two-factor theory is illustrated by Soliman (1970). He found that the theory appeared to be bound by its own methodology, that is, the results obtained by Herzberg et al. (1959) were, in part, a function of the method used to collect the data--the critical incident technique. As evidence, Soliman points to the fact that of 41 studies he reviewed, 18 of 21 which used the critical incident technique supported the two-factor theory and 17 of 20 which used other methods failed to support the theory. Soliman studied 96 persons in the Urbana, Illinois, schools using four methods: the critical incident technique, Porter's need categories, a Likert scale on 18 job-related questions and the Job Descriptor Index developed at Cornell. The results showed that, as Herzberg predicted, there are two sets of needs, motivators and hygienes. Soliman (1970) departed from Herzberg, however, by saying that both motivators and hygienes related to both job satisfaction and job dissatisfaction which were, indeed, opposite ends of the same continuum. Additionally, Soliman (1970) found that when all needs are satisfied, motivators are a stronger force for satisfaction, but that when no needs are satisfied, hygienes are a stronger force for dissatisfaction. Vroom (1964) stated that Herzberg's theory merely confirms human nature. Workers are more likely to attribute satisfaction "to their own achievements and accomplishments. On the other hand, they may be more likely to attribute their dissatisfaction . . . to factors in the work environment" (Vroom, 1964, p. 129).

House and Wigdor (1967) criticized Herzberg because the coding in his tabulation of data was not entirely dependent on the data or on a rating system, but required interpretation by the researcher. This violates one requirement of the critical incident technique, as explained by Flanagan (1954), that only simple judgments be required of the observer.

Hulin and Smith (1967), who admitted to wanting to put the two-factor theory to rest, studied 670 office workers and executives of the same company using the Job Descriptor Index. They found no support for predictions which were made on the basis of the two-factor theory. Motivators and hygiene factors were both found to contribute to satisfaction and dissatisfaction and the importance of a job factor in determining satisfaction was whether or not it was present.

It is obvious that confusion exists over the validity of the two-factor theory. King (1970) felt that much of the confusion in tests of the theory was due to the fact that researchers had been using five different definitions of the two-factor theory in their work. Wanous and Lawler (1972) have pointed out that different measures simply do not measure the same thing. They developed nine operational definitions for job satisfaction which have been used by various researchers and which combine the basic elements of the relativistic, expectancy, and equity theories. The confusion is increased by Zytowski (1970) who showed, with a side-by-side comparison of six separate work value taxonomies,

the potential for confusion which may result from the comparison of one theory with another. Many of the criticisms of the two-factor theory derive from tests which are substantially different from and whose job elements are far less refined than Herzberg's. Clearly, the theory is not perfect, but as even one of its most ardent detractors (Vroom, 1964) notes, Herzberg's "evidence of nonlinearity in relationships . . . is worthy of much more attention than it has received" (p. 129).

Job Satisfaction in Education

Scott (1965), in a 30% sample of deans of students in 1963-64, found data which would, generally, support the two-factor theory. The greatest satisfaction of the deans in this sample came from the nature of the position; from the opportunity to work with college students and from an interest in their problems. Dissatisfaction, on the other hand, seemed to be related to the context of the job--the heavy workload, the long and irregular hours, and the lack of appreciation by the faculty and administration. Knox (1953) in data collected from questionnaires of 1439 graduates of the University of Illinois engaged in teaching and administration found that working conditions and salary were factors which contributed to dissatisfaction and that salary was unimportant to the most satisfied among the respondents. Knox also noted that teachers' turnover seemed to be related to job satisfaction.

Avakian (1971) studied 50 faculty selected from two liberal arts colleges and two universities. The study was designed to determine whether certain job factors were related to job satisfaction and dissatisfaction as Herzberg et al.(1959) would have predicted. Three coders rated the factors independently and found that the data supported Herzberg's theory, with some exceptions. Avakian noted that opportunity for advancement tended to be a factor on the dissatisfaction continuum while interpersonal relations with students, status, and job security tended to operate on the satisfaction continuum. These exceptions, and the general support for Herzberg's theory, were consistent across the variables of type and size of institution and demographic variables.

Bishop (1969) surveyed public school teachers in Iowa who were members of the National Education Association (NEA) and those who were members of the American Federation of Teachers (AFT). The survey used both Herzberg's two-factor theory and Porter's unfilled needs theory as a base, and found that the job factors most important to both groups were the work itself, achievement, and relations with students. Factors related by the teachers as causes of dissatisfaction were school policies, recognition, quality of supervision, and salary. With the exception of recognition, which Herzberg placed on the satisfaction continuum, this study supports the two-factor theory.

Jackson (1975), in a study of 442 middle managers and vice-presidents from five Illinois universities, asked respondents to choose, from each of 48 pairs of job factors, the one which most contributed to

job satisfaction. Each of the six motivators was paired with each of the eight hygienes in the comparison. The results of the chi square test showed that middle managers did identify Herzberg's motivators as relating to job satisfaction and that vice-presidents accurately predicted that these factors would relate to satisfaction among the middle managers.

Strickland (1973) used an instrument developed by Porter to test the two-factor theory among chief business officers at 89 institutions which are members of the National Association of State Universities and Land Grant Colleges, with enrollments of over 7500. Persons were asked, after describing an incident, which of Herzberg's six motivators and eight hygienes was most influential incidents. The results overlapped somewhat, with seven factors appearing in 90% of the satisfying incidents and nine factors appearing in 80% of the dissatisfying incidents. Strickland noted that two-thirds of the responses supported the theory, three percent were non-supportive and the remainder were partially supportive. Finally, motivators were found to be highly significant in satisfying incidents and hygienes were highly significant in dissatisfying incidents.

Pallone (1971) studied 148 professional staff under the vice president for student affairs at the University of Minnesota to determine the relationships between the social characteristics in individual offices within students affairs and those in the overall student affairs

staff. Pallone generalized from his findings that job satisfaction was related more to the work situations than any personality factors. The most important contribution to dissatisfaction was the lack of clarity in the job expectations. Ohanesian (1974) studied 402 student personnel workers in six midwestern and western states. Overall satisfaction was measured and produced a mean of 4.7 on a six-point scale. Higher levels of satisfaction were significantly related to higher positions and the availability in those positions of recognition, status, achievement, and variety of job tasks. Lower satisfaction was associated with lower salaries. These findings give support to Herzberg's (1959, 1966) theory.

Job satisfaction among student personnel administrators has not been studied extensively. It has been a topic most often touched upon in studies of characteristics of members of the profession or studies of career patterns. Cheatham (1964) in a study of the characteristics of members of the American College Personnel Association (ACPA) noted that most student personnel administrators felt their greatest satisfaction from helping students, exercising leadership, and working as a team member. The first two of these categories would fall into Herzberg's motivators as being related to the content of the job, while working with others would be related to the context or environment. Cheatham noted that, as a group, student personnel administrators prize the intrinsic rewards of their jobs. This characteristic seemed more

pronounced among women than among men. The finding that women are rewarded from their job whereas men seem to require the status that comes from being rewarded for their job was also presented in a study of teachers in Saskatchewan (Wickstrom, 1971).

Foy (1969) studied the personal characteristics and backgrounds of 1320 student personnel administrators at 449 of 742 member institutions of the National Association of Student Personnel Administrators (NASPA). This study measured job satisfaction by requesting an indication of happiness three years prior to the study, at the time of the study, and a prediction for three years subsequent to the study. Foy found that, at the time of the study (1969), job satisfaction was at a slightly lower level than it had been three years earlier, but that it was anticipated that satisfaction would rise to a much higher level in the three years following the study. Hargrove (1969) in a study of the chief student personnel administrators in member institutions of the Southern Association of Colleges and Schools (SACS) measured job satisfaction and dissatisfaction by asking persons in the sample for their impression of the advantages and disadvantages of their jobs. Those characteristics which were most often listed as advantages resemble the motivators of Herzberg's theory. They were: working with young people, the variety of tasks, good personal and professional associations, providing a meaningful service, and self-satisfaction. Those job characteristics listed as being disadvantages of the position seem to

be closely related to the context of the job which would place them in Herzberg's hygiene category. They were long and irregular hours, being the "man in the middle," being viewed as a disciplinarian and not being understood or accepted by the faculty.

Dutton (1968) expressed concern with the larger problem of career satisfaction. He felt that a first priority for research in student personnel administration should be the determination of "what career patterns exist in student personnel administration and what factors influence attrition or continuation in the field." Similarly, Nygreen (1962) noted that no attempt had ever been made to articulate the place of an entry-level housing position in a well-defined career path that can be seen by the person in the position as leading to some definable future objective.

Ferrari (1972) in a study of 439 chief student personnel administrators found that the field was becoming saturated and that those in the study predicted a reduction of hiring in the field. These predictions followed three years of growth which ranged from 6.0 percent to 6.7 percent per year. Despite these gloomy forecasts, persons in the study predicted that new preparation programs would continue to be established. As a result, Ferrari stated that there would be a large oversupply of student personnel administrators. This fact, plus the reduction in staff that persons in Ferrari's (1972) study predicted indicate that inter- and intra-institutional mobility may be reduced.

A gap in the literature exists in the study of sources of job satisfaction and dissatisfaction among specific student personnel administrators. This information could be useful to supervisors of persons in those positions during a time when mobility is reduced and career strategies are, of necessity, revised. The information could be used to remove or reduce those areas of an administrator's job known to cause job dissatisfaction and to encourage and support those activities known to be sources of satisfaction.

CHAPTER III

PRESENTATION OF DATA

A presentation is made in this chapter of the data gathered from interviews conducted with the Chief Student Personnel Officer, Director of Financial Aid, Director of the Student Union, and Director of Housing at each of seven of nine State University System of Florida institutions. Each administrator was personally interviewed using a guide constructed for the position (See Appendices A, B, C, D, & E). The administrators recalled both positive and negative critical incidents related to their major job functions. These incidents were then categorized as having been primarily influenced by one of Herzberg's six motivators or eight hygienes. With the 12 stated hypotheses as a guide, the data were analyzed using the Chi-square (Siegel, 1956, pp. 42-47) to determine whether significant differences existed in the contribution of motivators and hygienes to satisfying and dissatisfying situations of the administrative types. Data for individual major job functions were not analyzed for statistical significance.

This chapter presents each administrative group separately and then considers the groups as a whole. The chapter begins with the data for the Chief Student Personnel Officer.

The Chief Student Personnel Officer

The most common title for the Chief Student Personnel Officer (CSPO) in the sample was Vice-President for Student Affairs, with five

persons holding that title. One holds the title Dean for Student Affairs and another holds the title Chief Student Affairs Officer. Five of the seven hold the Ph.D. and two hold the M.A. Additionally, five had come to their positions from other institutions, while two had been promoted from within.

