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A STUDY OF THE RELATIONSHIPS BETWEEN SELF-ACTUALIZATION
AND JOB SATISFACTION IN TEACHING

by

PAUL DAVID PUSATERI

A Dissertation Submitted to the Faculty of the
Graduate School of Loyola University of Chicago
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

February 1976

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VITA

The author, Paul D. Pusateri, is the son of Lawrence Pusateri and Josephine (Romano) Pusateri. He was born July 1, 1928, in Oak Park, Illinois.

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CHAPTER I

INTRODUCTION

Background of the Problem

During the last two decades there has been an increasing awareness of the relationship between education and the types of jobs that satisfy. Education is a developmental process. The better educated individuals, that is, the more developed, have been among those indicating greater dissatisfaction with routine or mechanical jobs that require no decision making on a level of responsibility.

This was evident in a study of Detroit auto workers which compared job satisfaction and mental health.¹ The General Motors strike in 1972 in Lordstown, Ohio, was interpreted as stemming from the same condition: "...it is not so much the physical nature of the work as its constant, repetitive unskilled nature that is being resisted by assembly-line workers, who are more educated and have higher expectations."² In Sweden, with its generally higher level of education (i.e., development) for its population as a whole, foreign unskilled workers have largely replaced natives in

¹Arthur Kornhauser, Mental Health of the Industrial Worker (New York: John Wiley and Sons, Inc., 1965), p. 85.

²New York Times, January 23, 1972:41.

assembly lines.³

The present study adds its contribution to the research on job satisfaction and mental health. It directly explores the relationship between a person's satisfaction in teaching as an occupation and his personal degree of self-actualization. Is it possible to estimate successfully the degree of teaching satisfaction from measures for self-actualization? This is the problem.

Shostrom's "Personal Orientation Inventory,"⁴ has been constructed to measure the dimensions of this self-actualization. An objective method of inquiring into the career outcome of job satisfaction was constructed by Brayfield and Rothe as the "Index of Job Satisfaction."⁵ Both inventories are discussed specifically and in detail in Chapter III.

While the "Index of Job Satisfaction" can be used to observe the degree of satisfaction in any occupation or profession, this study focused on job satisfaction in teaching. The topic is timely, since a recent survey conducted by George Gallup for the American Institute of Public Opinion at

³ Neal O. Herrick, "Activities to Enrich Work in Other Developed Countries," paper delivered at the 138th meeting of the American Association for the Advancement of Science, December 27, 1971, Philadelphia.

⁴ Everett L. Shostrom, "Personal Orientation Inventory" (San Diego: Educational and Industrial Testing Service, 1966).

⁵ Arthur H. Brayfield and Harold F. Rothe, "An Index of Job Satisfaction," Journal of Applied Psychology, October, 1951:35.

Princeton, New Jersey, discovered that a considerable proportion of students currently in college plan to enter the field of teaching upon completing their education. Such marked interest would appear to call for research in the field.

Teaching is the top choice of college students today, with nearly one in four (23%) indicating this is the field they plan to enter upon completing their education. . . .

It should be borne in mind that this percentage represents intentions as of the time of interviewing, and that changes in plans and job screening are likely to substantially reduce the numbers who enter the career of teaching. At this point, however, the evidence seems clearly to indicate that the teacher surplus is likely to continue into the foreseeable future. . . . 6

The subjects for the present study were graduate students in the School of Education at Loyola University of Chicago during the first semester of the 1972-73 academic year. In order to be eligible to participate in this investigation, each graduate student had to be currently employed as a full-time elementary, junior high school or secondary school teacher. In addition to inquiring directly into the relationships between the variables of self-actualization and job satisfaction, this study also sought to discover whether selected personal variables of the participating teachers, namely, age, sex, status, education, experience, system, level, career goals, course and/or level preferences and geographical area of employment were related to the two dependent variables of self-actualization and job

⁶Chicago Sun Times, May 12, 1974, Section 4:8.

satisfaction.

Purpose of the Study

Viewed from the focus of the discipline of counseling and guidance, this study proposed to fill some gaps and needs. To date scientific inquiries have explored the area of relationships between the degree of self-actualization and other characteristics of teachers, Dandes⁷ attempting to assess effectiveness; Murray,⁸ success in relation to self-actualization; and Mace,⁹ the decision to become an administrator as against remaining a career teacher. These studies are described more fully in the review of related literature in Chapter II.

Thus, it became evident from exploring the field that although the teaching profession has been the focus of several studies relating self-actualization to other characteristics, an additional study was needed which would focus primarily and directly on the specific relationship of the

⁷H. M. Dandes, "Psychological Health and Teaching Effectiveness," Journal of Teacher Education, 28, 1966.

⁸M. E. Murray, "An Exploration of the Relationship of Self-Actualization to Teacher Success." Master's thesis. Pennsylvania State University, 1966.

⁹R. E. Mace, "Factors Influencing the Decisions of Teachers to Become Administrators: A Study of the Differences in Self-Actualization and Job Satisfaction Occurring Between Future Administrators and Career Teachers." Doctoral dissertation. Syracuse University, 1970.

variables proposed in this research, namely, self-actualization and satisfaction on the job. The current concern with a "full life" rather than simply "full employment"¹⁰ calls for scientific information on which counselors can base generalizations applicable to individuals or to groups as an aid facilitating analysis, guidance and/or counseling of teachers. If counselors can draw on data-supported guidelines in defining the problem of an unhappy teacher or of a disruptive situation related to job dissatisfaction, they can proceed with some degree of confidence and objective insight, optimistically moving along a blazed trail.

School administrators responsible for hiring teachers are likewise in need of scientific data as a basis for generalizations by which they can be guided to make more successful choices in filling positions. If scores on a self-actualization inventory are related to satisfaction on the job, obtaining such scores can serve as a clue to the right choice from among applicants. Satisfied teachers are a lubricant for the smooth running of school administrative machinery.

Students aspiring to be teachers, as well as teachers already engaged in the classroom, are in need of a tested means whereby they may gauge their own self-actualization and convert it into an approximate degree of predicted teaching satisfaction for themselves. This information could

¹⁰Warren Bennis, "Warren Bennis, A Conversation," Psychology Today, (February 1970):3,49.

motivate them to pursue the furthering of their personal actualization in order to achieve a higher degree of satisfaction in the teaching profession or to move into another occupation. The results of this study may make this possible.

Thus, three categories of professionals can reap benefits from this study: counselors, school administrators and teachers. This research proposes to explore one possibility of obtaining concrete data on the basis of which guidance may be provided with a greater probability of attaining its mark, applicants may be hired with a greater degree of assurance and personal choices may be made with more likelihood of success in the teaching profession.

Aside from these three pragmatic values foreseen from the present work, a theoretical goal may also be attained: A contribution to the fund of scientific data by exploring a new possibility for using the "Personal Orientation Inventory" as an instrument for uncovering relationships between self-actualization, selected personal variables and satisfaction in the teaching professions.

Statement of the Problem

In order to investigate the relationships among self-actualization, teaching satisfaction and the selected personal variables of the subjects, the problem was expressed specifically in the following questions:

1. Is a person's satisfaction in teaching as an occupation related to his personal degree of self-actualization?
2. Are there any relationships between a person's degree of self-actualization and selected personal variables?
3. Are there any relationships between a person's degree of satisfaction in teaching as an occupation and selected personal variables?

The following null research hypotheses were generated from these three questions:

Hypothesis I: No relationship exists between self-actualization as measured by the twelve scales of the "Personal Orientation Inventory" and the degree of teaching satisfaction as measured by the Brayfield-Rothe "Index of Job Satisfaction."

Hypothesis II: No difference exists in the self-actualization of the subjects measured by the twelve scales of the "Personal Orientation Inventory" and the various subgroups within the selected personal variables, namely, (1) age, (2) sex, (3) status, (4) teaching level, (5) system in which currently teaching, (6) place in which currently teaching, (7) academic preparation, (8) years of teaching experience, (9) course and/or grade level preferences and (10) career goals.

Hypothesis III: No difference exists between the degree of satisfaction in teaching measured by the score of the Brayfield-Rothe "Index of Job Satisfaction" and the various subgroups within the selected personal variables, namely,

(1) age, (2) sex, (3) status, (4) teaching level, (5) system in which currently teaching, (6) place in which currently teaching, (7) academic preparation, (8) years of teaching experience, (9) course and/or grade level preferences and (10) career goals.

Conceptual Framework

The theoretical viewpoint for the personality dimension is based on recent observations that contemporary America is moving in the direction of value change from an achievement to a self-actualization emphasis.¹¹ This emerging approach is the culmination of a concept which has seen progressive development through the writings of growth psychologists such as Allport,¹² Rogers¹³ and Maslow.¹⁴ The theory holds that the growth and development of a person depends on the routine gratification of his basic needs.

According to Maslow, the principal proponent of the

¹¹Bennis, "Warren Bennis, A Conversation," pp. 48-54; 68-71.

¹²Gordon W. Allport, Becoming: Basic Consideration for a Psychology of Personality (New Haven: Yale University Press, 1955).

¹³Carl R. Rogers, "A Theory of Therapy, Personality, and Interpersonal Relationships," in S. Kock (ed.) Psychology: A Study of Science (New York: McGraw Hill Book Co., Inc., 1959).

¹⁴Abraham H. Maslow, Motivation and Personality (New York: Harper and Row, 1954); Toward a Psychology of Being (Princeton, N. J.: Van Nostrand, 1962); "A Theory of Human Motivation," Psychological Review, 1943.

theory, human needs are scaled along a hierarchy of priority or potency. When the needs that have the greatest potency or priority are gratified, other needs and related goal-directed behaviors emerge. The hierarchical order of needs from most potent to least potent is as follows: physiological needs, safety or security needs, needs for belongingness and love, esteem needs and needs for self-actualization. These needs are said to unfold sequentially as a person is fed, made to feel secure, receives love and affection and a place in the group and receives recognition as a worthwhile person. A summary statement will help to clarify the concept:

These basic goals are related to each other, being arranged in a hierarchy of prepotency. This means that the most prepotent goal will monopolize capacities of the organism. The less prepotent needs are minimized, even forgotten or denied. But when a need is fairly well satisfied, the next prepotent ("higher") need emerges, in turn, to dominate the conscious life and to serve as the center of organization of behavior, since gratified needs are not active motivators.

Thus man is a perpetually wanting animal. Ordinarily the satisfaction of these wants is not altogether mutually exclusive, but only tends to be. The average member of our society is most often partially satisfied and partially unsatisfied in all of his wants. The hierarchy principle is usually empirically observed in terms of increasing percentages of non-satisfaction as we go up the hierarchy.

Reversals of the average order of the hierarchy are sometimes observed. Also it has been observed that an individual may permanently lose the higher wants in the hierarchy under special conditions. There are not only ordinarily multiple motivations for usual behavior, but in addition many determinants other than motives. 15

¹⁵Maslow, "A Theory of Human Motivation," pp. 394-395.

As the lower order needs on the hierarchical scale are satisfied, the need for self-actualization ultimately emerges. The person now seeks to become in actuality what he is potentially. The self-actualizing person is more fully functioning and lives a more enriched life than the undeveloped person, utilizing all his unique capabilities, unhampered by the inhibitions and emotional turmoil common to the less actualized.

Maslow's theory of human motivation takes on a particular significance when it is used as a framework to give meaning to the mass of data that have been accumulated in the area of job satisfaction. Comparatively few research studies on job satisfaction have been concerned with the theoretical implications of their results. They have been content to state generalizations on the relative importance of wages, job status, participation in decision making, acceptance by co-workers, etc., without making any efforts to interpret their findings in the light of motivational theory. Roe has been a notable exception among researchers in this regard. She used Maslow's theory on basic human needs to organize in a coherent manner the results of her research concerning the determinants of job satisfaction. On the application of Maslow's theory to occupational psychology, Roe has written:

Occupations as a source of need satisfaction are of extreme importance in our culture. It may be that occupations have become so important in our culture just because so many needs are so well satisfied by them. Whether the relation is causal or not, and if so, which is cause and which is effect, does not particularly matter. It is probably a sort of feedback arrangement

anyway. What is important is that this relationship exists and is an essential aspect of the value of the occupation to the individual. 16

The present study pursues the measurement of the relationship between need gratification and job satisfaction in a specific occupation, namely, the teaching profession.

Definition of Terms

For the purpose of this study:

1. "Self-actualization" was defined by the twelve scale-scores on Shostrom's "Personal Orientation Inventory."
2. "Degree of teaching satisfaction" was defined by the single measure on the Brayfield-Rothe "Index of Job Satisfaction."
3. "Status" included three possible subgroups: lay-person, priest or Religious.
4. "Teaching level" included elementary, junior high and secondary schools.
5. "System in which teaching" meant public or private.
6. "Place where teaching" referred to city or suburbs.
7. "Academic preparation" referred to credit hours less than the Master's degree or at the Master's level or beyond.
8. "Years of teaching experience" referred to the number of academic years, including the present, the respondent has been employed.

¹⁶ Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, 1956), pp. 31-35.

9. "Course and/or grade level preference" was defined in terms of whether one was currently teaching the courses and/or the grade levels which coincide with one's personal preferences.

10. "Career goals" was defined as occupational aspirations.

Organization of the Study

Chapter I stated the background of the problem, the purpose of the study, the statement of the problem and the research hypotheses. An exposition of the conceptual framework for the study and the definition of terms are also included. The structure of the study called for checking the relationships between self-actualization and job satisfaction and relating each of these two variables to selected personal variables.

Chapter II undertakes the discussion of related literature so that the current status of the problem under consideration can be assessed in relation to what has already been done.

Chapter III focuses on the research design of this study: The procedures used in sampling and administering the "Personal Orientation Inventory" and the "Index of Job Satisfaction," information on these instruments, the statistical hypotheses and the methods of analyzing the data.

An analysis and a summary of the results, as well as a discussion, are presented in Chapter IV, followed by a

summary of the study, recommendations and implications for future research in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Literature was explored in three areas as background for the present work: First, that in the field of self-actualization as synthesized in the "Personal Orientation Inventory;" secondly, that concerned with the concept of job satisfaction; thirdly, specific relevant studies in which either the "Personal Orientation Inventory" or the Brayfield-Rothe "Index of Job Satisfaction" had been used as an instrument, including research associated with personal variables.

Self-Actualization Literature

Self-actualization is the process of changing personal potentialities into functioning realities. It is growth and development in every phase of human personality toward the fullness of authenticity--as Maslow stated: ". . .to be that which one is."¹ Moving from the satisfaction of basic physical needs to the higher levels of psychological and mental, means fulfillment on a higher plane, which is interpreted as psychological health. Maslow, focusing on discovering the differences between the more and the less psychologically

¹ Abraham H. Maslow, Toward a Psychology of Being (Princeton, N. J.: Van Nostrand, 1962), p. 214; Motivation and Personality (New York: Harper and Row, 1954), p. 411.

healthy persons, concluded that psychological health could be characterized by the same indices as self-actualization. In his view, the psychologically healthy individual is one who has sufficiently satisfied "the basic needs for safety, belongingness, love, respect and self-esteem so that they are motivated primarily by trends to self-actualization. . . ." ²

Maslow³ described the self-actualized person in the following terms:

The self-actualized person is characterized by: (1) clearer, more efficient perception of reality; (2) more openness to experiences; (3) increased integration, wholeness and unity of person; (4) increased spontaneity, expressiveness, full functioning, aliveness; (5) a real self, a firm identity, autonomy, uniqueness; (6) increased objectivity, detachment, transcendence of self; (7) recovery of creativeness; (8) ability to fuse concreteness and abstractness; (9) democratic character structure; (10) ability to love and respond emotionally.

Maslow's description of the fully self-actualized person is a description of the ideal upper end of the continuum. Elsewhere, however, he defined growth as a "process" which conforms better to the observed fact that growth is going on all the time in the person's life history and that it tends to be "a matter of degree and frequency rather than an all or none affair." ⁴ Maslow's psychologically healthy (self-actualizing) individual could, therefore, be expected to be satisfied in the occupation he holds in the sense that it

² Maslow, Toward a Psychology of Being, p. 25.