The major job functions of the Chief Student Personnel Officer, as defined by the researcher, proved accurate. Two Chief Student Personnel Officers mentioned extra duties. One mentioned the recruiting of students and the other mentioned programming.

Generally the kind of work that they did, coupled with the accomplishments which resulted from it and the general recognition that it produced, was the greatest cause of satisfying incidents for CSPOs. Dissatisfying incidents for these administrators were caused by company policy, primarily that caused by their working within a statewide system, and their relationships with other persons in their work setting.

Discussion of the five major job functions with the Chief Student Personnel Officers produced 35 classifications of positive incidents. Of the factors used in the classification of these satisfying incidents, 30 were motivators (85.7%) and five were hygienes (14.3%). There were significantly more motivators than hygienes used in describing the satisfying incidents of Chief Student Personnel Officers. The satisfying incidents, as they were classified according to specific motivators and hygienes, are represented in Table 1.

Table 1
Factors Categorized in the Satisfying Incidents of CSOPs

Factor	Number	% of Total (N = 35)
<u>Motivators</u>		
Recognition	10	28.5
Achievement	9	25.7
The Work Itself	11	31.4
<u>Hygienes</u>		
Interpersonal Relations	3	8.5
Supervision, Technical	1	2.9
Working Conditions	1	2.9
Total Motivators	30	85.7
Total Hygienes	5	14.3

Ho¹ For the Chief Student Personnel Officers (CSPOs), there is no difference in the contribution of motivators and hygienes to satisfying situations associated with the major job function of the position.

The data in Table 1 show a strong tendency in the direction of support for Herzberg's theory that motivators are the primary cause of satisfying critical incidents. These data show a significant difference between motivators and hygienes ($\chi^2 (1) = 17.85, p < .001$), causing the null hypothesis to be rejected. While no test for significance was completed for individual job functions, Tables 3-7 show that

in each of the five major job functions, motivators contributed more than hygienes to satisfying incidents. The range of percentages for motivators in the individual job function was 75 to 100.

Only three specific motivators were mentioned by Chief Student Personnel Officers in positive incidents, with recognition, achievement and the work itself being about equal in their contributions.

Interviews with the Chief Student Personnel Officers produced 31 classifications of dissatisfying incidents. Of the factors used in these incidents, 20 were hygienes (64.5%) and 11 were motivators (35.5%). There were not significantly more hygienes than motivators used in describing dissatisfying incidents of Chief Student Personnel Officers. The dissatisfying incidents, as they were classified according to specific motivators and hygienes, are represented in Table 2.

Ho² For the Chief Student Personnel Officers (CSPOs)
there is no difference in the contribution of motivators
and hygienes to dissatisfying situations associated
with the major job functions of the position.

The data in Table 2 show a tendency in the direction of support for Herzberg's theory that hygienes are the primary cause of dissatisfying critical incidents. These data do not show a significant difference between motivators and hygienes ($\chi^2 (1) = 2.61$, ns), and fail to reject the null hypothesis. While no test for signifiacne was completed for individual job functions, Tables 3-7 show that in four of the five major job functions (selection, training, and evaluation of

Table 2
Factors Categorized in Dissatisfying Incidents of CSPOs

Factor	Number	% of Total (N = 31)
<u>Motivators</u>		
Recognition	4	12.9
Achievement	5	16.1
The Work Itself	2	6.5
<u>Hygienes</u>		
Salary	1	3.2
Interpersonal Relations	7	22.6
Company Policy and Administration	8	25.8
Working Conditions	4	12.7
Total Motivators	11	35.5
Total Hygienes	20	64.5

staff, university-wide administration, professional and civic activities, and program planning and budgeting) more hygienes than motivators were used in the classification of dissatisfying incidents by CSPOs. Only in work of individual students and student groups were there more classifications of motivators than of hygienes.

For the Chief Student Personnel Officer (CSPO), the most frequently mentioned sources of dissatisfaction were company policy and administration, interpersonal relations and achievement. These three categories were used in the classification of 65% of all dissatisfying incidents.

In addition to reviewing the position of CSPO as a whole, the researcher observed each major job function to determine the relative contribution of motivators and hygienes to the satisfying and dissatisfying incidents in each function. Table 3 presents the data for the selection, supervision, coordination and evaluation of staff, the first major function of the CSPO.

Table 3

Distribution of Motivators and Hygienes in the Selection, Supervision, Coordination and Evaluation of Staff by CSPOs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	5 (83.3)	3 (42.8)
Hygienes	1 (16.7)	4 (57.2)

Of the six incidents listed as satisfying by CSPOs, five were classified with motivators. Among these, three were classified as achievement and two as the work itself. The one hygiene among the satisfying incidents was classified as interpersonal relationships. The seven dissatisfying incidents produced four hygienes. Of these, all four involved company policy and administration. Each of the three motivators classified were achievement.

The second major job function of the CSPOs is university-wide administration. Table 4 presents data regarding incidents related to university-wide administration by CSPOs.

Table 4
Distribution of Motivators and Hygienes
in University-Wide Administration by CSPOs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	6 (75)	1 (20)
Hygienes	2 (25)	4 (80)

Of the eight classification of satisfying incidents in the area of university-wide administration, six were motivators. Of these, four were classified as recognition, one as achievement and one as the work itself. The two hygienes included in satisfying incidents were interpersonal relationships and working conditions. The five dissatisfying incidents included four classified as hygienes; two interpersonal relationships and two company policy. The one motivator among the dissatisfying incidents was classified as the work itself.

The third major job function of the CSPO involves professional and civic activities. Table 5 presents data regarding incidents related to the professional and civic activities of CSPOs.

Table 5
 Distribution of Motivators and Hygienes in Professional
 and Civic Activities of CSPOs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	6 (85.7)	1 (20)
Hygienes	1 (14.3)	4 (80)

Of the seven satisfying incidents in the area of professional and civic activities, six were classified with motivators. Of these, three were classified as recognition and three as achievement. The single hygiene among the satisfying incidents was classified as interpersonal relationships. The five dissatisfying incidents included four classified with hygienes. Of these, two were classified as working conditions and two as interpersonal relationships. The only motivator among the dissatisfying incidents in professional and civic activities was classified as recognition.

The fourth major job function of the CSPO concerns counseling and advising with individual students and student groups. Table 6 presents data classified from the descriptions of satisfying and dissatisfying incidents given by CSPOs regarding their work in this area.

Table 6

Distribution of Motivators and Hygienes in the Counseling
and Advising With Individual Students and
Student Groups by CSPOs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	7 (100)	4 (57.1)
Hygienes	0 (0)	3 (42.9)

All seven satisfying incidents related to work with students and student groups were classified with motivators. These included five classified as the work itself and two classified as recognition. The seven dissatisfying incidents included four classified with motivators and three with hygienes. This was the only job function for CSPOs for which motivators were classified more frequently than hygienes in dissatisfying incidents. The four motivators included two classified as achievement and one each classified as recognition and the work itself. The three hygienes involved in these dissatisfying incidents include two classified as interpersonal relationships and one classified as company policy and administration.

The fifth and final major job function of the CSPOs in this study involves program planning and budgeting. Table 7 presents data on

this area based on CSPOs descriptions of satisfying and dissatisfying incidents in this area.

Table 7
Distribution of Motivators and Hygienes in the Program
Planning and Budgeting Activities of CSPOs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	6 (85.7)	2 (28.6)
Hygienes	1 (14.3)	5 (71.4)

Of the six satisfying incidents described in this area, six motivators and one hygiene were used in their classification. The motivators included three classified as the work itself, two as recognition, and one as achievement. The single hygiene among the satisfying incidents was classified as supervision-technical. The seven dissatisfying incidents included five classified with hygienes. Among these were two classified as company policy and administration and three as working conditions. The two motivators included in the dissatisfying incidents related to planning and budgeting were both classified as recognition.

In review, data for the CSPOs supported, in part, Herzberg's theory, but not fully at a significant level.

The Director of Financial Aid

The most common title among persons charged with managing financial aid operations was Director of Financial Aid (DFA) which was held by five of seven persons. The remaining two held the title Director of Student Financial Affairs. These staff had held their positions for an average of 3.7 years with a range of one (1) year to 11 years. There seemed to be no common pattern of education in the group. Three persons held the B.S. degree, three the M.A., and one the Ph.D. All except one had come to their positions from outside the institutions, though three had been Director of Financial Aid at other institutions.

The major job functions of the Director of Financial Aid, as defined by the researcher, proved adequate with one exception. One of the financial aid staff suggested that professional association with others in the field was so important that it should be included as a major job function.

Generally, professional accomplishments and relationships with students and colleagues were the greatest cause of satisfying incidents for DFAs. Dissatisfying incidents for these administrators were caused, in large part, by state and federal regulations and their administration and by a lack of resources necessary to do their job.

Discussions of the five major functions with the Directors of Financial Aid produced 35 classifications of satisfying incidents. Of the factors used in the classification, 18 were motivators (51.4%) and

17 were hygienes (48.6%). The satisfying incidents, as they were classified according to specific motivators and hygienes, are represented in Table 8.

Ho³ For the Directors of Financial Aid (DFAs) there is no difference in contributions of motivators and hygienes to the satisfying situation associated with the major job functions of the position.

The data in Table 8 show a slight tendency in the direction of support for Herzberg's theory that motivators would be the primary cause of satisfying incidents for DFAs. These data did not produce a significant difference ($\chi^2 (1) = .02, ns$) and failed to reject the null hypothesis. While no test for significance was completed for individual job functions, Tables 10-14 show that in only two of the major job functions, formulation and implementation of financial aid policy and coordination with on-campus agencies, did motivators contribute more than hygienes in the classification of satisfying critical incidents. For the major job functions, staff training and supervision and planning and budgeting, motivators and hygienes contributed equally, while in a single job function, coordination of state and federal agencies, hygienes contributed more than motivators.

Of the 18 positive incidents classified as motivators, 13 were classified as achievement, two each as recognition and the work itself and one as responsibility. The 17 incidents classified as hygienes included eight classified as interpersonal relations, five as working

conditions and two each as supervision-technical and company policy and administration.

Table 8
Factors Categorized in the Positive Incidents of DFAs

Factor	Number	% of Total (N = 35)
<u>Motivators</u>		
Recognition	2	5.7
Achievement	13	37.1
Responsibility	1	2.8
The Work Itself	2	5.7
<u>Hygienes</u>		
Interpersonal Relationships	8	22.8
Supervision-Technical	2	5.7
Company Policy and Administration	2	5.7
Working Conditions	5	14.2
Total Motivators	18	51.4
Total Hygienes	17	48.6

Interviews with the Directors of Financial Aid produced 33 classifications of dissatisfying incidents. Of the factors used in the classification, 29 were hygienes (87.8%) and four were motivators (12.2%). The dissatisfying incidents, as they were classified according to specific motivators and hygienes, are represented in Table 9.