³ Maslow, Toward a Psychology of Being, p. 148.

⁴ Maslow, Toward a Psychology of Being, p. 92.

provides experiences for his growth here and now. It would not necessarily exclude his aspiring for a different position or career, since his healthy perception would enable him to harmonize present conditions with dynamic attitudes, seeing the future as an outgrowth of the present, keeping him satisfied for the present with what he has at present.

Carl Rogers,⁵ another growth psychologist, is of the same mind as Maslow in affirming ". . . that the continuous becoming of an individual must include his willingness to be a process that is ever changing . . . and continuous throughout the life span." There will inevitably be set-backs in the learning process, but the healthy individual has a resilience which enables him to bounce back, since he has learned something from his mistake.

Bugental's group experiment lends support to the position of self-actualization theorists that growth is relative and episodic. Bugental set the stage for a group experience in which all the members were chosen solely because of their "functional excellence" in their occupation, in their marriage, in their social relations and in their ability to tolerate psychic stress. The results of the group encounter were unexpectedly disappointing: "The participants, as faithful products of their culture and personal histories, seemed to be more ready to recognize and deal with that which

⁵Carl R. Rogers, On Becoming a Person (Boston: Houghton-Mifflin Co., 1961), p. 420.

was negative and pathologic within themselves and unsure and self conscious about the positive and creative."⁶

According to Maslow, the motivation to develop one's potentialities to the fullest is an active and positive internal force divorced from the behavioral principles of environmental determinism. Rogers⁷ also viewed self-actualization as a positive urge toward maturity--as the human tendency to realize one's potential by releasing and expressing what lies within, summoned forth by favorable circumstances and exposure to desirable patterns of socialization. In contrast, the non-self-actualizing person, according to Rogers, raises walls of defense and impersonality, restricting his own growth and fulfillment, as well as placing obstacles in the way of others' development as separate persons. Frederick Allen,⁸ a disciple of Otto Rank, also affirmed his belief in the person's capacity to be responsible for his own direction: ". . .the urge to grow that is universal in all living matter provides the motivation--toward realization of the potentialities that lie within."

In addition to the concept of time competency (living

⁶J. F. T. Bugental, "Sensitivity Training and Being Motivated," in E. H. Schein and W. G. Bennis (eds.), Personal and Organizational Change Through Group Methods (New York: John Wiley and Sons, 1965), pp. 107-113.

⁷Rogers, On Becoming a Person, p. 420.

⁸F. H. Allen, Psychotherapy with Children (New York: W. W. Norton and Company, 1942).

primarily in the present) psychological health also includes the concepts of inner-direction and other-direction. Reisman, Glazer and Denny⁹ view the inner-directed person as one for whom ". . .the source of direction is inner in the sense that it was implanted early in life by elders. . . . He goes through life, less independent than he seems, obeying this internal piloting." The other-directed person, on the contrary, looks to his contemporaries for his sense of direction. "While all people want and need to be liked by some of the people some of the time, it is only the modern other-directed types that make this their chief source of direction. . . ."

For Shostrom,¹⁰ the self-actualizing person is more autonomous and less dependent than either extreme. The self-actualizing person must necessarily be other-directed to a degree, in the sense that he is sensitive to acceptance by and the good will of the people, but the primary source of his behavior is from within.

Gardner's¹¹ concept of self renewal resembles to some degree the ideas of Maslow, Rogers and Shostrom. He

⁹D. Reisman, N. Glazer and R. Denny, The Lonely Crowd (New Haven: Yale University Press, 1950).

¹⁰Everett K. Shostrom, EITS Manual for the Personal Orientation Inventory (San Diego: Educational and Industrial Testing Service, 1966).

¹¹John W. Gardner, Self-Renewal: The Individual and the Innovative Society (New York: Harper and Row, 1963).

describes the self renewing man as one who explores "the full range of his potentialities," anticipating the dialogue between these potentialities and "the claims of life," including both, those which come his way and those he deliberately invents. These include not only his skills, but also his "capacities for wondering, learning, understanding, loving and aspiring."

Aspiring is as much part of a self-actualizing individual as are the other "claims" that challenge one's potentialities. Mace's¹² study inquiring into the relationship between self-actualization and teachers' aspirations to become administrators is a test of Dandes,¹³ suggestion that "if the role of teacher does not permit maintenance or self-actualization by a self-actualizing teacher . . . this teacher may seek a new role to permit this maintenance." This new role could possibly be that of an administrator. Mace's research confirmed this hypothesis.

At first glance there would appear to be a contradiction between the statement that the more self-actualized teachers are more likely to aspire to be administrators than to remain career teachers and the hypothesis that the more

¹²R. E. Mace, "Factors Influencing the Decisions of Teachers to Become Administrators: A Study of the Differences in Self-Actualization and Job Satisfaction Occurring Between Future Administrators and Career Teachers." Doctoral dissertation. Syracuse University, 1970.

¹³H. M. Dandes, "Psychological Health and Teaching Effectiveness," Journal of Teacher Education, 1966, pp. 301-306.

self-actualized teachers will score higher on job satisfaction. However, Gardner's¹⁴ inclusion of aspiring within the definition of self-actualization as an on-going process would permit the interpretation that, although the more self-actualized would be more likely to aspire to move into administrative positions, it would not necessarily follow that they had not found teaching satisfying while it lasted. It would not imply defining "satisfaction" as a terminal, static concept, but as an on-going, dynamic process, enabling a satisfied teacher to choose to aim at becoming an administrator, which provides a different kind of stimulation to self-actualization, but not necessarily greater opportunities for such growth for every individual. Therefore, dissatisfaction would not necessarily prompt aspiration for an administrative position by the career teacher (although it might) but might indicate a different personality type. As Mace¹⁵ concludes, ". . . a teacher has needs at all levels of the need hierarchy and . . . the success he experiences in meeting these needs through his position as teacher will influence the job satisfaction he exhibits."

Within the ten years since Shostrom constructed the "Personal Orientation Inventory" to measure the dimensions of self-actualization, a number of research studies have

¹⁴Gardner, Self Renewal: The Individual and the Innovative Society.

¹⁵Mace, "Factors Influencing the Decisions of Teachers to Become Administrators," p. 16.

employed it, using teachers for their subjects.

Flanders¹⁶ worked with a sample of 129 elementary and secondary school teachers who were involved in a sensitivity training program conducted during the course of a year. The "Personal Orientation Inventory" was administered at the beginning, during the middle and at the end of the program. Significant change was observed between the first and third testing for eight of the twelve scales. Provost¹⁷ lent further support to Flanders by replicating the project.

Barmen and Capelle¹⁸ further tested the effectiveness of the "Personal Orientation Inventory" in recording changes occurring in teachers' self-actualization during a training session, this time in human relations. They found increases in seven of the twelve "Personal Orientation Inventory" scales.

A second category of studies involving teachers as subjects and the "Personal Orientation Inventory" as the

¹⁶J. N. Flanders, "A Humanistic Approach to Inservice Education" (Livingston, Tennessee: Overton County Board of Education Report, 1969).

¹⁷R. L. Provost, "A Follow-Up Study of Beginning Teachers in Multi-Cultured Schools Who Have Attended a Pre-Service Institute Dealing With Problems of School Disintegration." Doctoral dissertation. East Texas State University, 1970.

¹⁸J. Barmen and R. Capelle, "Human Relations Training in Three Rural Manitoba High Schools," paper presented at the Convention of the National Council of Human Relations, Winnipeg, Canada, 1971.

instrument focused on the relationship between the self-actualization of the teacher and an external factor. In the work of Ford,¹⁹ aspects of the psychological health of elementary school principals were related to the organizational climate of the school. Principals serving open climate schools were found to possess a higher level of self-actualization than those in closed climate schools. This was evidenced in their exhibiting a greater ability to accept their own personal aggressiveness, greater self acceptance in general and a greater capacity for intimate contact than the principals of closed climate schools. There is a possibility, of course, that these types seek out positions corresponding to their needs and simply have their characteristics reinforced on the job.

Murray²⁰ checked into the relationship between teacher self-actualization and student perception of the teacher. The "Personal Orientation Inventory" scores of 26 teachers were matched against the answers of 2,333 students, confirming two hypotheses: (1) the more self-actualized teacher (according to the "Personal Orientation Inventory") was assessed by the students as more concerned than the less self-actualized one; (2) the more self-actualized teacher was

¹⁹R. W. Ford, "The Relationship of Psychological Health of Elementary School Principals to the Organizational Climate of Schools." Doctoral dissertation. Syracuse University, 1966.

²⁰M. E. Murray, "An Exploration of the Relationship of Self-Actualization to Teacher Success." Master's thesis. Pennsylvania State University, 1966.

rated consistently by his/her students for grade levels 7, 8, 9 and 10. In the context of this study, "consistently" meant that the teacher who was rated high when teaching grade seven would also be rated high when teaching a different grade or high school course; if he/she was rated as average, medium or low, the evaluation would remain the same if a change in teaching level should occur.

A third group of studies involving teachers was singled out to study the relationship between self-actualization of teachers and another variable within the same subject.

Dandes²¹ checked into the relationship between self-actualization as recorded by the "Personal Orientation Inventory" and the "Minnesota Teacher Attitude Inventory," on the basis of 128 subjects' scores. Finding a positive relationship between the results, he concluded: ". . .a large component of what makes an effective teacher seems to be the degree to which he is psychologically healthy or self-actualizing or fulfilling his uniquely human potential. The possession of information on subject content alone or knowledge of teaching techniques will not insure that the individual will be an effective teacher."

Mace²² undertook an inquiry into possible self-actualizing differences between teachers who aspire to become

²¹Dandes, "Psychological Health and Teaching Effectiveness."

²²Mace, "Factors Influencing the Decision of Teachers to Become Administrators."

administrators and career teachers. Administering the "Personal Orientation Inventory" and the "Minnesota Satisfaction Questionnaire" to a sample of 114 teachers who aspired to be administrators and to 114 career teachers, he found that those teachers aspiring to become administrators were characterized by higher self-actualization scores than career teachers. In view of the results, it is surmised that the self-actualizing teacher who is not experiencing sufficient job satisfaction will consider a career in administration as a reasonable alternative for further realization of his potentialities.

There have been some studies which examined relationships between self-actualization and occupation, as the present work professes to do, but in a different frame of reference and focus. R. V. Green²³ examined the relationship between self-actualization and levels of occupational aspirations of culturally different youths by administering the "Personal Orientation Inventory" to a sample of 356 black graduates and seniors of six high schools in Arkansas. Each subject was asked to write the name of the occupation to which he aspired. Four of the twelve "Personal Orientation Inventory" scales were found significantly related to the levels of occupational aspirations. These were: (1) time competence, (2) self-actualizing value, (3) synergy and

²³R. V. Green, "Self-Actualization Measures and Occupation Aspiration." Doctoral dissertation. Kentucky University, 1966.

(4) capacity for intimate contact. The higher the scores on the tests, the higher were the aspirations. On this basis Green concluded that the school can raise the occupational aspirations of culturally different youth by striving to motivate self-actualization, especially in the values singled out from the "Personal Orientation Inventory" in this study as significantly related to high occupational aspirations.

Masucci²⁴ administered the "Personal Orientation Inventory" and the "Occupational Stereotypes Index" to 125 college freshmen enrolled at the State University of Oswego, New York, in an attempt to discover whether subjects who score high on a measure of psychological health have different stereotypes of selected occupations, than subjects who score low. The results indicated that differences in perception of occupations were related to "Personal Orientation Inventory" scores. The more self-actualized the person, the less likely he was to perceive an occupation in terms of the stereotype accepted by the less self-actualized as measured by the "Personal Orientation Inventory."

Edith J. Green²⁵ tested the relationship of self-actualization as measured by the "Personal Orientation Inventory" to achievement and satisfaction of students in the first

²⁴M. J. Masucci, "Psychological Health and Occupational Perceptions in a Selected Sample." Doctoral dissertation. Syracuse University, 1966.

²⁵Edith J. Green, "The Relationship of Self-Actualization to Achievement in Nursing." Doctoral dissertation. Indiana University, 1967.

clinical year of a baccalaureate program in nursing. Significant relationships were found between self-actualization (as indicated by the scores on the Time Competence Ratio Scale and the subscales of Spontaneity, Self Regard, Synergy and Self Acceptance) and a questionnaire on students' adjustment and satisfaction.

Review of Literature on Job Satisfaction

Research has also gradually developed in the area of occupation, a field related to the present study which focuses on job satisfaction. Emphasis on work is rooted in the history of American society. The socialization process at home and in school has included teaching the value of work as part of the ethos of this country. As with every developing nation, America experienced the need for manual laborers which resulted in overwhelming proportions of the population finding employment in blue collar jobs. Work meant the ability to fulfill the first level of needs, Maslow's²⁶ physiological level. However, a well-paying job that would satisfy this basic need would not necessarily be considered satisfactory since safety, love and esteem needs must also find fulfillment before a person is able to function at the fullest and healthiest level of which he is capable.

²⁶Maslow, "A Theory of Human Motivation," Psychological Review, 1943, p. 372; "Cognition of Being in the Peak Experience," Journal of Genetic Psychology, 94 (1956), p. 46.

It was in this content that Guion²⁷ defined worker morale (job satisfaction) as ". . .the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation." Morse and Weiss²⁸ concluded from their investigation of the meaning of work that ". . .the results indicate that for most men working does not simply function as a means of earning a livelihood . . . most men find the producing role important for maintaining their sense of well-being."

The technological changes occurring within the last fifty years have been geared toward the goal of efficiency (rationality, in the scientific sense) by means of mass production and standardization of parts. These processes implied assembly line work to a considerable extent. New York's public school superintendent Cubberley²⁹ advocated the application of the same principles to the educational system. Comparing the school to a factory, he equated children with the raw materials to be processed and shaped according to specifications. The system was to eliminate waste through efficient and smooth functioning under authoritarian rule, the teachers

²⁷R. M. Guion, "Industrial Morale (A Symposium) 1: The Problem of Terminology," Personnel Psychology, (1958):58-64.

²⁸Nancy Morse and R. S. Weiss, "The Function and Meaning of Work and the Job," American Sociological Review, 20 (1955):191-198.

²⁹Elwood Cubberley, Public School Administration (Boston: Houghton-Mifflin Company, 1916).

being considered only one of the resources necessary for the production process. If they have credentials, they can function "properly" in the system.

Just as the industrial "efficiency" advocates had their influence on the educational institution, so did the human relations researchers. The findings of Katz and Kahn³⁰ regarding the dominant role of human needs and relationships among industrial workers, and between workers and management, were applicable to the organization and management of education, as well as industry. Just as the factory of necessity had to awaken to the workers' need for security and to the importance of meeting their social and esteem needs, so the school became aware that remuneration alone could not be counted on to evoke satisfaction on the job and the consequent efficiency that had been expected. A worker on any level called for being reckoned as more than "a pair of hands." In response to these and other research findings there arose a keener appreciation of the indispensability of primary relations on the job for psychological health and happiness.

Van Zelst³¹ reported positive relationships between the

³⁰D. Katz and R. L. Kahn, "Some Recent Findings in Human Relations Research in Industry," in G. E. Swanson, T. M. Newcomb and E. L. Hartley (eds.) Readings in Social Psychology (New York: Holt, Rinehart and Winston, Inc., 1952), p. 655.

³¹R. H. Van Zelst, "Worker Popularity and Job Satisfaction," Personnel Psychology, 4 (1951):405-412.

results of attitudinal measures and the degree of acceptance of co-workers. In a field study among construction workers he found a significant relationship between the interpersonal desirability of workers, as measured by the ratings of their co-workers, and their job satisfaction as measured by the "Kerr Tear Ballot." There is also evidence of positive relationships between the results of attitudinal measures and the degree of mutual trust between worker and employer. The more frequently the superior's behavior is supportive and ego-inflating, the higher are both job satisfaction and performance scores. Baumgartel³² reported that the degree of influence that superiors permit their subordinates in decision making which affects them has a decided influence on the worker's job satisfaction. He studied the effects of various patterns of leadership on eighteen different groups. Those people who worked under leaders who permitted them to participate in decision making had significantly more positive attitudes toward their directors than those who had leaders who were authoritarian. Those groups who were subordinate to laissez-faire directors were generally midway on attitudinal measures between those who labored under the other two types of leadership styles. Jacobson³³ also related that the attitudes

³²H. Baumgartel, "Leadership, Motivation and Attitudes in Research Laboratories," Journal of Sociological Issues, 12 (1956):24-31.

³³E. Jacobson, "Foreman-Steward Participator Practices and Worker Attitudes in a Unionized Factory." Doctoral dissertation. University of Michigan, 1951.

of workers toward their foreman in an automobile manufacturing plant correlated positively with the extent to which they were permitted to participate in decision making.

There is also much evidence that the same job variables are negatively related to absences and turnover in the organization. Wickert³⁴ reported that a higher rate of turnover existed among those who had little influence on decision making. Kerr, Koppelman and Sullivan³⁵ indicated that workers who had the least opportunity for informal interaction were the more likely to resign. Fleishman, Harris and Burt³⁶ discovered a negative relationship between supervisory consideration and absenteeism.

While these studies are all correlational in nature, this should not be taken to mean that there is necessarily any causal relation between them. There is some evidence, however, that attitudes do change in the hypothesized direction subsequent to changes in certain job variables. For

³⁴F. R. Wickert, "Turnover and Employee's Feelings of Ego-Involvement in the Day-to-Day Operations of a Company," Personnel Psychology, 4 (1951):185-197.

³⁵W. A. Kerr, G. Koppelman and J. J. Sullivan, "Absenteeism, Turnover and the Morale in a Metals Fabrication Factory," Occupational Psychologist, 25 (1951):50-55.

³⁶E. A. Fleishman, E. F. Harris and H. E. Burt, Leadership and Supervision in Industry (Columbus, Ohio: Ohio State University, Bureau of Educational Research, 1955).

example Elliot³⁷ reported that job enlargement augmented job satisfaction. Morse and Reimer³⁸ reported that favorable worker attitudes toward management resulted whenever there was an increase in their influence on decision making. They also reported that this was likewise true whenever the workers were permitted greater participation in problem solving and goal setting. These positive changes in attitude point to the necessity for esteem fulfillment by employment that is personally challenging and socially significant.

Schaffer³⁹ studied job satisfaction as related to need satisfaction among 72 employed men, most of whom were in professional and semi-professional occupations. His theory held the following: "Overall satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfillment. . . . The most accurate prediction of overall job satisfaction can be made from the measure of the extent of which each person's strongest two or three needs are

³⁷J. D. Elliot, "Increasing Office Productivity Through Job Enlargement," in The Human Side of the Office Manager's Job (New York: American Management Association, Office Management Series), No. 135, 3015.

³⁸Nancy C. Morse and E. Reimer, "The Experimental Change of a Major Organizational Variable," Journal of Abnormal Social Psychology, 52 (1956):120-129.

³⁹R. H. Schaffer, "Job Satisfaction as Related to Need Satisfaction in Work," Psychological Monographs, 1 (1953):364.

satisfied." Similar to this is the theory of Hoppock⁴⁰ who wrote,

Job satisfaction depends upon the extent to which the job that we held meets the needs that we feel it should meet. The degree of satisfaction is determined by the relation between what we have and what we want.

Bordin and his associates⁴¹ developed an analytical scheme which highlighted the importance of early experiences to occupational choices. Gratification of needs comes through ". . . repeated weaving back and forth between job analysis, personality traits and assumptions regarding childhood experiences which generate . . . traits." The following assumptions were made concerning the basic need gratifying activities that work offers individuals:

1. A continuity development (exists) which links the earliest work of the organism in food getting and mastery of the body and coping with the stimulation of the environment, to the most highly abstract and complex of intellectual and physical activities.
2. The complex adult activities retain the same instinctual source of gratification as the simple infantile ones.
3. Although the relative strengths and configurations of needs are subject to continual modification throughout the life span, their essential pattern is determined in the first six years of life.

⁴⁰Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1967), 35th edition.

⁴¹E. S. Bordin, Barbara Nachman and S. J. Segal, "An Articulated Framework for Vocational Development," Journal of Counseling Psychology, 10 (1963):107-117.

As a working formula for needs, Roe⁴² was the most articulate exponent of Maslow's hierarchical classification. In her view, it is an apt theory for getting beyond the mere description of relevant data and for organizing it for meaningful interpretation.

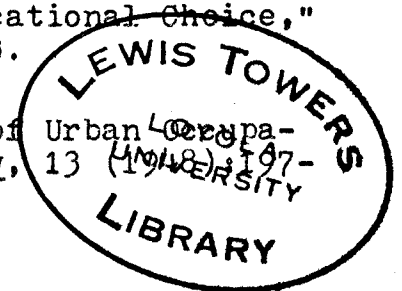
Relative to Maslow's classification of needs, she has proposed certain basic hypotheses; four of which are pertinent to the present discussion:

1. The modes and degrees of need satisfaction determine which needs will become the strongest motivators. The nature of the motivation may be quite unconscious.
2. Needs satisfied routinely as they appear do not become unconscious motivators.
3. Needs, for which even minimum satisfaction is rarely achieved will, if higher order (as used by Maslow, 1954), become expunged or will, if lower order, prevent the appearance of higher order needs and will become dominant and restricting motivators.
4. Needs, the satisfactions of which is delayed but eventually accomplished, will become unconscious motivators, depending largely upon the degree of satisfaction felt.

In a nationwide study of job satisfaction, Centers⁴³ discovered definite evidence for the existence of a hierarchy of needs as reflected in a hierarchy of job value preferences. A greater proportion of business, professional and other white workers mentioned a variable of the work itself as a reason

⁴²Anne Roe, "Early Determinants of Vocational Choice," Journal of Counseling Psychology, 4 (1957):3.

⁴³R. Centers, "Occupational Mobility of Urban Occupational Strata," American Sociological Review, 13 (1948):203.



for liking the job than did manual workers, who more frequently mentioned economic rewards. The major finding of this study was that middle class persons desired a job that provided self expression, interesting experiences, social approval and opportunities for leadership. People on the lower end of the scale preferred a job offering security and money.

In a review of the results of studies concerned with differences between social classes in regard to the value attached to different features of work, Lyman⁴⁴ found that a greater number of respondents in higher income categories emphasized the nature of the work, congeniality and freedom. Respondents in lower income categories emphasized the physical ease of the work and economic benefits.

These findings can readily be interpreted in light of the theory on the hierarchy of needs. Both socio-economic groups reflect the reality of their own unique social and occupational milieu. The values noted reflect the need to maintain (low income groups) and enhance (upper income groups) the self.

The last decade has witnessed an accelerated and intensified trend of emphasis on individual development. The awakening minority groups by word and action demanded that they be thought of and treated as persons, apart from categorized characteristics. They called for their quota of the

⁴⁴Elizabeth L. Lyman, "Occupational Differences in the Value Attached to Work," American Journal of Sociology, 61 (1955):138-144.

"better" jobs which would offer them satisfaction of more than their basic physiological needs. Thus, in 1970 Bennis⁴⁵ perceived in contemporary America a groping for new ways of re-establishing the values of genuine culture: From achievement to self-actualization; from self control to self expression; from independence to inter-dependence; from endurance of stress to capacity for joy; from full employment to full lives; from mechanistic form to organic form; and from competitive relations to collaborative relations.

No longer is full employment sufficient. The employment must be part of life--a full life--which can be experienced by a self-actualizing employee, whether he is working in the economic institutions of industry on a blue or white collar job, or as a professional in the educational, legal, medical or other systems.

A review of the literature on the attitudes toward work as these changed since the turn of the century reveals a pattern of evolutionary growth parallel to the changes in the psychological definition of human needs, as expressed by Allport, Maslow, Rogers and the growth psychologists. As the perceptions and point of view of man changed, the activities which filled man's life and his attitudes toward them could be expected to alter also. Reisman, et al.⁴⁶ presented one

⁴⁵Warren Bennis, "Warren Bennis, A Conversation," Psychology Today, (February 1970), pp. 48-54 and 68-71.

⁴⁶Reisman, et al., The Lonely Crowd.

interpretation of this process, identified three types of social character and associated each with a stage of human economic development. Moving from a subsistence society (fulfilling only physiological needs) to a production society (fulfilling the need for safety) to a consumption society (built on prestige), individuals were submerged in the social group and were considered secondary to it, their personal development taking a second place in importance to group norms and conformity to their demands. The socialization process of each period produced in turn the tradition-directed man, the inner-directed man and the other-directed man. The lonely crowd emerged with emotional needs unfulfilled; neighbors were strangers, concealing the true self by conforming to rigid expectations, anxious about "belonging" and being accepted. Work, under such circumstances, was frequently superimposed drudgery to be tolerated for the sake of the financial reward which it brought because that "reward" made possible the acquisition of what one needed to fulfill his needs, as defined within the social situation of conformity. The final stage called for an incorporation of the job into one's life in such a meaningful way that it became not just a means of obtaining what was needed, but might be in itself the fulfillment of a need. This psychological state has been described in different terms by various writers: Vroom⁴⁷ called it "ego involvement with one's job;"

⁴⁷H. Vroom, Work and Motivation (New York: John Wiley and Sons, 1964).

Katz⁴⁸ described it as "intrinsic job satisfaction;" and Slater⁴⁹ labeled it "internalized motivation."

Tiedman and O'Hara⁵⁰ developed the hypothesis that "those people for whom the world of work has the greatest meaning consonant with their own previously developed meaning system will find the greatest satisfaction in their work. Relevant to this hypothesis, Brayfield, Wells and Strate⁵¹ investigated the relationship between job satisfaction and satisfaction with life in general by administering the Brayfield-Rothe "Job Satisfaction Index" and the Rundquist-Sletto "Morale Scale" to 41 male and 52 female white collar workers employed by the government. The study concluded that job satisfaction and general satisfaction were positively and significantly related among the males, but not among the females. What Roe⁵² has stated elsewhere may be helpful in interpreting the influence of the factor of sex in the

⁴⁸D. Katz, "The Motivational Basis of Organizational Behavior," Behavioral Science, 9 (1964):131-146.

⁴⁹Carol W. Slater, "Some Factors Associated with Internalization of Motivation Towards Occupational Role Performance." Doctoral dissertation. University of Michigan, 1969.

⁵⁰David V. Tiedman and Robert P. O'Hara, Career Development: Choice and Adjustment (New York: College Entrance Examination Board, 1963), p. 51.

⁵¹Arthur H. Brayfield, Richard V. Wells and Marvin W. Strate, "Interrelationships Among Measures of Job Satisfaction and General Satisfaction," Journal of Applied Psychology, 41 (1957):201-205.

⁵²Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, 1956), p. 128.

Brayfield, Wells, Strate study. In Roe's view, it is very probable that women generally select their occupation more casually than do men, since for them the occupation is not of primary importance. The selection of an occupation for many women is a decision of a more temporary nature. The more permanent ideal for most women, according to Roe, is the self-concept of wife and mother.

Summary

The concept of self-actualization evolved from the writings of growth psychologists, chief among whom were Allport, Maslow and Rogers. Shostrom developed the "Personal Orientation Inventory" as a measure of self-actualization. Self-actualization is defined as the dynamic process of development of personal potentialities, a positive urge to maturity, moving from the satisfaction of basic physical needs to the highest levels of the psychological, social and mental. Bugental's group experiment lend support to the position of self-actualization theorists that self-actualization tends to be a matter of degree and frequency and not an all or none affair.

Of the over 130 studies conducted to date using the "Personal Orientation Inventory" as an instrument, nine were related to the present study. The subjects in six were teachers and the "Personal Orientation Inventory" was used as an instrument for the measurement of self-actualization in all nine. The investigations of Flanders, Provost and

Barman and Capelle demonstrated that group processes led to significant change in the direction of growth for the teachers who participated. The Dandes, the Mace and the Murray studies inquired into teacher characteristics (like the present study). The Green, Masucci and Ford studies selected subjects other than teachers, that is, students and school principals, and related their degree of self-actualization to some quality associated with occupation, namely, aspiration to, perception of and open and closed climate schools. The present study is related to the above-mentioned research, but it differs specifically from it insofar as it introduces a direct relationship between the variables of self-actualization and teacher job satisfaction.

Job satisfaction, the second major concept in the proposed study, has also developed by an evolutionary process paralleling somewhat that of self-actualization. Industrial psychologists were initially concerned with the technology of personnel selection and placement in order to promote greater efficiency on the job. Subsequently, human relation researchers gave greater emphasis to identifying the determinants and correlates of the attitudes of members in an organization toward their roles in that same organization. Interest in deriving general theories capable of explaining behavioral phenomena arose at a much later date.

Accordingly, the primary focus of many investigations was to question workers concerning (1) the supervision they received (Kerr, Koppelman and Sullivan; Fleishman, Harris

and Burt); (2) the policies of the company for which they worked (Baumgartel, Jacobson, Wickert, Morse and Reimer); (3) their promotional opportunities (Elliot); and (4) their relations with their co-workers (Van Zelst). The data accumulated by these and other researchers far outstripped the development of theories capable of explaining them.

During the past twenty-five years, psychologists of various theoretical and methodological persuasions have attempted to fit as many findings as possible into some coherent framework. Schaffer, Hoppock and Bordin have investigated job satisfaction as related to need satisfaction. Roe adopted with some success Maslow's hierarchical classification as a coherent and comprehensive framework for her discoveries. The investigations of both Lyman and Centers produced results that were supportive evidence for the existence of a hierarchy of needs as they were reflected in a hierarchy of job preferences.

Bennis and Reisman through their writings and/or research moved the concept of job satisfaction into even more meaningful levels by proposing that until a person's work (or his job) is accepted as part of a full life (implying self-actualization possibilities), it cannot give full satisfaction. Tiedman and O'Hara likewise proposed that people whose world of work is consonant with their overall constellation of values will achieve greater satisfaction on the job. Brayfield, Wells and Strate tested a similar hypothesis by a

study relating job satisfaction to satisfaction with life in general. A positive relationship was found for males, but not for females. Background factors of prestige of job and degree of challenge and responsibility required by the job, may have been partially responsible for the sex differences.

Thus, an investigation of the related literature has revealed that some research has already been carried out in areas that overlap the present study, but each differs considerably from it.

CHAPTER III

RESEARCH DESIGN

The present chapter describes the sample, the data-gathering procedures and the instruments used in collecting the data. It also states the statistical hypotheses and explains the methods of analyzing the data.

The Subjects

The subjects used in this study were full-time elementary, junior high school and secondary school teachers registered as graduate students in the School of Education at Loyola University of Chicago during the first semester of the 1972-1973 academic year. Since the problem under investigation inquired whether a person's satisfaction in teaching as an occupation is related to his degree of self-actualization, only full-time teachers were considered for this study. Furthermore, only full-time teachers who were registered as graduate students were asked to participate for, other things being equal, teachers who aspire to graduate studies are presumed to be interested in maximizing their potential as educators and their psychological growth to greater maturity, autonomy and personal integration.

There were also practical considerations in selecting the School of Education to provide the subjects for this study. Inasmuch as the School of Education at Loyola University

has more students registered for graduate degrees than any other area in the arts and sciences, it was expected that more full-time teachers would be available in this department for participation in this study. Finally, since the present writer is a doctoral candidate in the School of Education, it was further expected that there would be both greater interest in this research project and greater cooperation from the subjects within the School of Education.

Freedom from bias was a primary concern in the selection of the subjects. The random choice of the first semester of the 1972-1973 academic year helped to assure that the subjects for this study would be truly representative, inasmuch as any semester had the same probability of being selected. Additional means were employed to assure that representative subjects would participate in this study. Only subjects who were currently enrolled for courses that are required of all graduate students in the School of Education were eligible to participate, namely, Foundations of Education:

410 - Social Foundations of Education

420 - Philosophy of Education

430 - Educational Psychology

The subjects who were enrolled in these required courses were representative since it could be assumed that teachers who were enrolled for a required course were representative of the teachers enrolled in the School of Education. In this way the study aimed at safeguarding the ability to make accurate inferences regarding similar population values.