Ho⁴ For the Directors of Financial Aid (DFAs), there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the position.

The data in Table 9 show a strong tendency in the direction of support for Herzberg's theory that hygienes would be the primary cause of dissatisfying critical incidents. These data produced a significant difference ($\chi^2 (1) = 18.93, p < .001$) which caused the null hypothesis to be rejected. While no test for significance was completed for individual job functions, Tables 10-14 show that in each of the major job functions of DFAs, hygienes contributed more than motivators to the classification of dissatisfying critical incidents.

Table 9
Factors Classified in the Dissatisfying Incidents of DFAs

Factors	Number	% of Total (N = 33)
<u>Motivators</u>		
Recognition	2	6.0
Achievement	2	6.0
<u>Hygienes</u>		
Salary	2	6.0
Interpersonal Relationships	6	18.1
Supervision-Technical	1	3.0
Company Policy and Administration	15	45.4
Working Conditions	5	15.1
Total Motivators	4	12.2
Total Hygienes	29	87.8

Of the 33 dissatisfying incidents described by DFAs, 29 were classified with hygienes (87.8%) and four with motivators (12.2%). Among the hygienes, company policy and administration was used in classifying 15 incidents, interpersonal relationships in six incidents, working conditions in five, salary in two, and working conditions in one. Motivators used in classifying dissatisfying incidents of DFAs included two each of recognition and achievement.

In addition to reviewing the position of DFA as a whole, each major job function was observed separately to determine, for each function, the relative constitution of motivators and hygienes. Table 10 presents the data for the first major job function of the DFA, the training, evaluation, and supervision of staff.

Table 10

Distribution of Motivators and Hygienes in the Staff Training, Evaluation and Supervision Functions of the DFAs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	4 (50)	2 (28.6)
Hygienes	4 (50)	5 (71.4)

Of the eight classifications of seven satisfying incidents in this area; motivators and hygienes each accounted for four. The motivators included three classified as achievement and one as working conditions, while the hygienes included three mentions of interpersonal relations and one of working conditions. The seven dissatisfying incidents in this area were classified with five hygienes and two with motivators classified were in the area of achievement.

The second major job function of the DFAs is the formulation and implementation of financial aid policy. Table 11 presents a summary of the classification of critical incidents in this area.

Table 11

Distribution of Motivators and Hygienes in the Formulation
of Administrative Policies by DFAs

Type of Classification	Type of Incidents	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	4 (57.1)	1 (16)
Hygienes	3 (42.9)	5 (83.3)

Of the seven satisfying incidents in this job area, four were classified with motivators and three with hygienes. The four motivators included three classified as achievement and one as recognition, while

the hygienes were comprised of two classified as working conditions and one as interpersonal relationships. The dissatisfying incidents in the area of policy were comprised of five hygienes, four of which were classified as company policy and administration and one of which was classified as interpersonal relationships. Additionally, the motivator, recognition, was classified once in the dissatisfying incidents in the area of policy.

The third major job function of the DFAs is the coordination with state and federal agencies. Table 12 presents a summary of the classifications of critical incidents in this area.

Table 12

Distribution of Motivators and Hygienes in the Coordination
With State and Federal Agencies by DFAs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	2 (28.6)	0 (0)
Hygienes	5 (71.4)	7 (100)

Coordination with state and federal agencies was the only major job function of the DFAs in which the satisfying critical incidents produced more classifications which were hygienes than were motivators.

Of the seven satisfying critical incidents in this job function, five were classified with hygienes while only two were classified with motivators. The five hygienes included three classified as interpersonal relationships and two as company policy and administration, while the two motivators were made up of one each classified as achievement and responsibility. The dissatisfying incidents were all classified as hygienes with six classified as company policy and administration and one as salary.

The fourth major job function of the DFAs involves planning and budgeting for the financial aid operation. Table 13 presents a summary of the classifications of critical incidents in this area.

Table 13

Distribution of Motivators and Hygienes in the Planning
and budgeting Process of the DFAs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	3 (50)	1 (28.6)
Hygienes	3 (50)	5 (71.4)

The six satisfying incidents in the area of planning and budgeting by DFAs included three classified with motivators and three with hygienes.

The incidents classified with motivators included two classified as achievement and one of recognition, while those classified with hygienes included two classified as working conditions and one as supervision-technical. The dissatisfying incidents included five classified with hygienes and one with a motivator. The hygienes were comprised of three classified as working conditions and one each as salary and supervision-technical. The single motivator among the DFAs' dissatisfying incidents was classified as recognition.

The fifth major job function of the DFAs involves coordination with on-campus agencies. Table 14 presents a summary of the classifications of critical incidents involving this area.

Table 14

Distribution of Motivators and Hygienes in the Coordination
With On-Campus Agencies by DFAs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	5 (71.4)	0 (0)
Hygienes	2 (28.6)	7 (100)

The seven positive incidents in the area of coordination with on-campus agencies included five classified with motivators and two with

hygienes. The incidents classified with motivators included four classified as achievement and one as the work itself, while the hygienes included one each classified as interpersonal relationships and supervision-technical. The dissatisfying incidents in the area of coordination with on campus agencies included seven hygienes and no motivators. The hygienes included three classified as company policy and administration, two as working conditions, and one each as salary and interpersonal relations.

In review, data for the DFAs support, in part, Herzberg's theory, but not fully at a significant level.

The Union Director

The union directors (DOUs) hold a wide range of titles. Two were directors of the (specific name) union, two were directors of the university center, and one each had the titles of director of the village center, director of student activities, and director of the university union. The average tenure in the position was ten years, though this figure was skewed upward by two persons who had served for 29 and 16 years, respectively. Four of these staff had been promoted to their present position from within their institutions, while three came from other schools. The most common educational background was the master's degree with five of the seven having earned that degree. The remaining two had earned Ph.D.s.

Again, the major job functions, as defined by the researcher, proved satisfactory to the respondents. One director indicated that a significant amount of time was spent coordinating with outside agencies. The others had no additional suggestions.

Generally, DOUs found the greatest satisfaction in those incidents which reflected their professional achievements and their interaction with other persons in their achievements. Also important was the recognition that these administrators received for their efforts. Dissatisfying incidents for DOUs were most often caused by interpersonal relationships, company policy and administration, and working conditions. These tended to reflect a frustration in dealing with complex regulations and procedures such as those dealing with finance and personnel.

Discussions of the six major job functions with the Directors of the Union produced 40 satisfying incidents. Of the factors used in the classification of these incidents, 25 were motivators (62.5%) and 15 were hygienes (37.5%). The satisfying incidents, as they were classified according to specific motivators and hygienes, are represented in Table 15.

Ho⁵ For the Director of Union (DOUs), there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

The data in Table 15 show a tendency in the direction of support for Herzberg's theory that motivators are the primary cause of satisfying critical incidents. These data did not produce a significant difference between motivators and hygienes ($\chi^2 (1) = 2.50, ns$) and thus failed to reject the null hypothesis. While no test for significance was completed for individual job functions, Tables 17-22

show that in four of six major job functions; development and implementation of union policy, management of physical facilities, planning the union program, and financial management, motivators contributed more than hygienes to satisfying incidents of DOUs. The two functions in which hygienes contributed more than motivators to satisfying incidents were the selection, supervision, and evaluation of staff and coordination with other campus agencies. The range of percentages of motivators in the satisfying incidents of individual job functions was 37.5 to 100.

Table 15
Factors Categorized in the Positive Critical Incidents of DOUs

Factors	Number	% of Total (N = 40)
<u>Motivators</u>		
Recognition	7	17.5
Achievement	12	30.0
Responsibility	4	10.0
The Work Itself	2	5.0
<u>Hygienes</u>		
Interpersonal Relationships	9	22.5
Supervision-Technical	2	5.0
Company Policy and Administration	3	7.5
Working Conditions	1	2.5
Total Motivators	25	62.5
Total Hygienes	15	37.5

Four motivators and four hygienes were used in classification of satisfying incidents for Directors of the Union, with achievement and interpersonal relations being the most prominent.

Interviews with the Director of the Union produced 38 dissatisfying incidents. Of the factors used in these classifications, 32 were hygienes (84.2%) and six were motivators (15.8%). The dissatisfying incidents, as they were classified according to specific motivators and hygienes, are represented in Table 16.

Table 16
Factors Categorized in the Dissatisfying Critical Incidents of DOUs

Factors	Number	% of Total (N = 38)
<u>Motivators</u>		
Recognition	1	2.6
Achievement	4	10.5
Possibility of Growth	1	2.6
<u>Hygienes</u>		
Interpersonal Relationships	11	28.9
Supervision-Technical	5	13.1
Company Policy and Administration	8	21
Working Conditions	8	21
Total Motivators	6	15.8
Total Hygienes	32	84.2

Ho⁶ For the Directors of Unions (DOUs), there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the position.

The data in Table 16 show a strong tendency in the direction of support for Herzberg's theory that hygienes are the primary cause of dissatisfying critical incidents. Of the 38 classifications of dissatisfying incidents, 32 or 84.2% were hygienes and six or 15.8% were motivators. These data produced a significant difference between motivators and hygienes ($\chi^2 (1) = 17.78, p < .001$) which caused the null hypothesis to be rejected. While no test for significance was completed for individual job functions, Tables 17-22 show that in five of the six major job functions; selection, supervision, and evaluation of staff, the development and implemetation of policy, the management of physical facilities, financial management, and the coordination with other campus agencies, hygienes contributed more than motivators to dissatisfying critical incidents. For the function of planning the union program, motivators contributed more than hygienes to the dissatisfying incidents of DOUs. The range of motivators to hygienes in the individual job functions for DOUs was 40 to 100.

Of the 32 dissatisfying incidents which were classified with hygienes, eleven were classified as interpersonal relationships, eight each were classified as company policy and administration and working conditions, and five were classified as supervision-technical. The six motivators among the classifications of dissatisfying incidents

involved four mentions of achievement and one each of recognition and the possibility of growth.

In addition to reviewing the position of DOU as a whole, each major job function was observed to determine, for each function, the relative contribution of motivators and hygienes. Table 17 presents a summary of the data for the first major job function of the DOUs, the selection, supervision and evaluation of staff.