Data Gathering Procedures

A further aim of this study was to specify in detail the methods and the procedures that were used to gather the data so that others could replicate the investigation in order to determine whether or not essentially the same results would be obtained.

At the outset, the aid of the Chairperson of the Foundations of Education Department was enlisted to gain the cooperation of all professors who were currently teaching courses required of all graduate students in the School of Education. Once this was accomplished, a graduate faculty member from the School of Education made the visitations to the specified classrooms in order to administer the inventories and the "Personal Information Sheet."

Before any materials were distributed, the nature of the research project was briefly explained to the graduate students. According to graduate office records, 283 individuals were currently enrolled in one or more of the required courses. It was announced that (1) only those who were graduate students in the School of Education and (2) only those who had contracted to teach full-time during the current academic year in an elementary, junior high or secondary school were eligible to participate in the research project. The anonymity of all volunteers was assured. One hundred twenty-seven individual packets containing the "Personal Orientation Inventory," and the Brayfield-Rothe "Index of Job Satisfaction" and the "Personal Information Sheet"

were distributed to those who met these two requirements and who volunteered to participate in the project.

The importance of following all directions and answering all questions were emphasized. The subjects were encouraged to go back and try again to answer items omitted the first time through. Finally, the participants were instructed to return all the papers in the same manila envelope at the next class meeting. Eighty-seven packets were returned at that time. On that same occasion a personal follow-up appeal was made to those graduate students in attendance who had failed to return their packets. They were encouraged to complete the inventories and to return them at the next class meeting. Inquiries were made at the appointed times, but it was learned that no additional packets had been returned. Since no one had responded to the first follow-up appeal, a second follow-up call was not made. The rate of returns, which was 68.5% of the total, was accepted as representative, since the sampling procedures were compatible with standard methods of valid random sampling.¹ Six inventories were incomplete and thus were discarded. In making this judgment, the general rule of the Personal Orientation Manual² was followed. The manual recommends that the answer sheet should

¹William G. Cochran, Sampling Techniques (New York: John Wiley and Sons, Inc., 1963), pp. 355-392. 2nd edition.

²Everett L. Shostrom, EITS Manual for the Personal Orientation Inventory (San Diego: Educational and Industrial Testing Service, 1966), p. 7.

be considered invalid when the examinee made no mark in either column (no answer) or when he marked both columns (multiple answers) on more than fifteen items. The statistical analysis was performed on the 81 remaining answer sheets.

Instrumentation

The relevant data for this study was collected by self report inventories. The subjects provided these self-descriptions by means of Shostrom's "Personal Orientation Inventory" and the Brayfield-Rothe "Index of Job Satisfaction." A "Personal Information Sheet" was also employed to gather information about the subjects concerning selected personal variables (Appendices B and C, pp. 135 and 138).

The Personal Orientation Inventory

The "Personal Orientation Inventory" was developed by Dr. Everett Shostrom to measure the level of a person's self-actualization. It consists of 150 two-choice behavior and value judgments. Traditionally, diagnostic instruments were used to assess the pathology of a person. The "Personal Orientation Inventory" met the need for a more positive approach to measuring mental health in terms of self-actualizing concepts. It also provides guidelines for further psychological growth.

In composing the "Personal Orientation Inventory," Shostrom utilized several dimensions, namely, Maslow's concept of self-actualization; Reisman, Glazer and Denny's system of inner-other directedness; and May, Angel and

Ellenberg's, as well as Perls', concepts of time orientation. He also utilized the research and theoretical formulations of a number of other writers in Humanistic, Existential and Gestalt Personality Theory. Chief among these writers were Fromm, Horney, Rogers, Buhler and Ellis. Shostrom also made his own original contribution in the composition of the "Personal Orientation Inventory." He observed the value judgments of healthy people and disturbed clinical patients. As a result, he was able to select the items for his inventory, which in his judgment reflected the value orientations which are commonly held and which are seen to be important in the development of self-actualization.

The total of 150 items compose twelve separate scales in the "Personal Orientation Inventory." Shostrom³ described the twelve scales in the following manner:

T_C TIME COMPETENCE: Time Competence scale measures degree to which one is "present" oriented as contrasted with the time incompetent person who lives primarily in the past, with guilts, regrets and resentments and/or in the future, with idealized goals, plans, expectations, predictions and fears.

I INNER SUPPORT: The inner support scale measures whether reactivity orientation is basically toward others or self.

³Shostrom, EITS Manual for the Personal Orientation Inventory, p. 6.

SAV SELF-ACTUALIZING VALUE: Measures affirmation of a primary value of self-actualizing people, i.e., whether the individual holds and lives by values of self-actualizing people.

Ex EXISTENTIALITY: Measures ability to situationally or existentially react without rigid adherence to principles.

Fr FEELING REACTIVITY: Measures sensitivity of responsiveness to one's own needs and feelings.

S SPONTANEITY: Measures freedom to react spontaneously or to be oneself.

Sr SELF REGARD: Measures affirmation of self because of worth and strength.

Sa SELF ACCEPTANCE: Measures affirmation or acceptance of self in spite of one's weaknesses or deficiencies.

Nc NATURE OF MAN: Measures degree of the constructive view of the nature of man, whether man is essentially good.

Sy SYNERGY: Measures ability to transcend dichotomies, i.e., the ability to see opposites of life as meaningfully related.

A ACCEPTANCE OF AGGRESSION: Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial and repression of aggression.

C CAPACITY FOR INTIMATE CONTACT: Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

The standard answer sheets of both the "Personal Orientation Inventory" and the Brayfield-Rothe "Index of Job

Satisfaction" were hand scored by this writer. In scoring the "Personal Orientation Inventory," the recommendations of the Manual⁴ were followed; it directs that the scores for the Time Competence Scale and the Inner Directed Scale be used in preference to the ratio scores for correlational or other statistical analyses, due to the statistical complexities of the ratio scores.

Shostrom reports reliability coefficients for the major scales of Time Competence and Inner Directedness at .91 and .93, respectively, and coefficients for the subscales from .55 to .85. Other studies have reported test-retest reliability coefficients for the two major scales of .71 and .77 and reliability coefficients for the ten subscales ranging from .52 to .82. Although these latter reliability coefficients are not so high as those reported by Shostrom, in general the test-retest reliability obtained for the "Personal Orientation Inventory" are at a level as high as that reported for most personality measures.

Kerlinger⁵ points out, however, "The major problem in personality measures is content validity. While reliability is a technical matter, content validity is not so treatable. To answer the validity question, 'Are we measuring what we

⁴Shostrom, EITS Manual for the Personal Orientation Inventory, p. 7.

⁵W. H. Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry (New York: Holt, Rinehart and Winston, Inc., 1964).

think we are measuring?' is a complex and difficult task." The principal validity studies significantly differentiate between individuals who have attained a relatively high level of self-actualization and those who showed little evidence of such development. Shostrom reported a significant differentiation on ten scales of the "Personal Orientation Inventory" to be at the .01 level and on one scale at .05. One scale, the Nature of Man, was not found to differentiate sufficiently.

The Brayfield-Rothe Index of Job Satisfaction

The "Index of Job Satisfaction" was developed by Arthur H. Brayfield and Harold F. Rothe. Delbert C. Miller⁶ has recommended that the Brayfield and Rothe "Index of Job Satisfaction" should be the instrument of choice when a general measure of job satisfaction is desired. As a working approach for the construction of the scale, it was assumed that job satisfaction could be recognized by the individual's attitude or expression of feeling toward his job or profession. An attitude scale would permit the quantification of the expression of feeling.

The following requirements were formulated as desirable attitudes of an attitude scale designed to provide a useful index of job satisfaction: (1) it should give an index of an

⁶Delbert C. Miller, Handbook of Research Design and Social Measurement (New York: David McKay Company, Inc., 1970), pp. 267-271. 2nd edition.

"overall" job satisfaction rather than specific aspects of job satisfaction; (2) it should be applicable to a wide variety of jobs; (3) it should be sensitive to variations in attitude; (4) the items should be of such a nature (interesting, realistic, varied) that the scale would evoke cooperation from both employees and management; (5) it should yield a reliable index; (6) it should yield a valid index; (7) it should be brief and easily scored.

The construction of this scale was made a class project in Personnel Psychology at the University of Minnesota in the fall of 1943. Seventy-seven men cooperated. Items referring to specific aspects of the job were eliminated since an "overall" attitudinal factor was desired. The present index contains eighteen items. The Likert scoring system of five categories of agreement-disagreement was applied to each item. The items were selected so that the satisfied end of the scale was indicated by STRONGLY AGREE and AGREE for half of the items and by STRONGLY DISAGREE and DISAGREE for the other half. The neutral response is UNDECIDED. The Likert scoring weights for each item range from 1 to 5 and the range of possible total scores was 18 to 90 with 54 (UNDECIDED) as the neutral point.

The revised scale, which is the one used in this study, was administered as part of a larger study of 231 female office employees. The split-half method of estimating the reliability of the testing process was employed. The items were equally divided into odd and even numbers. The

reliability coefficient computed for this sample was .77. It was corrected by the Spearman-Brown formula to .87.

Evidence for high validity of the "Index of Job Satisfaction" rests upon the nature of the items and the use of an outside criterion. The Brayfield-Rothe "Index of Job Satisfaction" was administered to 91 adult students in classes in Personnel Psychology at the University of Minnesota. The assumption was made that those persons employed in occupations appropriate to their expressed interest should, on the average, be more satisfied with their jobs than those members of the class employed in occupations inappropriate to their expressed interest in personnel work. The 91 persons were divided, accordingly, into two groups. A comparison was then made between the mean scores for the two groups on the job satisfaction index. The difference of 11.5 points separating the means of the two groups is significant at the .01 level.

The most systematic attempt to develop an index of job satisfaction previously was the one made by R. Hoppock in the early 1930's. The product moment correlations between the scores on the "Hoppock Blank" and the Brayfield-Rothe "Index of Job Satisfaction" was .92.⁷

⁷Miller, Handbook of Research Design and Social Measurement.

Statistical Hypotheses

Hypothesis One considers the relation of a person's satisfaction in teaching as an occupation and his degree of self-actualization. This hypothesis is based on the rationale presented in the review of the literature.

H 1: The correlation between the twelve scales of the "Personal Orientation Inventory" and the degree of teaching satisfaction as measured by the "Index of Job Satisfaction" is not greater than zero.

Selected personal variables describing the subjects were also introduced to maximize the sensitivity of this study, since they might have some relation to the results. While there are limits to the amount of information that can be reasonably obtained in any research, the more information gained about the subjects, the greater the likelihood of discovering potentially important relationships. The hypotheses that follow consider the personal variables that describe the subjects of this study and the degree of their relationship to the dependent variables of self-actualization and job satisfaction.

Rationale for Hypotheses Two and Three: Brammer and Shostrom⁸ point out that age is a significant factor in psychological growth, with 35 years as the general line between the two stages. During stage one (from birth to 35 years)

⁸L. M. Brammer and E. L. Shostrom, Therapeutic Psychology (New Jersey: Prentice Hall, Inc., 1968), p. 85. 2nd edition.

the person becomes socialized into his culture, learning skills, developing abilities and adjusting to the social, economic and physical environments. Moving into adulthood, he acquires a formal education and enters into the occupational system. He chooses a state of life which ordinarily is marriage and establishes a pattern of living.

After 35 he becomes more stable, consolidating his gains. He no longer gropes undecidedly, but moves with greater facility because habits have already been formed and his potential given a direction. With the vision and power and deepened insight that experience brings, the person may contribute original and creative works to society, at the same time becoming aware that his physical strength and learning capabilities have begun to diminish. There is more evaluation and examination of values after 35 and a searching for stability and permanence rather than for new experiences and change. During the second stage a person tends to decide on a way of life in which he and those he loves find support and satisfaction to the end of life.

Six subgroups were scaled on the "Personal Information Sheet" for the "age" variable. They were rescaled into two subgroups, namely, teachers 35 years of age or younger and teachers 36 years of age or older. The teachers in the first subgroup numbered 60 and the teachers in the second subgroup numbered 21.

H 2: Teachers 35 years of age or younger will not

differ in self-actualization from teachers 36 years of age or older.

H 3: Teachers 35 years of age or younger will not differ in job satisfaction from teachers 36 years of age or older.

Rationale for Hypotheses Four and Five: Both biological factors inherent in the male and female and cultural factors which delimit appropriate roles for each have contributed to sex differences in interests, attitudes and values. Male teachers numbered 21 and female teachers numbered 60.

H 4: Teachers who are male will not differ in self-actualization from teachers who are female.

H 5: Teachers who are male will not differ in job satisfaction from teachers who are female.

Rationale for Hypotheses Six and Seven: Individuals differ in their orientation toward religion. Some Religious are teachers who have taken a vow of obedience regarding their work assignment. Laypersons who participated in this study numbered 76. There were no priests among the subjects, but five Religious did participate in this investigation.

H 6: Teachers who are laypersons will not differ in self-actualization from teachers who are Religious.

H 7: Teachers who are laypersons will not differ in job satisfaction from teachers who are Religious.

Rationale for Hypotheses Eight and Nine: Miller⁹

⁹F. W. Miller, Guidance Principles and Services (New York: Harper and Row, 1966), p. 76. 2nd edition.

believes that the general preparation of the elementary teacher is designed to place emphasis on the "whole child" or "the total development of the child," while the secondary teacher becomes more a specialist in a subject matter area. The elementary teacher works with a relatively small group of children for the entire day. The secondary teacher works with a relatively larger number of students, most of whom are with him for only a small part of each day. He discovers that compartmentalization of subject matter forces him into a more structural, less flexible role in the classroom. The junior high school is that level in which the transition to departmentalization is ordinarily completed. Academic preparation is, therefore, more specific for the junior high and secondary levels than it is for those who teach in elementary schools. Elementary teachers numbered 54 in this study. Junior high teachers numbered 18 and secondary teachers numbered 9.

H 8: Elementary teachers, junior high teachers and secondary teachers will not differ among themselves in regard to self-actualization.

H 9: Elementary teachers, junior high teachers and secondary teachers will not differ among themselves in regard to job satisfaction.

Rationale for Hypotheses Ten and Eleven: The choice between the public and the private school system may be due to one or more factors, namely, commitment to reinforcing Christian values, ease of disciplining students, job

availability, proximity, salary, fringe benefits, etc. Public school teachers in this study numbered 61 and private school teachers numbered 20.

H 10: Public school teachers will not differ in self-actualization from private school teachers.

H 11: Public school teachers will not differ in job satisfaction from private school teachers.

Rationale for Hypotheses Twelve and Thirteen: Many factors account for lower or higher achievement in urban schools including the economic disadvantages of cities in comparison to suburbs. Teachers in the suburbs also have more contact with the higher-status and higher achieving pupils than those who are usually found in urban areas. Subjects teaching in urban areas in this study numbered 47 and subjects teaching in suburban areas numbered 34.

H 12: Urban teachers will not differ in self-actualization from suburban teachers.

H 13: Urban teachers will not differ in job satisfaction from suburban teachers.

Rationale for Hypotheses Fourteen and Fifteen: The Master's degree is usually considered to be the minimum amount of training in a specific area of knowledge for the "professional" teacher. The "master" teacher performs tasks that are of more than usual difficulty, pursues a long period of preparation, resulting in attainment of a high degree of skill and knowledge. Four subgroups were scaled on the "Personal Information Sheet" for the variable of "academic

preparation." They have been rescaled into two subgroups, namely, teachers with less than a Master's degree and teachers with a Master's degree or beyond. Teachers in this study that had less than a Master's degree numbered 68. Teachers that had a Master's degree or credit hours beyond it numbered 13.

H 14: Teachers with less than a Master's degree will not differ in self-actualization from teachers with a Master's degree or beyond.