Table 17
Distribution of Motivators and Hygienes in the Selection,
Supervision, and Evaluation of Staff by DOUs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	3 (42.8)	1 (14.3)
Hygienes	4 (57.2)	6 (85.7)

Of the seven satisfying critical incidents in the area of selection, supervision and evaluation of staff, three were classified with motivators--one each as recognition, achievement and responsibility. Hygienes were used in four classifications of these incidents, all of which were classified as interpersonal relationships. The seven

dissatisfying incidents in the area of selection, supervision and evaluation of staff included six classifications with hygienes and one with motivator. The hygienes included three classified as interpersonal relationships, two as company policy and administration and one as supervision-technical. The single motivator among the dissatisfying incidents in this job function was classified as achievement.

The second major job function of the DOUs involves the development and implementation of policy for the Union. Table 18 presents a summary of the classification of critical incidents in the area of policy development and implementation.

Table 18

Distribution of Motivators and Hygienes in the Formulation
and Implementation of Policies Concerning Student
Organizations and Use of Facilities
by DOUs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	6 (85.7)	1 (14.3)
Hygienes	1 (14.3)	6 (85.7)

Of the seven satisfying critical incidents, six were classified as motivators. The motivators included two classified as achievement, two as responsibility, and one each as recognition and the work itself. The one hygiene among the satisfying incidents in the area of policy was classified as supervision-technical. The dissatisfying critical incidents in the area of policy included six classified with hygienes and one with a motivator. Of the six hygienes, three were supervision-technical, two were working conditions and one was company policy and administration. The single motivator to be used in classifying this group of incidents was achievement.

The third major job function of the DOUs is management of the physical facilities. Table 19 presents a summary of the classification of critical incidents in the area of physical facilities.

Table 19
Distribution of Motivators and Hygienes in the Management
of Physical Facilities by DOUs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	7 (100)	0 (0)
Hygienes	0 (0)	7 (100)

All seven positive critical incidents in the area of physical facilities were classified with motivators. Included were four mentions of recognition, two of achievement and one of the work itself. The classifications of dissatisfying critical incidents in this area were all a result of hygienes and included four mentions of working conditions, two of company policy and administration and one of inter-personal relationships.

The fourth major job function of the DOUs is the coordination with other campus agencies. Table 20 presents a summary of the classification of critical incidents in this area.

Table 20

Distribution of Motivators and Hygienes in the Coordination
With Other Campus Agencies by DOUs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	3 (37.5)	0 (0)
Hygienes	5 (62.5)	5 (100)

Of the eight classifications of seven satisfying critical incidents, motivators accounted for three, all of which were classified as achievement.

Hygienes were involved in five classifications of these satisfying incidents, including three classified as interpersonal relationships and two as company policy and administration. The five dissatisfying incidents in this area were all classified with the hygiene interpersonal relationships.

The fifth major job function of the DOUs involves the planning of the union program. Table 21 presents a summary of the classifications of critical incidents in this area.

Table 21

Distribution of Motivators and Hygienes in the Planning
of the Union Program by DOUs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	3 (60)	3 (50)
Hygienes	2 (40)	2 (50)

Of the five satisfying incidents in the area of program planning, three were classified with motivators. These included two classified as achievement and one as responsibility. The two hygienes involved in the classifications of these satisfying incidents included one each

classified as interpersonal relationships and supervision-technical. The dissatisfying incidents were comprised of two classified with motivators and two with hygienes. The motivators included one each classified as achievement and the possibility of growth, while the hygienes involved one each classified as working conditions and company policy and administration.

The sixth major job function of the DOUs is the financial management of the union operation. Table 22 presents a summary of the classifications of critical incidents in this area.

Table 22
Distribution of Motivators and Hygienes in the Financial
Management of the Union by DOUs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	4 (57.1)	1 (14.3)
Hygienes	3 (42.9)	6 (85.7)

Of the seven satisfying critical incidents in the area of financial management, four were classified with motivators and three with hygienes. The motivators included three classified as achievement

and one as recognition, while the hygienes were comprised of two classified as interpersonal relationships and one as working conditions. The dissatisfying critical incidents involved six classified with hygienes and one with a motivator. The six hygienes included two each classified as interpersonal relationships and company policy and administration and one each classified as supervision-technical and working conditions. The single motivator involved in the classification of these dissatisfying incidents was recognition.

In review, data for the DOUs support Herzberg's theory, but not fully at a significant level.

The Director of Housing

Five of the persons in this group held the title Director of Housing (DOH), with one of those also being Associate Vice President for Student Affairs. The other two held the titles of Director of Housing and Food Service and Director of Resident Student Development. The average length of service in the position was 5.7 years with the range being from 1 to 11 years. Five of the group had been promoted to the position from within the institution, while two came from other schools. Of the seven Directors of Housing, five have earned the master's degree, while one has the bachelor's degree and one a doctor of philosophy.

The major job functions derived for the Director of Housing were: supervision, selection and training of staff, maintenance of

physical plant, financial planning and budgeting, formulation and implementation of housing policies, communication with parents and students, security, and coordination with other campus agencies. Only one of the Directors of Housing suggested a change, that being the addition of the development of educational programs.

For the DOHs, the most frequent cause of satisfying incidents were professional achievements, personal relationships with students and other staff, and the nature of the job itself. Also important were the recognition received and the working conditions. Dissatisfying incidents for the DOHs were caused most frequently by the necessity and frustration of working within the bureaucracy of the state. Secondary causes, closely linked to the primary cause, were working conditions and interpersonal relationships.

Discussion of the seven major job functions with the Directors of Housing produced 50 classifications of satisfying incidents. Of the factors used in the classification of these incidents, 31 or 62% were motivators and 19 or 38% were hygienes. Table 23 presents the satisfying incidents of DOHs as they were classified according to specific motivators and hygienes.

Ho⁷ For the Director of Housing (DOH) there is no difference between the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

Table 23
Factors Categorized in the Satisfying Incidents of DOHs

Factor	Number	% of Satisfying Incidents (N = 50)
<u>Motivators</u>		
Recognition	7	14
Achievement	11	22
Possibility of Growth	1	2
Opportunity for Advancement	1	2
Responsibility	3	6
The Work Itself	8	16
<u>Hygienes</u>		
Interpersonal Relationships	9	18
Supervision-Technical	1	2
Company Policy and Administration	2	4
Working Conditions	7	14
Total Motivators	31	62
Total Hygienes	19	38

The data in Table 23 show a tendency in the direction of support for Herzberg's theory that motivators are the primary cause of satisfying critical incidents. However, these data did not show a significant difference between motivators and hygienes ($\chi^2 (1) = 2.88, ns$) and, therefore, failed to reject the null hypothesis. While no test for significance was completed for individual job functions, Tables 25-31 show that in six of the seven major job functions (selection, supervision and training

of staff, maintenance of physical plant, financial planning and budgeting, formulation and implementation of housing policy, communication with parents and students, and administration of security) motivators were classified more than hygienes in satisfying incidents. The single job function which produced more classification of hygienes than of motivators in the satisfying incidents of DOHs was coordination with other campus agencies.

All six motivators were represented in the classification of positive incidents of Directors of Housing, while four hygienes appeared. The most prominent factors were achievement and interpersonal relation.

Interviews with the Directors of Housing produced 47 classifications of dissatisfying incidents. Of the factors used in the classification of these incidents, 41 were hygienes (87.2%) and six were motivators (12.8%). The dissatisfying incidents, as they were classified according to specific motivators and hygienes, are represented in Table 24.

Ho⁸ For the Directors of Housing (DOHs) there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

The data in Table 24 show a strong tendency in the direction of support for Herzberg's theory that hygienes are the primary cause of dissatisfying critical incidents. These data show a significant

difference between motivators and hygienes ($\chi^2 (1) = 26.06, p < .001$), and cause the null hypothesis to be rejected. While no test for significance was completed for individual job functions, Tables 25-31 show that in six of the seven major job functions (selection, training and supervision of staff, maintenance of physical plant, financial planning and budgeting, the formulation and implementation of housing policy, the administration of security, and coordination with other campus agencies) hygienes were classified more than motivators in the dissatisfying incidents of DOHs. The single job function in which motivators contributed more than hygienes was communication with parents and students.

Table 24
Factors Categorized in the Dissatisfying Incidents of DOHs

Factors	Number	% of Dissatisfying Incidents (N = 41)
<u>Motivators</u>		
Recognition	4	8.5
Achievement	2	4.2
<u>Hygienes</u>		
Interpersonal Relationships	9	19.1
Supervision-Technical	3	6.3
Company Policy and Administration	18	38.2
Working Conditions	10	21.2
Personal Life	1	2.1
Total Motivators	6	12.8
Total Hygienes	41	87.2

For the Director of Housing, the most frequently mentioned sources of dissatisfaction were company policy and administration, working conditions, and interpersonal relationships. Together, these three factors accounted for 78.5 percent of the dissatisfying critical incidents.

In addition to reviewing the position of Director of Housing as a whole, the researcher observed each major job function separately to determine the relative contribution of motivators and hygienes to the satisfying and dissatisfying incidents in each function. Table 25 presents the data for the first major job function, the supervision and evaluation of staff.

Table 25
Distribution of Motivators and Hygienes in the Evaluation
and Supervision of Staff by DOHs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	6 (75)	1 (14.3)
Hygienes	2 (25)	6 (85.7)

Of eight classifications of seven satisfying incidents, six were classified with motivators and two with hygienes. The six motivators included three classified as the work itself and one each as opportunity for advancement, achievement, and recognition. The two classifications of hygienes in these satisfying incidents were one each as interpersonal relationships and supervision-technical. The seven dissatisfying incidents in this job function included six classified with hygienes and one with a motivator. Included among the hygienes were two each classified as interpersonal relationships and company policy and administration and one each as working conditions and personal life.

The second major job function of the DOHs is the maintenance of the physical plant. Table 26 presents a summary of the classifications of critical incidents for this job function.

Table 26

Distribution of Motivators and Hygienes in the Maintenance of Physical Plant for DOHs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	4 (57.1)	0 (0)
Hygienes	3 (42.9)	7 (100)

Of seven satisfying critical incidents in this job function, four were classified with motivators and three with hygienes. The motivators included three classified as achievement and one as the work itself, while the three hygienes were classified as working conditions. The seven dissatisfying incidents in this job function were all classified with hygienes; five as company policy and administration and two as working conditions.

The third major job function of the DOHs involves financial planning and budgeting. Table 27 presents a summary of the classifications of critical incidents for this job function.

Table 27
Distribution of Motivation and Hygienes in the Financial
Planning and Budgeting of DOHs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	5 (62.5)	0 (0)
Hygienes	3 (37.5)	7 (100)

Of the eight classifications of seven satisfying incidents in the area of financial planning and budgeting, five were classified with

motivators and three with hygienes. The five motivators included one each classified as recognition, achievement, opportunity for growth, responsibility, and the work itself, while the three hygienes were classified as working conditions. The dissatisfying critical incidents were classified with seven hygienes, including three as working conditions, two as supervision-technical, and one each as interpersonal relationships and company policy and administration.

The fourth major job function of the DOH's involves the formulation and implementation of housing policies. Table 28 presents a summary of the classification of critical incidents in this job function.

Table 28

Distribution of Motivation and Hygienes in the Formulation
and Implementation of Housing Policies by DOHs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	6 (85.7)	0 (0)
Hygienes	1 (14.3)	7 (100)

In this job function the seven satisfying incidents included six classified with motivators and one with a hygiene. The motivators for

these satisfying incidents were comprised of three classified as achievement, two as responsibility and one as the work itself. The single hygiene was classified as interpersonal relationships. The classification of dissatisfying incidents was with hygienes, including five classified as company policy and administration and one each as interpersonal relationships and supervision-technical.

The fifth major job function of the DOHs is communication with students and parents. Table 29 presents a summary of the classifications of critical incidents in this job function.

Table 29

Distribution of Motivators and Hygienes in the Communication With Students and Parents by DOHs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	5 (71.4)	4 (57.1)
Hygienes	2 (28.6)	3 (42.9)

Of the seven satisfying critical incidents for this job function, five were classified with motivators and two with hygienes. The

motivators included four classified as recognition and one as the work itself, while both hygienes were classified as interpersonal relationships. The dissatisfying incidents in this job function were the only ones for the DOHs in which more motivators were used than hygienes. The four motivators used included three classified as recognition and one as achievement. The three hygienes used included two classified as interpersonal relationships and one as company policy and administration.

The sixth major job function of the DOH is the administration of security in the residence halls. Table 30 presents a summary of the classifications of critical incidents in this job function.

Table 30
Distribution of Motivators and Hygienes in the
Administration of Security by DOHs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	4 (57.1)	0 (0)
Hygienes	3 (42.9)	7 (100)

Of the seven satisfying incidents for the administration of security, four were classified with motivators and three with hygienes.

The four motivators included three classified as achievement and one as recognition. The hygienes included two classified as interpersonal relationships and one as working conditions. All of the dissatisfying incidents for this job function were classified with hygienes and included three mentions each classified as interpersonal relationships and working conditions and one as company policy and administration.

The seventh major job function of the DOH involves coordination with other campus agencies. Table 31 presents a summary of the classifications of critical incidents in this job function.

Table 31

Distribution of Motivators and Hygienes in the Coordination
With Other Campus Agencies by DOHs

Factors	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	1 (16.7)	1 (20)
Hygienes	5 (83.3)	4 (80)

This job function produced the greatest percentage of hygienes in satisfying incidents in the study. Of the six satisfying incidents in this area, only one was classified with a motivator, while five were classified with hygienes. The single motivator used was the work itself,

while hygienes included two each classified as interpersonal relationships and working conditions and one as company policy and administration. The dissatisfying incidents included four classifications with hygienes and one with a motivator. The hygienes included three classified as company policy and administration and one as working conditions, while the single motivator was classified as recognition.

In review, data for the DOHs support Herzberg's theory, but not fully at a significant level.

The Director of Counseling

The Directors of Counseling (DOC) provide the greatest degree of homogeneity among the several administrative types. In terms of background and title, they are quite similar. Three persons in the sample held the title, Director of University Counseling Center and one person each held the title, Director of Development Center, Coordinator of Counseling Services, Director of Counseling and Director of Counseling and General Studies. The average tenure in the position for the sample was 2.5 years. Three persons in the sample came from other institutions. Of those, two had directed counseling activities at the institution from which they came. Four persons in the sample had been promoted to the position from within the institution. All seven directors held the doctor of philosophy, five in clinical psychology and two in counseling psychology.

The five major job functions derived from the literature for the Director of Counseling were accurate in the view of the persons in the

sample. The only suggestion for change was the suggestion, by one director, that university-wide administration did take a sizable portion of his time.

Personal achievement was by far the most predominant cause of satisfying critical incidents among DOCs. Incidents effecting this factor appeared in each of the five major job functions for at least one member of the sample. The nature of the work itself, the second leading cause of satisfying incidents was also mentioned by at least one member of the sample in each of the major job functions. Dissatisfying incidents for DOCs were most often caused by the necessity of operating in a bureaucracy and working conditions. The latter was mentioned by at least one member of the sample for each major job function.

Interviews with the DOCs produced 36 classifications of satisfying incidents. Of the factors utilized in these classifications, 30 were motivators (83.3%) and six were hygienes (16.7%). The satisfying incidents of DOCs, as they were classified according to specific motivators and hygienes, are presented in Table 32.

Ho⁹ For the Directors of Counseling (DOCs), there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

Table 32
Factors Classified in the Satisfying Incidents of DOCs

Factors	Number	% of Satisfying Incidents (N = 36)
<u>Motivators</u>		
Recognition	4	11.1
Achievement	14	38.8
Possibility of Growth	2	5.5
Responsibility	1	2.7
The Work Itself	9	25
<u>Hygienes</u>		
Interpersonal Relationships	4	11.1
Supervision-Technical	1	2.7
Working Conditions	1	2.7
Total Motivators	30	83.3
Total Hygienes	6	16.7

The data in Table 32 show a strong tendency toward support of Herzberg's theory that motivators are the primary cause of satisfying critical incidents. These data show a significant difference between motivators and hygienes ($\chi^2 (1) = 16.0, p < .001$), and cause the null hypothesis to be rejected. While no test for significance was completed for individual job functions, Tables 34-38 report that in each of the major job functions of the DOCs, motivators contributed more than hygienes to satisfying critical incidents. The range of percentages for motivators in the individual job function was 57.1 to 100.

The interviews with DOCs produced 34 classifications of dissatisfying incidents. Of the factors utilized in these classifications, 27 were hygienes (79.4%) and seven were motivators (20.6%). The dissatisfying incidents of DOCs, as they were classified according to specific motivation and hygienes, are presented in Table 33.

Table 33

Factors Classified in the Dissatisfying Incidents of DOCs

Factors	Number	% of Dissatisfying Incidents (N = 34)
<u>Motivators</u>		
Achievement	3	8.8
Possibility of Growth	1	2.9
The Work Itself	3	8.8
<u>Hygienes</u>		
Interpersonal Relationships	3	8.8
Supervision-Technical	3	8.8
Company Policy and Administration	11	32.3
Working Conditions	10	29.4
Total Motivators	7	20.6
Total Hygienes	27	79.4

Ho¹⁰ For Directors of Counseling (DOCs) there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

The data in Table 33 show a strong tendency in the direction of support for Herzberg's theory that hygienes are the primary cause of dissatisfying critical incidents. These data show a significant difference between motivators and hygienes ($\chi^2 (1) = 13.36, p < .001$), causing the null hypothesis to be rejected. While no test for significance was completed for individual job functions, Tables 34-38 show that in each of the major job functions of the DOCs, hygienes contributed more than motivators to dissatisfying critical incidents. The range of percentages for hygienes in the individual job functions was 57.1 to 100.

In addition to viewing the position of DOC as a whole, the researcher observed each major job function separately to determine the relative contribution of motivators and hygienes to the satisfying and dissatisfying incidents in each function. Table 34 presents the data for the first job function, supervision, coordination and evaluation of staff by the DOCs.

Table 34

Distribution of Motivation and Hygienes in the Supervision, Coordination, and Evaluation of Staff by DOCs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	6 (85.7)	1 (14.3)
Hygienes	1 (14.3)	6 (85.7)

Of the seven satisfying incidents in this job function, six were classified with motivators and only one was classified with a hygiene. Included among the motivators were two classified as the work itself and one each as recognition, achievement, possibility of growth and responsibility. The single hygiene among the satisfying incidents was classified as interpersonal relationships. The dissatisfying incidents included six classified with hygienes and one with motivators. The hygienes were comprised of three classified as company policy and administration and one each as interpersonal relationships, supervision-technical, and working conditions. The single motivator among the dissatisfying incidents was classified as achievement.

The second major job function of the DOCs is the counseling of individual students. Table 35 presents a summary of the classifications of critical incidents in this job function.

Table 35

Distribution of Motivation and Hygienes in the Counseling of Individual Students by DOCs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	9 (100)	2 (28.6)
Hygienes	0 (0)	5 (71.4)

All of the nine classifications of seven satisfying incidents in this job function resulted from motivators. Included in these classifications were four classified as achievement, two each as recognition and the work itself and one as the possibility for growth. The dissatisfying incidents in this job function included five classified with hygienes and two with motivators. Among the hygienes were two each classified as company policy and administration and working conditions and one as supervision-technical. The motivators classified in these dissatisfying incidents were two classified as the work itself.

The third major job function of the DOCs involves coordination with other campus agencies. Table 36 presents a summary of the classifications of critical incidents in this job function.

Table 36

Distribution of Motivation and Hygienes in the Coordinating
Activities With Other Campus Agencies by DOCs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	4 (66.6)	0 (0)
Hygienes	2 (33.4)	7 (100)

Of the six satisfying incidents in this job function, four were classified with motivators and two with hygienes. The four motivators included three classified as achievement and one as the work itself, while the two hygienes were both classified as interpersonal relationships. All seven classifications of dissatisfying incidents were classified with hygienes. Among these were four classified as company policy and administration, two as interpersonal relationships, and one as working conditions.

The fourth major job function of the DOCs is the conduct and stimulation of research activities. Table 37 presents a summary of the classifications of critical incidents in this job function.

Table 37

Distribution of Motivators and Hygienes in the Conduct
and Stimulation of Research by DOCs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	7 (100)	3 (42.9)
Hygienes	0 (0)	4 (57.1)

Each of the seven satisfying critical incidents in this job function were classified with motivators. Included were three each classified as achievement and the work itself and one as recognition. The dissatisfying incidents included four classified with hygienes and three with motivators. The hygienes included three classified as working conditions and one as supervision-technical, while the motivators were comprised of one each classified as achievement, possibility of growth, and the work itself.

The fifth major job function of the DOCs involves planning and budgeting for the counseling program. Table 38 presents a summary of the classifications of the critical incidents in this job function.

Table 38

Distribution of Motivators and Hygienes in the Program
Development, Planning, and Budgeting by
by DOCs

Type of Classification	Type of Incident	
	Satisfying (% of Satisfying)	Dissatisfying (% of Dissatisfying)
Motivators	4 (57.2)	1 (16.7)
Hygienes	3 (42.8)	5 (83.3)

Of the seven satisfying critical incidents in this job function, four were classified with motivators and three with hygienes. The motivators included three classified as achievement, and one as the work itself, while the hygienes included one each classified as interpersonal relationships, supervision-technical, and working conditions. The dissatisfying critical incidents included five classified with hygienes and one with a motivator. The hygienes included three classified as working conditions and two as company policy and administration. The single motivator among the classifications of dissatisfying critical incidents in this job function was achievement.