H 15: Teachers with less than a Master's degree will not differ in job satisfaction from teachers with a Master's degree or beyond.

Rationale for Hypotheses Sixteen and Seventeen: Teachers may be classified as:

"Probationary," those who have taught five years or less. During this period, commencing with their entrance into the classroom, teachers gain experiential knowledge and insights by which they learn whether career teaching will satisfactorily meet those needs which are ordinarily associated with job satisfaction. They also learn during these first years something about how they may qualify for advancement in this occupation.

"Experienced," those who have six to fifteen years of teaching experience and who have at least implicitly committed themselves to a life-time career. These teachers have ordinarily completed their professional training, e.g.,

graduate degrees. According to Baldwin,¹⁰ the young adult entering this stabilization stage studies his work to see how he may earn advancement. He becomes active in professional organizations. He looks for additional means of demonstrating ability and of making contacts which lead to better job opportunities.

"Professional," those who have taught more than fifteen years and have obtained proficiency in their subject field. This implies that the teacher has completed his graduate work and that his personal growth has been considered satisfactory. At this level, there are likely to be changes that involve shifting from doing work to planning and supervising it. Seniority also brings advantages in pay, in security or tenure, in privileges and in symbols of status.

Five subgroups were scaled on the "Personal Information Sheet" for the variable of "years of teaching experience." They have been rescaled into three groups, namely, teachers who have taught five years or less, teachers who have taught six to fifteen years and teachers who have taught more than sixteen years. Teachers in the first subgroup numbered 39; teachers in the second subgroup numbered 35 and the teachers in the third subgroup numbered 7.

H 16: Teachers who have had five years of teaching experience, teachers who have had from six to fifteen years and

¹⁰A. L. Baldwin, Behavior and Development in Childhood (New York: Dryden, Inc., 1955).

teachers who have had sixteen or more years of teaching experience will not differ among themselves in regard to self-actualization.

H 17: Teachers who have had five years of teaching experience, teachers who have had from six to fifteen years and teachers who have had sixteen or more years of teaching experience will not differ among themselves in regard to job satisfaction.

Rationale for Hypotheses Eighteen and Nineteen: Interest, aptitude and academic preparation contribute to choice of teaching level and subject field. Teachers who were teaching their course and/or grade level preferences in this study numbered 67. Teachers who were not teaching their course and/or grade level preferences numbered 7. Teachers who were teaching only some of their course and/or grade level preferences likewise numbered 7.

H 18: Teachers who are currently teaching their course and/or grade level preferences, teachers who are not teaching their course and/or grade level preferences and teachers who are teaching only some of their course and/or grade level preferences will not differ among themselves in regard to self-actualization.

H 19: Teachers who are currently teaching their course and/or grade level preferences, teachers who are not teaching their course and/or grade level preferences and teachers who are teaching only some of their course and/or grade level preferences will not differ among themselves in regard to job

satisfaction.

Rationale for Hypotheses Twenty and Twenty-One: Teachers and counselors have immediate and direct contact with students in meeting their responsibilities to society to produce competent, well motivated and productive citizens. School administrators and supervisors are primarily master planners of school policies and objectives, discerners of need and achievement, possessors of some knowledge of school finances and community liaison persons. Five subgroups were scaled on the "Personal Information Sheet" for the variable "career goals." They have been rescaled into two subgroups, namely, career teachers and counselors and school administrators and supervisors. Career teachers and counselors in this study numbered 42. Administrators and supervisors numbered 23.

H 20: Teachers who aspire to be career teachers or counselors will not differ in self-actualization from teachers who aspire to be school administrators or supervisors.

H 21: Teachers who aspire to be career teachers or counselors will not differ in job satisfaction from teachers who aspire to be school administrators or supervisors.

Method of Analysis

For Hypothesis One, the appropriate statistical technique for measuring the relationship between self-actualization and teaching satisfaction is the Pearson product-moment coefficient of correlation. The correlation coefficients in

this study will determine the relative strength of the association between the results of each of the twelve scales of the "Personal Orientation Inventory" and the score on the "Index of Job Satisfaction." In order to set up confidence limits and intervals and to gain in general any inferences concerning the accuracy of sample r 's not near zero, it was necessary to resort to Fisher's r to Z transformation procedure.

The intent of Hypothesis One was to determine the effectiveness of the "Personal Orientation Inventory" as an index of job satisfaction. The multiple correlation (R) between the twelve scales of the "Personal Orientation Inventory" taken collectively and the criterion variable, the score of the "Index of Job Satisfaction," were computed to identify the maximum predictive relationship between the variables. Then a stepwise multiple correlation (R) was computed beginning with the most predictive scale of the "Personal Orientation Inventory." Additional scales were added to the stepwise multiple R in the order in which they contributed maximally to the prediction. Scales were considered to add meaningfully to the strengths of the prediction only when they did not decrease the significance of the stepwise multiple R to a level below the most predictive scale.¹¹

¹¹J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill, 1942), p. 162 and ff.

Each personal variable in Hypotheses Two through Twenty-One was subdivided into appropriate subgroups. The mean scores of these individual subgroups were computed and paired with three of the twelve scale scores of the "Personal Orientation Inventory" and the single score of the "Index of Job Satisfaction." The three scales of the "Personal Orientation Inventory" that were used for this statistical analysis are the Time Competence Scale, Inner Directed Support Scale and Self-Actualizing Value Scale. According to Klavetter and Mogar,¹² these three scales of Shostrom's "Personal Orientation Inventory" account for almost all of the Inventory's variance.

A t test was used to compare the difference between the mean scores of those personal variables which were divided into two subgroups. The independent variables for this statistical analysis were age, sex, status, system in which currently teaching, academic preparation and career goals. The dependent variables were self-actualization and job satisfaction. One-way analysis of variance were used to determine the significance of differences among mean scores for each of the subgroups under the personal variables of teaching level, teaching experience and course and/or level preferences, using both dependent variables of self-actualization and job satisfaction.

¹²R. E. Klavetter and R. E. Mogar, "Stability and Internal Consistency Measure of Actualization," Psychological Reports, 21 (1947), 422-424.

Throughout this study the .05 probability level of significance was considered an acceptable criterion level.

Simple and multiple correlations were computed by employing the Bio-Medical Packages (BMD-024).

All t tests and the analysis of variance were computed by employing the Statistical Package for the Social Sciences (SPSSH) Version 5.01.

CHAPTER IV

ANALYSIS OF THE RESULTS, SUMMARY AND DISCUSSION

The purpose of this chapter is to present an analysis of the results which pertain to the hypotheses of this research. The results of the correlational analyses, which were done between the twelve scales of the "Personal Orientation Inventory" and the single measure of the "Index of Job Satisfaction," are presented first. Next the relationships between the personal variables of the subjects and the dependent variables of self-actualization and job satisfaction are presented. A summary of the results and a discussion complete the chapter.

Analyses

The following specific null hypotheses have been proposed for testing:

Hypothesis One

The correlation between self-actualization as measured by the twelve scales of the "Personal Orientation Inventory" and the degree of teaching satisfaction as measured by the "Index of Job Satisfaction" is not greater than zero.

Hypothesis One proposes that any relationship between the self-actualization of teachers and the satisfaction they experience in their profession will be non-significant. A Pearson product-moment correlation was the measure used to

obtain the degree of correlation between each of the twelve scales of the "Personal Orientation Inventory" and the "Index of Job Satisfaction." A t test was computed to assess the significance of the relationship between the two variables of self-actualization and job satisfaction. The 95% confidence interval was computed for each r according to the following formula:¹

$$Z - z_{.025} \sqrt{\frac{1}{N - 3}} \leq r \leq Z + z_{.025} \sqrt{\frac{1}{N - 3}}$$

A summary of the obtained r's between the twelve scales of the "Personal Orientation Inventory" and the "Index of Job Satisfaction," together with the results of the t tests and the significance levels are presented in Table 1.

The results failed to demonstrate a significant difference at the .05 probability level of significance for ten of the twelve scales of the "Personal Orientation Inventory." However, the obtained t value of the Self-Actualizing Value score was 2.96 and the obtained t value of the Synergy score was 3.15. Both t values were significant at the .01 level of probability.

Multiple Correlation

As another measure of the relationship between teacher

¹W. Hays, Statistics for Social Sciences (New York: Holt, Rinehart and Winston, Inc., 1973), pp. 664-665.

Table 1
Product Moment Correlation Coefficients of the
"Personal Orientation Inventory" (12 scales)
and the "Index of Job Satisfaction"
and Their t Values

	POI	<u>r</u>	95% Confidence ¹ Interval	<u>t</u>	Signi- ficance Level
Teachers (n. 81)	Tc	-.02	-.24/.20	0.20	n.s.
	I	-.02	-.24/.20	0.18	n.s.
	SAV	.32	.11/.60	2.96	.01
	Ex	-.17	-.41/.05	1.55	n.s.
	Fr	-.11	-.34/.11	1.01	n.s.
	S	-.03	-.26/.19	0.27	n.s.
	Sr	.09	-.13/.32	0.83	n.s.
	Sa	-.09	-.32/.13	0.80	n.s.
	Nc	.20	.02/.45	1.81	n.s.
	Sy	.33	.11/.62	3.15	.01
	A	-.10	-.33/.12	0.87	n.s.
	C	-.18	-.42/.04	1.59	n.s.

¹First number is lower limit; second number is upper limit.

satisfaction and self-actualization, multiple correlation coefficients were done, utilizing the twelve scales of the "Personal Orientation Inventory" with the "Index of Job Satisfaction" as the criterion variable. The results have been presented in Table 2.

Table 2

Multiple Correlation Coefficients Between the Twelve Scales of the "Personal Orientation Inventory" and the "Index of Job Satisfaction"

	Multiple R	F	Significance Level
General Multiple R: R	.60	3.46	.05
IJS: 12 POI Scales			
Stepwise Multiple R: R	.58	9.44	.001
IJS: 4 POI Scales			
Synergy			
Existentiality			
(weighted			
negatively)			
Self-Actualizing			
Value			
Aggression			
(weighted			
negatively)			

A general multiple R, in which all twelve scales were taken collectively, resulted in a multiple R.60 between self-

actualization and teacher satisfaction. This coefficient of correlation is better than any one measure of the "Personal Orientation Inventory" taken separately. The F value for the general multiple R is significant at the .05 level of probability.

A stepwise multiple R resulted in a $R.58$ which included four of the twelve scales of the "Personal Orientation Inventory." The four scales, in the order in which they entered into the analysis, were Synergy, Existentiality (weighted negatively), Self-Actualizing Value and Aggression (weighted negatively). The F value based on these four scales taken collectively was significant at the .001 level of probability.

Hypothesis Two

Teachers thirty-five years of age or younger will not differ in self-actualization from teachers thirty-six years of age or older.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of age and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. A t test was computed to determine whether or not age was significantly related to self-actualization. The results of the t tests are presented in Table 3, together with a summary of the means and the standard deviations of the self-actualization (Tc, I and SAV) scores for the two specified subgroups.

Table 3

Differences in Self-Actualization (Tc, I and SAV)
Between the Means of Teacher Subgroups
Scaled According to Age

Self-Actualization Scale	n	\bar{x}	SD	t	p
Time Competence Score					
35 years or younger	60	17.11	3.30	-0.25	n.s.
36 years or older	21	17.33	3.71		
Inner Directed Score					
35 years or younger	60	84.65	12.62	0.65	n.s.
36 years or older	21	82.61	11.77		
Self-Actualizing Value Score					
35 years or younger	60	20.16	2.83	0.10	n.s.
36 years or older	21	20.09	2.45		

The results did not permit the null hypothesis to be rejected. The obtained t values of the Time Competence scores, -0.25, the Inner Directed scores, 0.65 and the Self-Actualizing Value scores, 0.10, were not significant at the .05 level of probability.

Hypothesis Three

Teachers thirty-five years of age or younger will not differ in job satisfaction from teachers thirty-six years of age or older.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of age

to the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A t test was computed to determine whether or not age was significantly related to job satisfaction. The results of the t test are presented in Table 4, together with a summary of the means and the standard deviation of the job satisfaction for the two specified subgroups.

Table 4

Differences in Job Satisfaction Between the Means
of Teacher Subgroups Scaled According to Age

Job Satisfaction Index	n	\bar{x}	SD	t	p
35 years or younger	60	70.38	7.85	-0.36	n.s.
36 years or older	21	71.09	8.02		

The results did not permit the null hypotheses to be rejected. The obtained t value of the "Index of Job Satisfaction" scores, -0.36, was not significant at the .05 level of probability.

Hypothesis Four

Teachers who are female will not differ in self-actualization from teachers who are male.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of sex and the dependent variable of self-actualization as

measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. A t test was computed to determine whether or not sex was significantly related to self-actualization. The results of the t tests are presented in Table 5, together with a summary of the means and the standard deviations of the self-actualization (Tc, I and SAV) scores for the two specified subgroups.

Table 5

Differences in Self-Actualization (Tc, I and SAV)
Between the Means of Teacher Subgroups
Scaled According to Sex

Self-Actualization Scale	n	\bar{x}	SD	<u>t</u>	p
Time Competence Score					
Female teachers	60	17.71	3.08	2.52	.02
Male teachers	21	15.61	3.82		
Inner Directed Score					
Female teachers	60	85.46	11.78	1.67	n.s.
Male teachers	21	80.28	13.48		
Self-Actualizing Value Score					
Female teachers	60	20.46	2.34	1.79	n.s.
Male teachers	21	19.23	3.59		

The results permitted the null hypothesis to be rejected in part. The obtained t value for the Time Competence scores, 2.52, was significant at the .02 level of probability. The

results, however, did not permit the null hypothesis to be rejected in regard to the Inner Directed scores and the Self-Actualizing Value scores. The obtained t values of the Inner Directed scores, 1.67, and the Self-Actualizing Value scores, 1.79, were not significant at the .05 level of probability.

Hypothesis Five

Teachers who are female will not differ in job satisfaction from teachers who are male.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of sex to the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A t test was computed to determine whether or not sex was significantly related to job satisfaction. The results of the t test are presented in Table 6, together with a summary of the means and the standard deviations of the job satisfaction scores for the two specified subgroups.

Table 6

Differences in Job Satisfaction Between the Means
of Teacher Subgroups Scaled According to Sex

Job Satisfaction Index	n	\bar{x}	SD	t	p
Female teachers	60	70.40	7.47	-0.32	n.s.
Male teachers	21	71.04	9.04		

The results did not permit the null hypothesis to be rejected. The obtained t value of the "Index of Job Satisfaction" scores, -0.32, was not significant at the .05 level of probability.

Hypothesis Six

Teachers who are laypersons will not differ in self-actualization from teachers who are Religious.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of status and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. A t test was computed to determine whether or not status was significantly related to self-actualization. The results of the t tests are presented in Table 7, together with a summary of the means of the standard deviations of the self-actualization (Tc, I and SAV) scores for the two specified subgroups.

Table 7

Differences in Self-Actualization (Tc, I and SAV)
 Between the Means of Teacher Subgroups
 Scaled According to Status

Self-Actualization Scale	n	\bar{x}	SD	<u>t</u>	p
Time Competence Score					
Layperson	76	17.11	3.42	-0.56	n.s.
Religious	5	18.00	3.08		
Inner Directed Score					
Layperson	76	84.10	12.27	-0.05	n.s.
Religious	5	84.40	15.37		
Self-Actualizing Value Score					
Layperson	76	20.18	2.80	-0.46	n.s.
Religious	5	19.60	1.67		

The results did not permit the null hypothesis to be rejected. The obtained t values of the Time Competence scores, -0.56, the Inner Directed scores, -0.05, and the Self-Actualizing Value scores, -0.46, were not significant at the .05 level of probability.

Hypothesis Seven

Teachers who are laypersons will not differ in job satisfaction from teachers who are Religious.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of status to the dependent variable of job satisfaction as

measured by the "Index of Job Satisfaction" scores. A t test was computed to determine whether or not status was significantly related to job satisfaction. The results of the t test are presented in Table 8, together with a summary of the means and the standard deviations of the job satisfaction scores for the two specified subgroups.

Table 8

Differences in Job Satisfaction Between the Means
of Teacher Subgroups Scaled According to Status

Job Satisfaction Index	n	\bar{x}	SD	<u>t</u>	p
Layperson	76	70.50	7.89	-0.30	n.s.
Religious	5	71.60	7.98		

The results did not permit the null hypothesis to be rejected. The obtained t value of the "Index of Job Satisfaction" scores, -0.30, was not significant at the .05 level of probability.

Hypothesis Eight

Elementary teachers, junior high teachers and secondary teachers will not differ among themselves in regard to self-actualization.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of teaching level and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and

Self-Actualizing Value scores. Three one-way analyses of variance were computed on each of the dependent measures of self-actualization (Tc, I and SAV) to determine whether or not they were significantly related to teaching level. The results of the analyses of variance are presented in Table 9. The means for each specified subgroup are presented in Table 10.

Table 9
Differences in Self-Actualization (Tc, I and SAV)
Between Teacher Subgroups Scaled
According to Teaching Level

		Source of Variation	ss	df	ms	<u>F</u>	p
Time Competence Score	Between Groups		23.87	2	11.93	1.03	n.s.
	Within Groups		897.70	78	11.50		
	Total		921.58	80			
Inner Directed Score	Between Groups		74.68	2	37.34	0.23	n.s.
	Within Groups		12170.18	78	156.02		
	Total		12244.87	80			
Self-Actual-ization Value Score	Between Groups		13.57	2	6.78	0.89	n.s.
	Within Groups		590.65	78	7.57		
	Total		604.22	80			

The results did not permit the null hypothesis to be rejected. The obtained F values of the Time Competence scores, 1.03, the Inner Directed Scores, 0.23, and the Self-Actualizing Value scores, 0.89, were not significant at the .05 level of probability.

Table 10
Differences in Self-Actualization (Tc, I and SAV)
Between Means of Teacher Subgroups Scaled
According to Teaching Level

	Elementary n = 54	Junior High n = 18	Secondary n = 9
Time Competence Means	16.79	18.05	17.66
Inner Directed Means	83.44	85.50	85.44
Self-Actualizing Value Means	20.25	20.38	19.00

Hypothesis Nine

Elementary teachers, junior high teachers and secondary teachers will not differ among themselves in regard to job satisfaction.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of teaching level and the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A one-way analysis of variance was computed on the dependent

measure of job satisfaction to determine whether or not it was significantly related to teaching level. The results of the analysis of variance are presented in Table 11. The means for each specified subgroup are presented in Table 12.

Table 11
Differences in Job Satisfaction Between
Teacher Subgroups Scaled According
to Teaching Level

		Source of Variation	ss	df	ms	<u>F</u>	p
Job Satisfaction Score	Between Groups		56.21	2	28.10	0.44	n.s.
	Within Groups		4881.78	78	62.58		
	Total		4938.00	80			

The results did not permit the null hypothesis to be rejected. The obtained F value "Index of Job Satisfaction" scores, 0.44, was not significant at the .05 level of probability.

Table 12
Differences in Job Satisfaction Between Means of
Teacher Subgroups Scaled According to
Teaching Level

	Elementary n = 54	Junior High n = 18	Secondary n = 9
Job Satisfaction Means	70.90	69.05	71.55

Hypothesis Ten

Public school teachers will not differ in self-actualization from private school teachers.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of system in which teaching and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. A t test was computed to determine whether or not system in which teaching was significantly related to self-actualization. The results of the t test are presented in Table 13, together with a summary of the means and the standard deviations of the self-actualization (Tc, I and SAV) scores for the two specified subgroups.

Table 13
Differences in Self-Actualization (Tc, I and SAV)
Between the Means of Teacher Subgroups Scaled
According to School System in Which Teaching

Self-Actualization Scale	n	\bar{x}	SD	t	p
Time Competence Score					
Public schools	61	17.34	3.24	0.79	n.s.
Private schools	20	16.65	3.85		
Inner Directed Score					
Public schools	61	84.08	12.32	-0.05	n.s.
Private schools	20	84.25	12.83		
Self-Actualizing Value Score					
Public schools	61	20.39	2.83	1.41	n.s.
Private schools	20	19.40	2.39		

The results did not permit the null hypothesis to be rejected. The obtained t values of the Time Competence scores, 0.79, the Inner Directed scores, -0.05, and the Self-Actualizing Value scores, 1.41, were not significant at the .05 level of probability.

Hypothesis Eleven

Public school teachers will not differ in job satisfaction from private school teachers.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of school system in which teaching to the dependent variable of

job satisfaction as measured by the "Index of Job Satisfaction" scores. A t test was computed to determine whether or not the school system in which teaching was significantly related to job satisfaction. The results of the t test are presented in Table 14, together with a summary of the means and the standard deviations of the job satisfaction scores for the two specified subgroups.

Table 14

Differences in Job Satisfaction Between the Means
of Teacher Subgroups Scaled According to
School System in Which Teaching

Job Satisfaction Index	n	\bar{x}	SD	t	p
Public schools	61	70.77	8.01	0.40	n.s.
Private schools	20	69.95	7.52		

The results did not permit the null hypothesis to be rejected. The obtained t value of the "Index of Job Satisfaction" scores, 0.40, was not significant at the .05 level of probability.

Hypothesis Twelve

Urban teachers will not differ in self-actualization from suburban teachers.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of the place where teaching and the dependent variable of self-

actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. A t test was computed to determine whether or not the place where teaching was significantly related to self-actualization. The results of the t tests are presented in Table 15, together with a summary of the means and the standard deviations of the self-actualization (Tc, I and SAV) scores for the two specified subgroups.

Table 15

Differences in Self-Actualization (Tc, I and SAV)
Between the Means of Teacher Subgroups Scaled
According to the Place Where Teaching

Self-Actualization Scale	n	\bar{x}	SD	<u>t</u>	p
Time Competence Score					
Urban teachers	47	17.44	3.48	0.85	n.s.
Suburban teachers	34	16.79	3.27		
Inner Directed Score					
Urban teachers	47	83.97	11.58	-0.12	n.s.
Suburban teachers	34	84.32	13.56		
Self-Actualizing Value Score					
Urban teachers	47	19.68	2.76	-1.83	n.s.
Suburban teachers	34	20.79	2.62		

The results did not permit the null hypothesis to be rejected. The obtained t values of the Time Competence

scores, 0.85, the Inner Directed scores, -0.12, and the Self-Actualizing Value scores, -1.83, were not significant at the .05 level of probability.

Hypothesis Thirteen

Urban teachers will not differ in job satisfaction from suburban teachers.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of the place where teaching to the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A t test was computed to determine whether or not the place where teaching was significantly related to job satisfaction. The results of the t test are presented in Table 16, together with a summary of the means and the standard deviations of the job satisfaction scores for the two specified subgroups.

Table 16

Differences in Job Satisfaction Between the Means
of Teacher Subgroups Scaled According to
the Place Where Teaching

Job Satisfaction Index	n	\bar{x}	SD	t	p
Urban teachers	47	68.68	8.41	-2.63	.01
Suburban teachers	34	73.17	6.24		

The results permitted the null hypothesis to be rejected. The obtained t value of the "Index of Job Satisfaction" scores, -2.63, was significant at the .01 level of probability.

Hypothesis Fourteen

Teachers with less than a Master's degree will not differ in self-actualization from teachers with a Master's degree or beyond.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of academic preparation and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. A t test was computed to determine whether or not academic preparation was significantly related to self-actualization. The results of the t tests are presented in Table 17, together with a summary of the means and the standard deviations of the self-actualization (Tc, I and SAV) scores for the two specified subgroups.

Table 17

Differences in Self-Actualization (Tc, I and SAV)
 Between the Means of Teacher Subgroups Scaled
 According to Academic Preparation

Self-Actualization Scale	n	\bar{x}	SD	t	p
Time Competence Score					
Less than Master's degree	68	17.13	3.37	-0.24	n.s.
Master's degree or beyond	13	17.38	3.64		
Inner Directed Score					
Less than Master's degree	68	84.36	12.42	0.40	n.s.
Master's degree or beyond	13	82.84	12.52		
Self-Actualizing Value Score					
Less than Master's degree	68	20.05	2.78	-0.67	n.s.
Master's degree or beyond	13	20.61	2.59		

The results did not permit the null hypothesis to be rejected. The obtained t values of the Time Competence scores, -0.24, the Inner Directed scores, 0.40, and the Self-Actualizing Value scores, -0.67, were not significant at the .05 level of probability.

Hypothesis Fifteen

Teachers with less than a Master's degree will not differ in job satisfaction from teachers with a Master's degree

or beyond.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of academic preparation to the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A t test was computed to determine whether or not academic preparation was significantly related to job satisfaction. The results of the t test are presented in Table 18, together with a summary of the means and the standard deviations of the job satisfaction scores for the two specified subgroups.

Table 18

Differences in Job Satisfaction Between the Means
of Teacher Subgroups Scaled According to
Academic Preparation

Job Satisfaction Index	n	\bar{x}	SD	<u>t</u>	p
Less than Master's degree	68	70.44	8.04	-0.33	n.s.
• Master's degree or beyond	13	71.23	7.02		

The results did not permit the null hypothesis to be rejected. The obtained t value of the "Index of Job Satisfaction" scores, -0.33, was not significant at the .05 level of probability.

Hypothesis Sixteen

Teachers who have had five years of teaching experience, teachers who have had from six to fifteen years and teachers who have had sixteen or more years of teaching experience will not differ among themselves in regard to self-actualization.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of years of teaching experience and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. Three one-way analyses of variance were computed on each of the dependent measures of self-actualization (Tc, I and SAV) to determine whether or not they were significantly related to the years of teaching experience. The results of the analyses of variance are presented in Table 19. The means for each specified subgroup are presented in Table 20.

Table 19
Differences in Self-Actualization (Tc, I and SAV)
Between Teacher Subgroups Scaled According to
the Years of Teaching Experience

	Source of Variation	ss	df	ms	<u>F</u>	p
Time Competence Score	Between Groups	16.82	2	8.41	0.72	n.s.
	Within Groups	904.75	78	11.59		
	Total	921.57	80			
Inner Directed Score	Between Groups	257.28	2	128.64	0.83	n.s.
	Within Groups	11987.58	78	153.68		
	Total	12244.86	80			
Self-Actualization Value Score	Between Groups	17.26	2	8.63	1.14	n.s.
	Within Groups	586.96	78	7.52		
	Total	604.22	80			

The results did not permit the null hypothesis to be rejected. The obtained F values of the Time Competence scores, 0.72, the Inner Directed scores, 0.83, and the Self-Actualizing Value scores, 1.14, were not significant at the .05 level of probability.

Table 20
Differences in Self-Actualization (Tc, I and SAV)
Between Means of Teacher Subgroups Scaled
According to the Years of
Teaching Experience

	5 years or less n = 39	6-15 years n = 35	16 years or more n = 7
Time Competence Means	16.76	17.40	18.28
Inner-Directed Means	85.15	84.08	78.57
Self-Actualizing Value Means	20.25	20.31	18.71

Hypothesis Seventeen

Teachers who have had five years of teaching experience, teachers who have had from six to fifteen years and teachers who have had sixteen or more years of teaching experience will not differ among themselves in regard to job satisfaction.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of years of teaching experience and the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A one-way analysis of variance was computed on the dependent measure of job satisfaction to determine

whether or not it was significantly related to the years of teaching experience. The results of the analysis of variance are presented in Table 21. The means for each specified subgroup are presented in Table 22.

Table 21
Differences in Job Satisfaction Between Teacher
Subgroups Scaled According to the
Years of Teaching Experience

	Source of Variation	ss	df	ms	<u>F</u>	p
Job Satisfaction Score	Between Groups	95.14	2	47.57	0.76	n.s.
	Within Groups	4842.85	78	62.08		
	Total	4938.00	80			

The results did not permit the null hypothesis to be rejected. The obtained F value "Index of Job Satisfaction" scores, 0.76, was not significant at the .05 level of probability.

Table 22

Differences in Job Satisfaction Between Means of
Teacher Subgroups Scaled According to
the Years of Teaching Experience

	5 years or less n = 39	6-15 years n = 35	16 years or more n = 7
Job Satisfaction Means	70.64	71.17	67.14

Hypothesis Eighteen

Teachers who are currently teaching their course and/or grade-level preferences, teachers who are not teaching their course and/or grade-level preferences and teachers who are teaching only some of their course and/or grade-level preferences will not differ among themselves in regard to self-actualization.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of course and/or grade-level preferences and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. Three one-way analyses of variance were computed on each of the dependent measures of self-actualization (Tc, I and SAV) to determine whether or not they were significantly related to the course and/or grade-level preferences. The results of the

analyses of variance are presented in Table 23. The means for each specified subgroup are presented in Table 24.

Table 23
Differences in Self-Actualization (Tc, I and SAV)
Between Teacher Subgroups Scaled According to
the Course and/or Grade-Level Preferences

	Source of Variation	ss	df	ms	<u>F</u>	p
Time Competence Score	Between Groups	9.65	2	4.82	0.41	n.s.
	Within Groups	911.93	78	11.69		
	Total	921.58	80			
Inner Directed Score	Between Groups	75.97	2	37.98	0.24	n.s.
	Within Groups	12168.90	78	156.01		
	Total	12244.87	80			
Self-Actualization Value Score	Between Groups	22.59	2	11.29	1.51	n.s.
	Within Groups	581.62	78	7.45		
	Total	604.21	80			

The results did not permit the null hypothesis to be rejected. The obtained F values of the Time Competence scores, 0.41, the Inner Directed scores, 0.24, and the Self-Actualizing Value scores, 1.51, were not significant at the .05 level of probability.

Table 24
Differences in Self-Actualization (Tc, I and SAV)
Between Means of Teacher Subgroups Scaled
According to the Course and/or
Grade-Level Preferences

	Yes n = 67	No n = 7	In Part n = 7
Time Competence Means	17.22	17.71	16.14
Inner Directed Means	84.20	86.00	81.42
Self-Actualizing Value Means	20.38	18.85	19.14

Hypothesis Nineteen

Teachers who are currently teaching their course and/or grade-level preferences, teachers who are not teaching their course and/or grade-level preferences and teachers who are teaching only some of their course and/or grade-level preferences will not differ among themselves in regard to job satisfaction.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of course and/or grade-level preferences and the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A one-way analysis of variance was

computed on the dependent measure of job satisfaction to determine whether or not it was significantly related to the course and/or grade-level preferences. The results of the analysis of variance are presented in Table 25. The means for each specified subgroup are presented in Table 26.

Table 25
Differences in Job Satisfaction Between Teacher
Subgroups Scaled According to the Course
and/or Grade-Level Preferences

	Source of Variation	ss	df	ms	<u>F</u>	p
Job Satisfaction Score	Between Groups	628.07	2	314.03	5.68	.001
	Within Groups	4309.92	78	55.25		
	Total	4937.99	80			

The results permitted the null hypothesis to be rejected. The obtained F value "Index of Job Satisfaction" scores, 5.68, was significant at the .001 level of probability.

Table 26
Differences in Job Satisfaction Between Means of
Teacher Subgroups Scaled According to the
Course and/or Grade-Level Preferences

	Yes	No	In Part
	n = 67	n = 7	n = 7
Job Satisfaction Means	71.31	61.57	72.42

Hypothesis Twenty

Teachers who aspire to be career teachers or counselors will not differ in self-actualization from teachers who aspire to be school administrators or supervisors.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of career goals and the dependent variable of self-actualization as measured by Time Competence, Inner Directedness and Self-Actualizing Value scores. A t test was computed to determine whether or not career goals were significantly related to self-actualization. The results of the t tests are presented in Table 27, together with a summary of the means and the standard deviations of the self-actualization (Tc, I and SAV) scores for the two specified subgroups.