In review, data for the DOCs support Herzberg's theory fully and at significant levels.

The Five Administrative Types

In addition to looking at the several positions in this study on an individual basis, the researcher observed data for the administrators as a group. Table 39 presents a summary of the factors categorized in the satisfying incidents of all the persons in the study.

Ho¹¹ For the five administrative positions, there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

The data in Table 39 show a strong tendency in the direction of support for Herzberg's theory that motivators are the primary cause of

satisfying incidents. These data show a significant difference between motivators and hygienes ($\chi^2 (1) = 26.44$ $p < .001$), causing the null hypothesis to be rejected.

Table 39
Factors Categorized in the Satisfying Incidents of all Administrators

Factors	Number	% of Total (N = 196)
<u>Motivators</u>		
Recognition	30	15.3
Achievement	59	30.1
Possibility of Growth	3	1.5
Opportunity for Advancement	1	.5
Responsibility	9	4.5
The Work Itself	32	16.3
<u>Hygienes</u>		
Interpersonal Relationships	33	16.8
Supervision-Technical	7	3.5
Company Policy and Administration	7	3.5
Working Conditions	15	7.6
Total Motivators	134	68.3
Total Hygienes	62	31.7

The leading motivator in the satisfying incidents was achievement, the 59 classifications of which accounted for 30.1 percent of all satisfying incidents. Other prominent factors were the work itself, interpersonal relationships and recognition which as a group accounted for 95 classification, or 45.4 percent, of the satisfying incidents.

Table 40 presents a summary of the factors categorized in the dissatisfying critical incidents of all the persons interviewed in the study.

Table 40
Factors Categorized in the Dissatisfying Incidents of all Administrators

Factors	Number	% of Total (N = 182)
<u>Motivators</u>		
Recognition	11	6.0
Achievement	16	8.8
Possibility of Growth	2	1.1
The Work Itself	5	1.1
<u>Hygienes</u>		
Salary	3	1.6
Interpersonal Relationships	36	19.8
Supervision-Technical	12	6.6
Company Policy and Administration	58	32.0
Working Conditions	37	20.4
Personal Life	1	.5
Total Motivators	34	18.7
Total Hygienes	147	81.3

Ho¹² For the five administrative positions, there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the positions.

The data in Table 40 show a strong tendency in the direction of support for Herzberg's theory that hygienes are the primary cause of dissatisfying critical incidents. These data show a significant difference between motivators and hygienes ($\chi^2 (1) = 70.54, p < .001$), causing the null hypothesis to be rejected.

The leading hygiene was company policy and administration which was classified in nearly one-third of the dissatisfying incidents. Interpersonal relationships and working conditions were the next leading hygienes with 19.8 and 20.4 percent, respectively. The leading motivator used in the classification of dissatisfying incidents was achievement with 8.8 percent.

Table 41 presents a summary of the classification of individual motivators and hygienes as they related to the satisfying and dissatisfying incidents of the five administrative types.

The four most frequently mentioned factors in the study accounted for 69 percent of all of the classifications of all critical incidents and included the hygienes interpersonal relationships, classified in 69, or 18.3 percent, of all incidents; company policy and administration, classified in 65, or 17.2 percent, of all incidents; and working conditions, classified in 52, or 13.7 percent, of all incidents; and the motivator achievement, classified in 75, or 19.8 percent, of all incidents. Other motivators mentioned included recognition, classified in 41, or 10.8 percent, of all incidents, possibility for growth, classified in five, or 1.3 percent, of all incidents; opportunity

Table 41

Distribution of Specific Motivators and Hygienes Across the Satisfying and Dissatisfying Incidents of the Five Administrative Types

		DOH	DFA	DSA	DOC	CSPD	TOTAL
Recognition	S	7	2	7	4	10	30
	D	4	2	1	0	4	11
Achievement	S	11	13	12	14	9	59
	D	2	2	4	3	5	16
Possibility of Growth	S	1	0	0	2	0	3
	D	0	0	1	1	0	2
Opportunity for Advancement	S	1	0	0	0	0	1
	D	0	0	0	0	0	0
Responsibility	S	3	1	4	1	0	9
	D	0	0	0	0	0	0
The Work Itself	S	8	2	2	9	11	32
	D	0	0	0	3	2	5
Salary	S	0	0	0	0	0	0
	D	0	2	0	0	1	3
Interpersonal Relationships	S	9	8	9	4	3	33
	D	9	6	11	3	7	36
Supervision-Technical	S	1	2	2	1	1	7
	D	3	1	5	3	0	12
Company Policy and Administration	S	2	2	3	0	0	7
	D	18	15	8	11	8	58

Table 41. (continued)

		DOH	DFA	DSA	DOC	CSPO	TOTAL
Working Conditions	S	7	5	1	1	1	15
	D	10	5	8	10	4	37
Personal Life	S	0	0	0	0	0	0
	D	1	0	0	0	0	1
Status	S	0	0	0	0	0	0
	D	0	0	0	0	0	0
Job Security	S	0	0	0	0	0	0
	D	0	0	0	0	0	0

for advancement, classified in nine, or 2.3 percent, of all incidents; and the work itself, classified in 37, or 9.8 percent, of all incidents. Other hygienies included salary, classified in three, or .7 percent, of all incidents; supervision-technical, classified in 19, or five percent, of all incidents; and personal life, classified in one, or .2 percent, of all incidents. The hygienies status and job security were not classified in any incidents.

The present study tends to support Herzberg's (1959, 1966) previous work and also the previous study relative to community college administration by Thomas (1977).

CHAPTER IV

SUMMARY AND DISCUSSION OF RESULTS

This chapter is organized to provide a listing of the 12 hypotheses and their relationship with the data and a summary of the study. Additionally, a discussion of the results in relation to the existing literature on the motivator-hygiene theory of job satisfaction and suggestions for further research are included.

Hypotheses

Ho¹ For the Chief Student Personnel Officers (CSPOs), there is no difference in the contribution of motivators and hygienes to satisfying situations associated with the major job function of the position.

Based on the data in Table 1 ($\chi^2 (1) = 17.84, p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Ho² For the Chief Student Personnel Officers (CSPOs) there is no difference in the contribution of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

The data in Table 2 ($\chi^2 (1) = 2.61, ns$) fail to reject the null hypothesis but are in the direction predicted by Herzberg's theory.

Ho³ For the Directors of Financial Aid (DFAs) there is no difference in contributions of motivators and hygienes to the satisfying situations associated with the major job functions of the position.

The data in Table 8 ($\chi^2 (1) = .02$, ns) fail to reject the null hypothesis and do not support Herzberg's theory.

Ho⁴ For the Directors of Financial Aid (DFAs) there is no difference in contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the position.

Based on the data in Table 9 ($\chi^2 (1) = 18.93$, $p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Ho⁵ For the Directors of Unions (DOUs), there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

The data in Table 15 ($\chi^2 (1) = 2.50$, ns) fail to reject the null hypothesis, but are in the direction predicted by Herzberg's theory.

Ho⁶ For the Directors of Unions (DOUs), there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the position.

Based on the data in Table 16 ($\chi^2 (1) = 17.78$, $p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Ho⁷ For the Director of Housing (DOH) there is no difference between the contributions of motivators and hygienes to satisfying situations associated with the major job functions of the position.

The data in Table 23 ($\chi^2 (1) = 2.88$, ns) fail to reject the null hypothesis, but are in the direction predicted by Herzberg's theory.

Ho⁸ For the Directors of Housing (DOHs) there is no difference between the contributions of motivators and hygienes to dissatisfying situations associated with the major job functions of the position.

Based on the data in Table 24 ($\chi^2 (1) = 26.06$, $p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Ho⁹ For the Directors of Counseling (DOCs), there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

Based on the data in Table 32 ($\chi^2 (1) = 16.0$, $p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Ho¹⁰ For Directors of Counseling (DOCs) there is no difference 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 33 ($\chi^2 (1) = 13.36$, $p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Ho¹¹ For the five administrative positions, there is no difference in the contributions of motivators and hygienes to satisfying situations associated with major job functions of the position.

Based on the data in Table 39 ($\chi^2 (1) = 26.44, p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Ho¹² For the five administrative positions, there is no difference in the contributions of motivators and hygienes to dissatisfying situations associated with major job functions of the positions.

Based on the data in Table 40 ($\chi^2 (1) = 70.54, p < .001$) the null hypothesis was rejected and Herzberg's theory was strongly supported.

Summary

The purpose of the present study was to test the two-factor theory of job satisfaction first developed by Herzberg et al. (1959) and later elaborated upon by Herzberg (1966, 1968) using as a sample, the Chief Student Personnel Officer (CSP0), the Director of Housing (DOH), the Director of Union (DOU), the Director of Financial Aid (DFA), and the Director of Counseling (DOU) in institutions which are members of the State University System of Florida (SUS).

Individuals in the above named positions at seven of the nine institutions within the SUS, chosen on the basis of their administrative

structure, were personally interviewed by the author. Separate structured interview guides were used for each administrative position and were based on the major job functions for each position described in the literature. Sample interview guides are found in Appendices A, B, C, D, and E.

Interviews of the 35 persons centered around satisfying and dissatisfying critical incidents associated with each major job function of their position. Each person was asked to describe, for each major job function, a time when he/she felt particularly good about or were highly satisfied with his/her present position. Additionally, each was asked to describe, for each major job function, a time when he/she felt particularly bad about or dissatisfied with his/her present position. Each of these incidents was then classified by the author as having been primarily influenced by one of the six motivators or eight hygienes described by Herzberg. These data were then analyzed by the use of the Chi-square technique to test the 12 hypothesis. The .05 level of significance was used. Major findings in the study are as follows:

1. For all the administrators interviewed, as a group, motivators contributed significantly more than hygienes to satisfying critical incidents. Also, for the administrators as a group, hygienes contributed significantly more than motivators to dissatisfying critical incidents.

2. For only two of the five administrative positions did motivators contribute significantly more than hygienes to satisfying incidents. However, even where the results were not significant, motivators were used more than hygienes in the classification of satisfying incidents. In four of the five positions, hygienes contributed significantly more than motivators to dissatisfying incidents. In the position where the result was not significant, hygienes did contribute more than motivators.
3. The three motivators mentioned frequently enough to be evaluated by the Chi-square method, were each classified in significantly more satisfying than dissatisfying incidents. Two of the four hygienes mentioned frequently enough to be evaluated by the Chi-square method, were each classified in more dissatisfying than satisfying incidents. Achievement was the most frequently classified motivator, accounting for 44% of all motivators. The hygienes which did not yield significant results were mentioned more frequently in dissatisfying than in satisfying incidents. Interpersonal relationship was the most frequently classified hygiene, accounting for 33% of all hygienes.
4. The hygiene, interpersonal relationship, produced nearly equal results in satisfying and dissatisfying incidents, accounting for 16.8% of the former and 19.8% of the latter.