Table 27

Differences in Self-Actualization (Tc, I and SAV)
 Between the Means of Teacher Subgroups Scaled
 According to Career Goals

Self-Actualization Scale	n	\bar{x}	SD	t	p
Time Competence Score					
School Administrators and Supervisors	23	16.73	4.00	-0.46	n.s.
Career Teachers and Counselors	42	17.16	3.33		
Inner Directed Score					
School Administrators and Supervisors	23	83.00	10.34	-0.37	n.s.
Career Teachers and Counselors	42	84.21	13.56		
Self-Actualizing Value Score					
School Administrators and Supervisors	23	20.13	3.22	-0.25	n.s.
Career Teachers and Counselors	42	20.30	2.57		

The results did not permit the null hypothesis to be rejected. The obtained t values of the Time Competence scores, -0.46, the Inner Directed scores, -0.37, and the Self-Actualizing Value scores, -0.25, were not significant at the .05 level of probability.

Hypothesis Twenty-One

Teachers who aspire to be career teachers or counselors will not differ in job satisfaction from teachers who aspire

to be school administrators or supervisors.

The preceding hypothesis was proposed in order to determine the relationship between the independent variable of career goals to the dependent variable of job satisfaction as measured by the "Index of Job Satisfaction" scores. A t test was computed to determine whether or not career goals were significantly related to job satisfaction. The results of the t test are presented in Table 28, together with a summary of the means and the standard deviations of the job satisfaction scores for the two specified subgroups.

Table 28

Differences in Job Satisfaction Between the Means
of Teacher Subgroups Scaled According to
Career Goals

Job Satisfaction Index	n	\bar{x}	SD	<u>t</u>	p
School Administrators and Supervisors	23	69.56	7.87	-1.66	n.s.
Career Teachers and Counselors	42	72.76	7.18		

The results did not permit the null hypothesis to be rejected. The obtained t value of the "Index of Job Satisfaction" scores, -1.66, were not significant at the .05 level of probability.

Summary of Results

The results of the statistical correlations, tests and analyses suggested significant relationships between the "Personal Orientation Inventory" and the "Index of Job Satisfaction" and also between several of the personal variables and the dependent variables of self-actualization and job satisfaction.

The results of the simple correlation, which was done between the scores of each of the twelve scales of the "Personal Orientation Inventory" and the scores of the "Index of Job Satisfaction," suggested a significant relationship at the .01 level of probability between the scores of the Self-Actualizing Value scale and the scores of the Synergy scale with the scores of the "Index of Job Satisfaction."

The results of the general multiple R, which utilized the combined scores of all twelve scales of the "Personal Orientation Inventory" and the scores of the "Index of Job Satisfaction," was significant at the .05 level of probability. The results of the stepwise multiple R between the scores of the twelve scales of the "Personal Orientation Inventory" and the scores of the "Index of Job Satisfaction" indicated that four of the twelve scales of the "Personal Orientation Inventory" contributed meaningfully to the prediction of job satisfaction. The four scales in the order in which they entered into the analysis were Synergy, Existentiality (weighted negatively), Self-Actualizing Value and Aggression (weighted negatively). The relationship of the

combined analysis of the scores of these four scales with the scores of the "Index of Job Satisfaction" was significant at the .001 level of probability.

The mean differences between the teacher subgroups scaled according to sex suggested a significant relationship with the scores of the Time Competence scale of the "Personal Orientation Inventory." The obtained t value was significant at the .02 level of probability, with female teachers indicating a higher degree of time competence than male teachers. No similar significant relationships at the .05 level or beyond were discovered between the teacher subgroups scaled according to sex and the scores of the Inner Directed scale and the Self-Actualizing Value scale of the "Personal Orientation Inventory."

The mean difference between the teacher subgroups scaled according to the personal variable of place in which currently teaching suggested a significant relationship with the scores of the "Index of Job Satisfaction." The obtained t value was significant at the .01 level of probability, with teachers who teach in the suburbs indicating more job satisfaction than teachers who teach in the city.

The mean differences between the teacher subgroups scaled according to the personal variable of course and/or grade-level preferences suggested a significant relationship with the scores of the "Index of Job Satisfaction." The obtained F value was significant at the .001 level of probability, with teachers who are teaching their course and/or

grade-level preferences, and teachers who are teaching at least some of their courses and/or grade-level preferences, indicating more job satisfaction than teachers who are teaching none of their course and/or grade-level preferences.

The mean differences between the teacher subgroups scaled according to the personal variables of age, status, teaching level, system in which currently teaching, academic preparation, years of teaching experience and career goals were not significantly related to either self-actualization (T_c , I, SAV) or to job satisfaction.

Discussion

The principal question raised in this study was whether psychological health as measured by the twelve scales of the "Personal Orientation Inventory" is related to job satisfaction. The conclusions of this study suggested a meaningful association between the measures of self-actualization and job satisfaction. The stepwise multiple R singled out four scales of the "Personal Orientation Inventory" as having contributed meaningfully to the prediction of job satisfaction in teaching. These four scales shall be considered in the order in which they entered into the analysis, namely, Synergy, Existentiality (weighted negatively), Self-Actualizing Value and Aggression (weighted negatively).

In keeping with these results, the job-satisfied teacher in the primary and secondary grades might be described as a person whose value orientation attaches significance to

self-actualizing principles and values and who has abilities to think and act in creative ways. At the same time, he manifests a friendly regard for custom and tradition. Finally, he is apt to employ defense mechanisms, e.g., denial to control his anger and feelings of aggression.

For Murray,² synergy is possibly the essence of self-actualization. Synergetic people are creative. As Maslow³ suggested, genuinely creative behavior can probably emerge only at the level of self-actualization. First and foremost synergy signifies the ability to resolve dichotomies in a higher order synthesis. For example, an individual is able to transcend the distinction between self and others when individuality is appreciated in self and others. Likewise, the distinction between self-interest and selflessness is transcended when one is able to perceive that self-interest serves both self and others. Polar traits in the human personality, which are culturally described as masculine or feminine, are perceived as human traits common to both sexes.

Synergy also signifies the ability to join diverse elements in meaningful ways to form new creative "wholes." Creative persons possess the ability to rearrange and combine ideas from which new concepts emerge and to attribute

²M. E. Murray, "An Exploration of the Relationship of Self-Actualization to Teacher Success." Master's thesis. Pennsylvania State University, 1966.

³A. H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), pp. 223-224.

qualities to familiar objects which enable them to serve new functions. One, however, does not create something from nothing. This is the real reason for acquiring a wide range of knowledge. Every new development builds on that which is already known.

The second scale on the "Personal Orientation Inventory" which contributed meaningfully to predicting teacher job satisfaction was the Existentiality scale. Its negative weighting suggested that the job-satisfied teacher is more likely to conform to existing rules and regulations than to "rock the boat." Berkowitz⁴ is of the opinion that successful self-actualization generally involves a healthy degree of conformity, especially when the needs of others must be met. Self-actualization theorists, however, are likely to view the maintenance of appropriate autonomy in the face of social pressures as a more paramount value. Maslow has written:

It is true that self-actualization, the ultimate need is defined by Goldstein in a highly individualistic way, in which usage the present writer follows him. . . . Such relative independence of environment as it is found in the healthy person does not, of course, mean lack of commerce with it; it means only that in these contacts the person's ends are the primary determiners, and that the environment is no more than means to the person's self-actualizing ends. . . .⁵

⁴L. Berkowitz, The Development of Motives and Values in the Child (New York: Basic Books, 1964).

⁵A. H. Maslow, "Some Theoretical Consequences of Basic Need Gratification," Journal of Personality, 1948, 16, pp. 402-416.

In philosophy, poetry, music, art and research, the loner may achieve job satisfaction independently of the environment, but it is difficult to perceive how a teacher's satisfaction can be divorced from the needs of his students. Dr. Clifton Rhead, Associate Professor of Psychiatry at the University of Illinois Medical School, theorized:

The willingness of the individual to give up some of his autonomy to function in the best interest of the group constitutes an act of regression, a return to an earlier state in the development of his ego . . . the regression is only partial, it is not a true regression . . . it is like a father playing on the floor with his son. ⁶

The Self-Actualizing Value scale of the "Personal Orientation Inventory," which was the third scale to contribute meaningfully to the prediction of teacher job satisfaction, was weighted positively. This particular scale is composed of items formulated from Maslow's description of self-actualized people, which was documented in the review of the literature. The personality of the self-actualized individual may ultimately be defined in terms of the principles and values which guide him. These will be substantially different from those of the deficiency-motivated individual. The man who is motivated by his lower level needs has a profoundly different perception of the physical world, his own inner nature and his relation to his fellow man. He attributes maximal importance to needs which can be described as

⁶ Verified in a personal conversation with Clifton Rhead, M. D., May, 1975.

physiological, defensive and competitive. Only when his deficiency needs are largely met is he able to turn his attention to personal growth in many significant areas.

By contrast, the psychologically healthy individual extends his personality and experience in a variety of ways without neurotic fears of the consequences. At the same time, even those who are most engaged in self-actualizing aspirations, skills and behaviors must grapple to some extent with deficiency needs and this is a life-time task. As was indicated in the review of the literature, total self-actualization tends to be relative and periodic, ". . . a matter of degree and frequency rather than an all or none affair."⁷ Generally, however, the psychologically healthy individual moves upward in the direction of growth. In the world of work, the process of career development takes on an evaluational form. The individual reasons and weighs one value against the other on the scale of worthiness. When a conflict of values does arise, the theory advanced here would resolve the conflict in favor of that value which would enable the individual to achieve a fuller realization of his potential.

The Aggression scale was the last of the four scales on the "Personal Orientation Inventory" that contributed meaningfully to the prediction of teacher job satisfaction.

⁷A. H. Maslow, Toward a Psychology of Being (Princeton, N. J.: Van Nostrand, 1962).

It was weighted negatively. This would suggest that job-satisfied teachers employ defense mechanisms to control their anger and feelings of aggression. Psychologists perceive defense mechanisms from two vantage points. Some psychologists hold that most defense mechanisms are irrational ways for an individual to cope with anxiety and hostility. They serve, in their opinion, to deter one from achieving emotional maturity. Other psychologists contend that defense mechanisms are vital in enabling man to adjust to difficult situations and are necessary to complete his emotional evolution as a social and creative person. Coleman is an articulate exponent for this latter opinion:

All people use defense mechanisms. They are essential for softening failure, reducing cognitive dissonance, alleviating anxiety, protecting ourselves against trauma and maintaining our feelings of adequacy and personal worth. Thus we must consider them normal adjustive reactions unless they are used to such an extreme degree that they interfere with the maintenance of self-integrity instead of being an aid. . . . 8

It is also noteworthy that there exists a lack of unanimity among thinkers in this field concerning the eventual results of repression and anger. James I. Hannon, M.D.,⁹ has written that ". . .there are many influences in our culture which discourage the expression of anger, but the assumption that neither pain nor anger dissipate over time

⁸J. C. Coleman, Abnormal Psychology and Modern Life (Glenview, Illinois: Scott Foresman and Co., 1964), p. 96. 3rd edition.

⁹R. S. Parker, Emotional Common Sense (New York: Harper and Row, 1973).

but will have inevitable, negative repercussions unless properly dealt with is grounded in classical psychoanalytic theory of development and it is one that is not shared by all thinkers in the field."

Regarding the personal variables that were selected in order to determine their influence on the dependent variables of self-actualization and job satisfaction, few significant relationships emerged. The results did suggest that women were significantly more time competent (living primarily in the present) than men. Pending additional empirical support, there might be differential patterns for the sexes that accompanies time competency. Such sex differences would merit the considered study of self-actualization theorists.

The results also suggested that teachers who teach in the suburbs are significantly more satisfied than teachers who teach in the city. Acting Superintendent, James R. Redmond, made a convincing presentation of the serious problems that face the Chicago Public School system:

Violence and vandalism in the Chicago Public Schools has created a climate of fear that disrupts the education of the system's school children. Many hours of education are lost because of the false fire alarms or bomb threats. Much harm is being done to the educational program when classroom windows are shattered, teaching materials destroyed or stolen and schools damaged by fire and other acts of vandalism. The total cost of vandalism and violence in 1974 was nearly \$10 million dollars. . . . This \$10 million must be taken from funds that would otherwise be available for educational purposes. 10

¹⁰ Chicago Daily News, April 16, 1975.

While private schools in the city of Chicago have not experienced violence and vandalism anywhere near to the extent that the city's public schools have, they do share many similar problems, among which are deficit budgets, shifting populations and threatened or actual teacher strikes. Moreover, declining enrollments have forced the foreclosure and amalgamation of many of the city's parochial schools and the threat of more of the same increases teachers' anxieties about future employment.

Also predictable was the significant relationship that was suggested between teacher job satisfaction and the opportunity to teach the course and/or grade-level of one's preference. Interest in academic preparation and aptitude for teaching a particular subject or grade-level should assure greater teaching satisfaction than an assignment to teach a subject for which one has had little or no training or a grade-level that offers one little gratification.

Less predictable were the results that suggested that teachers who are teaching only some of their course and/or grade-level preferences enjoy a degree of satisfaction which is similar to those teachers who are teaching all their course and/or grade-level preferences. The distinctive feature concerning this personal variable, however, is that the results suggested that teachers who are teaching all of their course and/or grade-level preferences and teachers who are teaching only some of their course and/or grade-level

preferences are significantly more satisfied than those teachers who are teaching none of their course and/or grade-level preferences.

Contrary to the findings of Mace, the results of this study suggested that those teachers who aspire to be administrators do not enjoy a significantly higher degree of self-actualization than career teachers on the Inner Directed scale and the Self-Actualizing Value scale of the "Personal Orientation Inventory." Differences do exist, however, between Mace's study and the present study. Mace's sample was larger and it represented relatively homogeneous subpopulations which were identified by specific criteria that existed prior to the administration of the "Personal Orientation Inventory." In this study teachers were grouped with counselors and administrators were grouped with supervisors and, therefore, the subpopulations were not as homogeneous.

CHAPTER V

SUMMARY, RECOMMENDATIONS AND IMPLICATIONS FOR FUTURE RESEARCH

Statement of the Problem

It has been observed that occupational research has become increasingly interested in discovering data which could serve as a guide for persons who are choosing or changing careers. This study has attempted to investigate the reasons behind job satisfaction. The specific focus of this study was the teaching profession. A teacher's job satisfaction lies in his attitude toward teaching. Is this related to or influenced by his psychological health, which in this study has been defined as self-actualization? More specifically, this study has sought to discover the answer to the problem which was proposed in the following questions:

1. Is a person's satisfaction in teaching as an occupation related to his personal degree of self-actualization?
2. Are there any significant relationships between a person's degree of self-actualization and selected personal variables?
3. Are there any significant relationships between a person's degree of satisfaction in teaching as an occupation and selected personal variables?

Null Hypotheses

The following null hypotheses were formulated as the result of the above three questions:

Hypothesis I: No relationship exists between self-actualization as measured by the twelve scales of the "Personal Orientation Inventory" and the degree of teaching satisfaction as measured by the Brayfield-Rothe "Index of Job Satisfaction."

Hypothesis II: No difference exists in the self-actualization of the subjects measured by the twelve scales of the "Personal Orientation Inventory" and the various subgroups within the selected personal variables, namely, (1) age, (2) sex, (3) status, (4) teaching level, (5) system in which currently teaching, (6) place in which currently teaching, (7) academic preparation, (8) years of teaching experience, (9) course and/or grade-level preferences and (10) career goals.

Hypothesis III: No difference exists between the degree of satisfaction in teaching measured by the score of the Brayfield-Rothe "Index of Job Satisfaction" and the various subgroups within the selected personal variables, namely, (1) age, (2) sex, (3) status, (4) teaching level, (5) system in which currently teaching, (6) place in which currently teaching, (7) academic preparation, (8) years of teaching experience, (9) course and/or grade-level preferences and (10) career goals.

(All the Statistical Hypotheses related to these questions may be found in Chapter III.)

Purposes of the Study

The purposes in preparing this dissertation were both theoretical and practical. It proposed to contribute to the fund of scientific data by investigating a new possibility for using the "Personal Orientation Inventory" for identifying relationships between self-actualization, selected personal variables and the teaching profession.