Discussion of Results in Regard to Related Literature

When observed as a whole, the data in this study provides strong support for Herzberg's theory. In his 1968 review of 12 studies of business employees, Herzberg found that 81% of all classifications of satisfying incidents were motivators. In the current study, only 68.3% of the classifications of satisfying incidents were motivators. Among the motivators which contributed to satisfying incidents, three factors, recognition, achievement, and the work itself were involved in over 90% of the cases. The chief hygiene among satisfying incidents was interpersonal relationships. This factor accounted for 53.2% of the hygienes involved in satisfying incidents. This data supports Avakian's (1971) findings which showed interpersonal relationships as a factor in satisfaction.

Herzberg's 1968 work found that, among the twelve investigations he reviewed, hygienes accounted for 69% of all classifications of dissatisfying critical incidents. The present study shows much stronger support for Herzberg's two-factor theory. For the six administrative positions studied, hygienes accounted for 81.3% of the classifications of dissatisfying incidents. Among the factors listed in these incidents, company policy and administration, working conditions, and interpersonal relationships accounted for 72.3%. This, too, corresponds with Herzberg's 1968 study, in which company policy and administration and interpersonal relationships were most frequently mentioned in dissatisfying incidents.

In the entire study, 377 critical incidents were classified according to one of six motivators or eight hygienes. Six factors were used in the classification of 339 or 89.9% of all incidents. Of the three motivators in this group, recognition, achievement, and the work itself, each were mentioned significantly more in satisfying incidents than they were in dissatisfying ones. The three hygienes among the six primary factors were interpersonal relationships, company policy and administration, and working conditions. Two of these hygienes, company policy and administration and working conditions were mentioned significantly more in dissatisfying incidents than in satisfying ones. The third hygiene among the six most significant factors was interpersonal relationships. There was not a significant difference in the contribution of this hygiene to satisfying and dissatisfying incidents.

In her 1971 study, Avakian suggested that factors may shift between the motivator and hygiene classification, depending on the professional field. Some studies have suggested that specific motivators were more prominent in dissatisfying incidents than in satisfying ones. Bishop's (1969) study of Iowa public school teachers found that the motivators achievement and the work itself were important not only in satisfying incidents, but in dissatisfying ones as well. Avakian's (1971) study of faculty produced results in which the opportunity for advancement was a factor in dissatisfying incidents. In the original

study by Herzberg et al. (1959) the motivators recognition, opportunity for advancement, and the work itself appeared frequently in incidents of dissatisfaction. The same studies also indicated that certain hygienes appeared frequently in satisfying incidents. In a study of teachers, Wickstrom (1971) found that, although his data supported Herzberg's theory, all factors were bi-polar to a certain degree.

In the present study, the factor which seems most appropriate for re-classification is that of interpersonal relationships. It was used in the classification of 69 critical incidents. Of these, 36 or 52.1% were dissatisfying incidents and 33 or 47.9% were satisfying incidents. Perhaps the nature of the positions examined in the present study and their contrast with those in the original study by Herzberg et al. (1959) are a cause for this discrepancy. Certainly, the work of the engineers and accountants in the original study is far less dependent on other people than the work of the administrators in the present study. Almost every activity of the administrators received contributions from other persons.

If administration may be defined as the organization, direction, and control of the activities, the people, and the resources of an organization for the purpose of achieving certain goals, it is understandable that interpersonal relationships might appear frequently in both dissatisfying and satisfying incidents. Herzberg et al. (1959) recognized this possibility, but felt that by narrowing the definition

of interpersonal relationships to "stories in which there was some actual verbalization about the characteristics of the interaction between the person speaking and some other individual" (p. 46), the factor would be sufficiently discreet. For the population in the 1959 study, they were, apparently, correct. Over 67% of the mentions of interpersonal relationships in that study were in dissatisfying incidents, compared with only 52.1% in the present study.

The data from the present study seem to support Avakian (1971), Walt (1962), and others in suggesting that different occupations may dictate modifications in the categorization as motivators or hygienes of certain job factors used in the two-factor theory.

As a result of these findings, certain inferences can be made regarding this study. First, Herzberg's two-factor theory of job satisfaction was found to be appropriate to the five university student personnel administrative positions in the study. Herzberg's theory is given strong support in this study. Additionally, the theory, when applied using major job functions as a point of departure, as was done in this study, provides a frame of reference from which aspects of job satisfaction in each of the positions may be studied.

A second inference which can be made from the study regards the definition of certain factors as motivators and hygienes. In positions where the measure of job productivity is, in large part, dependent upon other persons, consideration should be given to the re-definition of

interpersonal relationships as a neutral category. That is, one in which it would be a motivator for satisfying incidents and a hygiene for dissatisfying incidents.

A final inference which can be made from the study is that certain aspects of the job content and context have almost no impact on satisfying or dissatisfying incidents of the five administrative types in this study. The hygienes salary, personal life, status, and job security and the motivator opportunity for advancement were mentioned in only 1.3% of all critical incidents. This data tends to contradict the notion, experienced in Chapter I, that market conditions may lead persons to feel that their career paths are blocked. The lack of impact of these factors may be a result of the level of the positions studied. Ohanesian's (1974) study indicated that job level within an organization would effect the importance of certain job factors. Because all of the persons in the present study were at the level of staff head, it is probable that their salary, station, and job security had reached comfortable levels, that the opportunity for advancement had declined as a need, and that their previous administrative experience had taught them the effects that such positions have on their personal life.

Suggestions for Further Research

The present study provokes several questions which could be answered by further research. Though some work has been done with

specific types of positions, research should be done on a single organization from top to bottom to determine which motivators and hygienes are most prominent at the various levels. In the present study, only seven of 35 administrators were women. Though previous research had indicated that women administrators derive satisfaction from different facets of the job than do men, no research has used the two-factor theory as a base in comparing men and women.

Further research also needs to be done in determining the stability of Herzberg's motivators and hygienes and the conditions under which they become unstable. A final area in which research might yield useful information is that of entry into the field. With some CSPOs now coming from faculty experience, it should be important to presidents and to other student personnel administrators to learn whether their patterns of satisfaction and dissatisfaction are most similar to those of faculty or to those of other student personnel administrators. In other words, does a person's background determine his/her pattern of job satisfaction or is it the nature of the position that he/she holds.

The motivator-hygiene theory of job satisfaction developed by Herzberg et al. (1959) and further elaborated on by Herzberg (1966, 1968) suggests that job satisfaction and job dissatisfaction are caused by different aspects of the job. The present study which used the motivator-hygiene theory to study the job satisfaction and dissatisfaction

of student affairs administrators, supports the theory. The researcher feels that further studies, using different populations would be useful in providing additional evidence on this theory.

APPENDIX A

CHIEF STUDENT PERSONNEL OFFICER

I. 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, please 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., of 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 B

DIRECTOR OF FINANCIAL AID

I. 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, 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 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 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 on-campus agencies (satisfying)
- 5b. Same (dissatisfying)

APPENDIX C

DIRECTOR OF STUDENT UNION

I. 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 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 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 campus agencies (satisfying)
- 4b. Same (dissatisfying)
- 5a. Financial management (satisfying)
- 5b. Same (dissatisfying)

6a. Planning the union program (satisfying)

6b. Same (dissatisfying)

APPENDIX D

DIRECTOR OF HOUSING

I. 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 E

DIRECTOR OF COUNSELING

I. 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 campus agencies
4. Conduct and stimulate 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 campus agencies (satisfying)
- 3b. Same (dissatisfying)
- 4a. Administration of conducting and stimulating research (satisfying)
- 4b. Same (dissatisfying)
- 5a. Program development, planning and budgeting (satisfying)
- 5b. Same (dissatisfying)

BIBLIOGRAPHY

- Aebi, C. J. The Applicability of Herzberg's Motivation-Hygiene Theory to College Administration as Tested by Two Different Methodologies (Doctoral Dissertation, Ohio University, 1972). Dissertation Abstracts International, 1973, 33, 4223A.
- Armstrong, R. C. A Descriptive Study of Three Organization Patterns in the Administration of Student Housing (Doctoral Dissertation, Columbia University, 1966). Dissertation Abstracts International, 1966, 27, 617A.
- Avakian, A. N. An Analysis of Factors Relating to Job Satisfaction and Dissatisfaction of Faculty Members in Institutions of Higher Education (Doctoral Dissertation, State University of New York at Albany, 1971). Dissertation Abstracts International, 1971, 32, 1765A.
- Ayers, A. R., Tripp, P. A., and Russell, J. H. Student Services Administration in Higher Education. Washington, D.C.: Office of Education, U.S. Department of Health, Education and Welfare, 1966.
- Bishop, T. S. Factors Affecting Job Satisfaction and Job Dissatisfaction Among Iowa Public School Teachers (Doctoral Dissertation, University of Iowa, 1969). Dissertation Abstracts International, 1970, 30, 3661A.
- Blai, B. J., Jr. An Occupational Study of Job Satisfaction and Need Satisfaction, The Journal of Experimental Education, 1970, 32, 383-388.
- Bloland, D. A. Student Activities, In A. S. Knowles (ed.) Handbook of College and University Administration, New York: McGraw-Hill Book Company, 1970.
- Bockman, V. M. The Herzberg Controversy, Personnel Psychology, 1971, 24, 155-189.
- Brayfield, A. H. Review of the Motivation to Work by F. Herzberg, G. Gausner, and B. Snyderman, Personnel Psychology, 1960, 13, 101-103.
- Brooks, G. D., and Avila, J. F. The Chief Student Personnel Administrator and His Staff: A Profile, NASPA Journal, 1974, 7 (4), 41-47.

- Brown, D. G. The Mobile Professor. Washington, D.C.: The American Council on Education, 1967.
- Cartter, A. M. Ph.D.'s and the Academic Labor Market. New York: McGraw-Hill Book Company, 1976.
- Cheatham, A. C. Student Personnel as a Career: A Study of American College Personnel Association Members in Terms of Selected Demographic Data, Background and Perceptions of the Field (Doctoral Dissertation, Columbia University, 1964). Dissertation Abstracts International, 1965, 26, 4721A.
- Cochrane, H. B. Organization and Administration of Guidance and Counseling Services in Public Community Colleges in California (Doctoral Dissertation, University of Southern California, 1974). Dissertation Abstracts International, 1974, 35, 1973A.
- Converse, B. F. Career Patterns and Other Characteristics of Financial Aid Administration from Junior Colleges in the Southern Association of Colleges and Schools (Doctoral Dissertation, Baylor University, 1975). Dissertation Abstracts International, 1975, 36, 27840A.
- Downie, N. M., and Heath, R. W. Basic Statistical Methods (2d ed.). New York: Harper & Row, Publishers, 1965.
- Dutton, T. B. Research Needs and Priorities in Student Personnel Work, NASPA Journal, 1968, 5, 339-343.
- Ewen, R. B. Some Determinants of Job Satisfaction: A Study of the Generality of Herzberg's Theory, Journal of Applied Psychology, 1964, 48, 161-163.
- Ewen, R. B., Hulin, C. C., Smith, P. C., and Locke, E. A. An Empirical Test of the Herzberg Two-Factor Theory, Journal of Applied Psychology, 1966, 50, 544-550.
- Ferrari, M. R. National Study of Student Personnel Manpower Planning, NASPA Journal, 1972, 10(2), 91-100.
- Flanagan, J. C. The Critical Incident Technique, Psychological Bulletin, 1954, 51, 327-358.
- Fox, D. J., The Research Process in Education. New York: Holt, Rinehart and Winston, Inc., 1969.
- Foy, J. E. Career Patterns of Student Personnel Administrators (Doctoral Dissertation, Michigan State University, 1969). Dissertation Abstracts International, 1971, 31, 100A.

- Goodman, L. H. An Analysis of Reported Counseling Services in Selected Public Community Colleges Located in the Southeastern United States (Doctoral Dissertation, University of Virginia, 1974). Dissertation Abstracts International, 1974, 34, 3869A.
- Hargrove, H. W. Personal Characteristics, Background, and Role of the Chief Student Personnel Director in Universities and Senior Colleges Which are Members of the Southern Association of Colleges and Schools as Requested by Incumbants (Doctoral Dissertation, University of Mississippi, 1969). Dissertation Abstracts International, 1969, 30, 14374A.
- Herzberg, F. Work and the Nature of Man. Cleveland, Ohio: World Publishing Company, 1966.
- Herzberg, F. One More Time, How Do You Motivate Employees? Harvard Business Review, 1968, 46 (3), 82-91.
- Herzberg, F., Mausner, B., Peterson, R. O., and Capwell, D. F. Job Attitudes: Review of Research and Opinion. Pittsburgh, PA: Psychological Services of Pittsburgh, 1957.
- Herzberg, F., Mausner, G., and Snyderman, G. The Motivation to Work. New York: Wiley Press, 1959.
- Hitchcock, A. A., Kitson, H. O., Paulson, B. W., Brumbaugh, A. J. Milestones in the Development of Personnel Services in Education. In N. B. Henry (ed.), Personnel Services in Education: The Fifty-Eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: The U. of Chicago Press, 1951.
- House, R. J., and Wigdor, L. A. Herzberg's Dual-Factor Theory of Job Satisfaction and Motivation--A Review of the Evidence and A Criticism. Personnel Psychology, 1967, 20, 369-391.
- Hoyt, D. P., and Tripp, P. A. Characteristics of ACPA Members, Journal of College Student Personnel, 1967, 8, 32-39.
- Hulin, C. C., and Smith, P. C. An Empirical Investigation of Two Implications of the Two-Factor Theory of Job Satisfaction. Journal of Applied Psychology, 1967, 51, 396-402.
- Jackson, D. R. A Study of University Administrators' Perceptions Related to the Factors of Herzberg's Motivator-Hygiene Theory (Doctoral Dissertation, Northern Illinois University, 1974). Dissertation Abstracts International, 1975, 35, 7560A.

- Kates, R. J. Financial Aid, In A. A. Knowles (ed.), Handbook of College and University Administration. New York: McGraw-Hill Book Company, 1970.
- Katzell, R. A. Personal Values, Job Satisfaction, and Job Behavior. In H. Bowers (ed.), Man In a World At Work. Boston: Houghton-Mifflin Company, 1964.
- King, N. Classification and Evaluation of the Two-Factor Theory of Job Satisfaction, Psychological Bulletin, 1970, 67, 18-31.
- Knox, C. W. An Investigation of the Job Satisfaction of Recent Graduates of the University of Illinois Now Engaged in Teaching and Administration (Doctoral Dissertation, University of Illinois, 1953). Dissertation Abstracts International, 1953, 13, 1043.
- Kolarik, M. Personal Communication, March 15, 1977.
- Maslow, A. H. A Theory of Human Motivation, Psychological Review, 1943, 50, 370-396.
- Mathews, L. K. The Dean of Women. Boston: Houghton Mifflin Company, 1915.
- McGrath, E. J. The Evolution of Administrative Officer in Institutions of Higher Education in the United States from 1860 to 1933. Chicago: U. of Chicago Libraries, 1938.
- Miller, D. C., and Form, M. H. Industrial Sociology: The Sociology of Work Organizations. New York: Harper and Row, Publishers, 1964.
- Mills, T. J. A Historical Study of the Dean of Men and the Major Issues They Faced at the University of Oregon (Doctoral Dissertation, University of Oregon, 1974). Dissertation Abstracts International, 1974, 35, 3461A.
- Mueller, K. H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Company, 1961.
- Nygreen, G. T. Professional Status for Student Personnel Administrators? NASPA Journal, 1962, 5, 283-291.
- Ohanesian, D. C. The Nature of Job Satisfaction Among College Student Personnel Workers (Doctoral Dissertation, University of Northern Colorado, 1974). Dissertation Abstracts International, 1975, 35, 5793A.

- Pallone, N. J. Emphasis on Job Satisfaction, Vocational Behavior, 1971, 1 (1), 11-28.
- Porter, L. W. Job Attitudes in Management: Perceived Deficiencies in Need Fulfillment as a Function of Job Level, Journal of Applied Psychology, 1962, 46, 375-384.
- Porter, L. W. Job Attitudes in Management: Perceived Deficiencies in Need Fulfillment as a Function of Line or Staff Job, Journal of Applied Psychology, 1963a, 47, 267-275.
- Porter, L. W. Job Attitudes in Management: Perceived Deficiencies in Need Fulfillment as a Function of Size of Company, Journal of Applied Psychology, 1963b, 47, 386-397.
- Porter, L. W. Job Attitudes in Management. II. Perceived Importance of Needs as a Function of Job Level. Journal of Applied Psychology, 1963c, 47, 141-148.
- Riker, H. C. College Housing as Learning Centers. Washington, D.C.: American College Personnel Association, 1965.
- Rion, W. Personal Communication, March 15, 1977.
- Sandeen, C. A. Personal Communication, March 15, 1977.
- Schwartz, M. M., Jenusaitis, E., and Stack, H. Motivational Factors Among Supervisors in the Utility Industry. Personnel Psychology, 1963, 16, 45-53.
- Scott, G. D. Origins of Job Satisfaction and Job Motivations of Selected Deans of Students (Doctoral Dissertation, Indiana University, 1965). Dissertation Abstracts International, 1965, 27, 1608A.
- Siegel, S. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.
- Smith, R. J. A Study of the Role of the Dean of Students and Administration Relationships in a Selected Sample of Colleges and Universities (Doctoral Dissertation, University of Colorado, 1961). Dissertation Abstracts International, 1962, 22, 3499.
- Soliman, H. M. Motivation-Hygiene Theory of Attitudes: An Empirical Investigation and an Attempt to Reconcile Both the One- and Two-Factor Theories of Job Attitudes, Journal of Applied Psychology, 1970, 54, 452-461.
- Steers, R. M., and Porter, L. W. Motivation and Work Behavior. New York: McGraw-Hill Book Company, 1975.

- Strickland, D. E. A Study of the Job Satisfaction of Chief Business Officers in Selected Institutions of Higher Education (Doctoral Dissertation, Florida State University, 1973). Dissertation Abstracts International, 1973, 34, 3098.
- The Chief Housing Official: His Job, His Pay, His Organization. Research and Information Committee of the Association of College and University Housing Officers, Proceedings of the 10th Annual Conference, 1958, 92-105.
- Thomas, S. C. An Application of Herzberg's Two-Factor Theory of Job Satisfaction to Selected Community College Administrative Roles (Doctoral Dissertation, University of Florida, 1977). Dissertation Abstracts International, 1977, 38, 3326A.
- Turner, F. H. Echoes of the Past. Journal of the Association of Deans and Administrators of Student Affairs, 1968, 6 (1), 33-42.
- Turner, I. D., Personal Communication, March 15, 1977.
- Vroom, V. H. Work and Motivation. New York: John Wiley and Sons, Inc., 1964.
- Walt, D. E. The Motivation for Women to Work in High-Level Professional Positions (Doctoral Dissertation, the American University, 1962). Dissertation Abstracts International, 1963, 1817A.
- Wanous, J. P., and Lawler, E. E. Measurement and Meaning of Job Satisfaction. Journal of Applied Psychology, 1972, 56, 95-105.
- Wayland, R. Report to the Corporation of Brown University on Change in the System of Collegiate Education. Providence, Rhode Island: Brown University, 1850.
- Wickstrom, R. A. An Investigation Into Job Satisfaction Among Teachers (Doctoral Dissertation, University of Oregon, 1971). Dissertation Abstracts International, 1971, 32, 1249A.
- Willette, B. J. A Directional Assessment of Counseling Center Services (Doctoral Dissertation, University of Wisconsin, 1974). Dissertation Abstracts International, 1974, 34, 6398A.
- Young, G. W. Counseling and Testing. In Knowles, A. S. (ed.), Handbook of College and University Administrative Affairs. New York: McGraw-Hill Book Company, 1970.
- Zytowski, D. G. Vocational Behavior: Readings in Theory and Research. New York: Holt, Rinehart & Winston, Inc., 1968.
- Zytowski, D. G. The Concept of Work Values. Vocational Guidance Quarterly, 1970, 18, 176-185.

BIOGRAPHICAL SKETCH

The author was born November 7, 1946, in Chicago, Illinois. He lived in Hinsdale, Illinois, for 18 years. He graduated from Hinsdale Township High School in 1964.

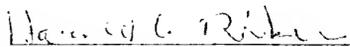
He received his B.A. in political science from Michigan State University in 1969, and his M.S. in education from Iowa State in 1972. He served in the United States Army from 1969 to 1971 and served for one year in Vietnam.

He has worked for Georgetown University and the University of Florida and is currently Assistant Dean of Students at Montana State University.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James L. Wattenbarger, Chairman
Professor of Educational
Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Harold C. Riker
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


C. Arthur Sandeen
Professor of Educational
Administration

This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

March 1978

Dean, Graduate School

UNIVERSITY OF FLORIDA



3 1262 08285 256 6