In addition to this theoretical value which was foreseen, the present study aimed to provide counselors with data-supported generalizations which could be applied to individual and/or group situations to facilitate the guidance and/or counseling of teachers. It also planned to provide scientific data as a basis for generalizations and insights by means of which administrators might be guided to make more accurate choices in hiring teachers from among applicants. Finally, it intended to provide teachers with a tested means whereby they could check their own self-actualization, convert it into an approximate degree of predicted satisfaction in teaching and be motivated to seek a high level of their personal actualization.

Conceptual Framework

While there have been many studies which have increased awareness that a man's work is a major determinant integrating his personality, comparatively few have

attempted to explain their results in the light of a comprehensive personality theory. This study has sought to interpret the results in the light of the theory of human motivation proposed by Abraham H. Maslow. Maslow posited a hierarchy of needs which unfold sequentially with the result that when the basic biological needs, such as hunger and thirst are relatively satisfied, the next set of needs in the hierarchy emerges. As the person is fed, made to feel secure, given love and a sense of belongingness, feels competent and trustworthy, the ultimate need for self-actualization emerges. It has been observed that occupation is a major area in which individuals attempt to gratify their needs. These needs are far more complex than physiological and security needs. Individuals also expect to fulfill their occupational identity in their world of work and discover opportunities to further actualize their potential.

The Subjects

The subjects for this study were eighty-one graduate students in the School of Education at Loyola University of Chicago. There were two stipulations for participation in this study. It was necessary that each participant be currently enrolled for a required graduate course in the School of Education and that he also be employed full-time as a teacher in an elementary, junior high or secondary school.

The Instruments

The variable of self-actualization was measured by the twelve scales of Shostrom's "Personal Orientation Inventory." The Brayfield-Rothe "Index of Job Satisfaction" was used to measure the variable of job satisfaction. This study also included a comprehensive list of personal variables for the purpose of detecting their influence on self-actualization (Tc, I and SAV) and job satisfaction. The selected personal variables were: age, sex, status, teaching level, system in which currently teaching, place in which currently teaching, academic preparation, years of teaching experience, course and/or grade-level preferences and career goals.

The Methodology

After the data had been gathered and tabulated, the Pearson product-moment correlation was done to determine the degree of relationship between the scores of each of the twelve scales of the "Personal Orientation Inventory" and the scores of the "Index of Job Satisfaction." Fisher's r to Z transformation was used to establish confidence limits and intervals. As another measure of the relationship between the variables of self-actualization and job satisfaction, multiple correlation coefficients were computed. A general multiple R was computed which utilized the combined scales of the "Personal Orientation Inventory" and the single measure on the "Index of Job Satisfaction." A stepwise multiple R was also computed to identify which specific

scales of the "Personal Orientation Inventory" would contribute meaningfully to the prediction of job satisfaction. Then t tests and the analysis of variance technique were used to compare the differences between the mean scores of the subgroups, which were scaled for each of the selected personal variables, and the dependent variables of self-actualization (Tc, I and SAV) and job satisfaction.

The Results

The results of the statistical correlations, tests and analyses suggested significant relationships between the "Personal Orientation Inventory" and the "Index of Job Satisfaction" and also between several of the personal variables and the dependent variables of self-actualization and job satisfaction.

In regard to Hypothesis One: The results of the simple correlation, which was done between the scores of each of the twelve scales of the "Personal Orientation Inventory" and the scores of the "Index of Job Satisfaction," suggested a significant relationship between the scores of the Self-Actualizing Value scale and the scores of the Synergy scale with the scores of the "Index of Job Satisfaction." The r's of the two scales were .32 and .33 respectively. The relationship of the scores of both of these scales with the scores of the "Index of Job Satisfaction" were significant at the .01 level of probability.

The results of the general multiple R, which utilized

the combined scores of all twelve scales of the "Personal Orientation Inventory" and the scores of the "Index of Job Satisfaction," was .60, which was significant at the .05 level of probability. The results of the stepwise multiple R between the scores of the twelve scales of the "Personal Orientation Inventory" and the scores of the "Index of Job Satisfaction" indicated that four of the twelve scales of the "Personal Orientation Inventory" contributed meaningfully to the prediction of job satisfaction. The four scales in the order in which they entered into the analysis, were Synergy, Existentiality (weighted negatively), Self-Actualizing Value and Aggression (weighted negatively). The relationship of the combined analysis of the scores of these four scales with the scores of the "Index of Job Satisfaction" was .58, which was significant at the .001 level of probability.

In regard to Hypothesis Two: The mean differences between the teacher subgroups scaled according to age were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Three: The mean difference between the teacher subgroups scaled according to age was not significantly related to job satisfaction.

In regard to Hypothesis Four: The mean differences between the teacher subgroups scaled according to sex suggested a significant relationship with the scores of the Time Competence scale of the "Personal Orientation Inventory." The obtained t value of 2.52 was significant at the

.02 level of probability, with female teachers indicating a higher degree of time competence than male teachers. No similar significant relationships at the .05 level or beyond were discovered between the teacher subgroups scaled according to sex and the scores of the Inner Directed scale and the Self-Actualizing Value scale of the "Personal Orientation Inventory."

In regard to Hypothesis Five: The mean difference between the teacher subgroups scaled according to the personal variable of sex was not significantly related to job satisfaction.

In regard to Hypothesis Six: The mean differences between the teacher subgroups scaled according to the personal variable of status were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Seven: The mean difference between the teacher subgroups scaled according to the personal variable of status was not significantly related to job satisfaction.

In regard to Hypothesis Eight: The mean differences between the teacher subgroups scaled according to the personal variable of teaching level were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Nine: The mean differences between the teacher subgroups scaled according to the personal variable of teaching level were not significantly

related to job satisfaction.

In regard to Hypothesis Ten: The mean differences between the teacher subgroups scaled according to the personal variable of system in which currently teaching were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Eleven: The mean difference between the teacher subgroups scaled according to the personal variable of system in which currently teaching was not significantly related to job satisfaction.

In regard to Hypothesis Twelve: The mean differences between the teacher subgroups scaled according to the personal variable of place in which currently teaching were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Thirteen: The mean difference between the teacher subgroups scaled according to the personal variable of place in which currently teaching suggested a significant relationship with the scores of the "Index of Job Satisfaction." The obtained t value of 2.63 was significant at the .01 level of probability, with teachers who teach in the suburbs indicating more job satisfaction than teachers who teach in the city.

In regard to Hypothesis Fourteen: The mean differences between the teacher subgroups scaled according to the personal variable of academic preparation were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Fifteen: The mean difference

between the teacher subgroups scaled according to the personal variable of academic preparation was not significantly related to job satisfaction.

In regard to Hypothesis Sixteen: The mean differences between the teacher subgroups scaled according to the personal variable of years of teaching experience were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Seventeen: The mean differences between the teacher subgroups scaled according to the personal variable of years of teaching experience were not significantly related to job satisfaction.

In regard to Hypothesis Eighteen: The mean differences between the teacher subgroups scaled according to the personal variable of course and/or grade-level preferences were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Nineteen: The mean differences between the teacher subgroups scaled according to the personal variable of course and/or grade-level preferences suggested a significant relationship with the scores of the "Index of Job Satisfaction." The obtained F value of 5.68 was significant at the .001 level of probability, with teachers who are teaching their course and/or grade-level preferences and teachers who are teaching at least some of their course and/or grade-level preferences indicating more job satisfaction than teachers who are teaching none of their course

and/or grade-level preferences.

In regard to Hypothesis Twenty: The mean differences between the teacher subgroups scaled according to the personal variable of career goals were not significantly related to self-actualization (Tc, I and SAV).

In regard to Hypothesis Twenty-One: The mean difference of the teacher subgroups scaled according to the personal variable of career goals was not significantly related to job satisfaction.

Recommendations

In the review of the literature, there was extensive documentation that organizational goals are best served when the needs of the individual members are met. According to the results of this study on teacher job satisfaction, synergetic teachers and teachers who espouse self-actualizing values are more likely to achieve satisfaction on the job than teachers who do not fit this description. It is recommended, therefore, that academia follow the lead of industry in establishing synetic learning laboratories which have markedly increased the creative efficiency of its personnel.

Synetic theory is concerned with identifying the pre-conscious psychological mechanisms which are active in imaginative and creative activities and consciously putting them to work. In creative production, the individual's affective faculties are more actively engaged than the cognitive.

Through an increased awareness and understanding of these emotional, non-rational elements and their operations, creative habits of thought and behavior can be fostered. In synetic learning laboratories, the integration of diverse individuals into problem stating and problem solving situations is attempted in order to increase the likelihood of arriving at fundamentally novel solutions. Individuals who participate in these group experiences may gain personal insights into their inner world and their world of interpersonal relationships, but these are accidental consequences of the synetic laboratory experiences. The primary purpose of the applied synetic theory is to improve the organizational development and work efficiency among employees and colleagues. This is promoted through a variety of approaches that integrate man's affective and intellectual components as the medium for creative problem solving.

It is recommended that those who are responsible for the training of teachers provide opportunities for them to acquire and develop self-actualizing values and creative skills. Colleges and graduate schools of education could require all students who are aspiring teachers to enroll in courses that will acquaint them with synetic theory and synetic learning experiences. Another opportunity to foster the creative potential of aspiring teachers is to provide them with faculty members who are effective models in this regard. For those teachers who have completed their formal

education and are already working in the classroom, intensive in-service workshops and seminars on applied synetic theory could be provided.

School administrators who are in charge of hiring teachers should be encouraged to recruit for creativity rather than to hire teaching personnel on the basis of academic achievement. To assist administrators in this endeavor, Shostrom's "Personal Orientation Inventory" could be a reliable tool for identifying individuals who personally value the goal of creativity. School supervisors and administrators could help the cause by joining teachers in synetic learning laboratory experiences. By their example, by supporting and encouraging creative approaches to problem stating and problem solving, they would be in a position to challenge the creative capacities of individual teachers in the areas of the teacher's special interest and in this way add to teacher satisfaction. The criteria for evaluating all outcomes of synetic learning experiences would be the extent to which they promote or decrease organizational morale and the psychological freedom of its members to actualize their potential for further growth. Such a plan of action could mean the difference between a mediocre school and a superior school.

If, on the other hand, school supervisors and administrators are insecure and easily threatened individuals, wide-scale training of teachers in applied synetic theory

can be a real threat for them. Moreover, training teachers in new skills for cooperative and creative problem solving, when there are few outlets for such skills, could well result in their increased frustration and lower satisfaction.

Limitations

While the number of respondents makes it possible to speak with confidence about the entire graduate student population in the School of Education at Loyola University of Chicago who are engaged in full-time teaching in the primary and secondary grades, one may not necessarily generalize to teachers in rural and other geographical areas of the United States. Situational and/or personal variables elsewhere may differ considerably from Chicago and its suburbs. Even less may one generalize from the conclusions based on the subjects of this study to college and university teachers whose circumstances differ from primary and secondary teachers to a great extent.

It is entirely possible that too high a degree of professionalism was demanded in order to be eligible to participate in this study. In the attempt to control the extraneous variability of the participants, the phenomena may have been truncated. A lower degree of job satisfaction may have been discovered among those teachers who were not currently enrolled for graduate study.

Although the sampling procedure employed in this study was valid, a higher response rate might have been achieved,

if a more structured follow-up procedure had been employed.

The number of subjects in the various subgroups scaled for each personal variable did not permit more than a one-way analysis of variance in detecting the influence of the personal variables on self-actualization and job satisfaction.

Finally, this study carries the limitations of all studies that attempt to apply to particular individuals the conclusions based on research with groups.

Implications for Future Research

Replication of this study with college and university teachers should be useful in determining whether specific differences in the individual aspects of self-actualization and job satisfaction exist between them and teachers in the primary and secondary schools.

Replication of this study with a stratified sample would permit the analysis of variance technique to detect the differences in self-actualization and job satisfaction due to any number of personal variables or any combination of them.

The instruments used in this study might be useful for vocational counselors and personnel directors in developing self-actualization profiles for job satisfactions in other occupations.

Since the results of this study suggested counter-indications to the results of another study concerning the

factors which influence career teachers to become administrators, additional research on this subject seems to be indicated.

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3. New York Times, January 23, 1972, p. 41.
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APPENDICES

APPENDIX A

INSTRUCTIONS

Instructions for the administration of the Personal Information Sheet and the two Inventories.

1. Briefly explain the nature of the research project.
2. Before passing out the envelopes, announce that only those who are currently graduate students in the School of Education and at the same time have contracted to teach full-time during the present scholastic year in an elementary, junior high or secondary school are asked to participate in this project.

Ask all who meet these two requirements to answer the personal information sheet first. In that way anyone who misunderstood the directions as to whom is to participate will be alerted by questions (a) and (b). (Please acquaint yourself with questions (a) and (b) on the personal information sheet.)

3. Inform the participants that they are not to write their name on the answer sheet in order that they may preserve their anonymity.
4. Ask all to use a soft lead pencil for computer scoring, preferably No. 2. Those who administer the tests are asked to have a supply of such pencils for those who need them.
5. For the information of the participants, they may be told that the usual time that will be required to give the personal data and answer the two inventories is about fifty minutes. Some will finish in much less time. Some will need more. This is not a speed test.
6. Emphasize the importance of following directions on the inventories and answering all questions.
7. Ask the participants to return all papers in the manila envelope to their professor at the next class meeting. Please return to pick them up and state at that time that late returns are to be handed in at the following class meeting.
8. Please thank the participants and the professors for their cooperation.

APPENDIX B

PERSONAL INFORMATION SHEET

PERSONAL INFORMATION SHEET

- a. I am currently a graduate student in the School of Education.

_____ yes _____ no

- b. I have contracted to teach full-time for the year 72-73 in an elementary, junior high or secondary school.

_____ yes _____ no

(If both questions have not been answered yes, please return your envelope to the Instructor. If both questions have been answered yes, please answer the following questions.)

1. AGE:

_____ 18-25 _____ 36-45 _____ 56-65
_____ 26-35 _____ 46-55 _____ over 65

2. SEX:

_____ Female _____ Male

3. STATUS:

_____ layperson _____ priest _____ Religious

4. LEVEL AT WHICH CURRENTLY TEACHING:

_____ elementary _____ junior high
_____ secondary

5. SYSTEM IN WHICH CURRENTLY TEACHING:

_____ public _____ private

6. PLACE IN WHICH CURRENTLY TEACHING:

_____ urban _____ suburban

7. ACADEMIC PREPARATION TO DATE:

- ☐ Bachelor's degree
- ☐ Additional credit hours beyond the Bachelor's degree
- ☐ Master's degree
- ☐ Additional credit hours beyond the Master's degree

8. YEARS OF TEACHING EXPERIENCE:

- ☐ 5 or less ☐ 11 to 15 ☐ 20 or more
- ☐ 6 to 10 ☐ 16 to 20

9. SATISFACTION:

I am currently teaching the courses and/or grade levels that I want to teach.

- ☐ yes ☐ no

- ☐ This statement is true only in regard to some of the courses and/or grade levels that I teach.

10. CAREER GOALS:

- ☐ Career Teacher
- ☐ Counselor
- ☐ School Administrator
- ☐ Supervisor
- ☐ Other

APPENDIX C

An Index of Job Satisfaction

JOB QUESTIONNAIRE

Some jobs are more interesting and satisfying than others. We want to know how people feel about different jobs. This sheet contains eighteen statements about jobs. You are to underline the phrase below each statement which best describes how you feel about teaching. There are no right or wrong answers. We should like your honest response to each of the statements. Work out the sample item numbered (0).

0. There are some conditions concerning my job that could be improved.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

1. My job is like a hobby to me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

2. My job is usually interesting enough to keep me from getting bored.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

3. It seems that my friends are more interested in their jobs than I am.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

4. I consider my job rather unpleasant.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

5. I enjoy my work more than my leisure time.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

6. I am often bored with my job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

7. I feel fairly well satisfied with my present job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

8. Most of the time I have to force myself to go to work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

9. I am satisfied with my job for the time being.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

10. I feel that my job is no more interesting than others I could get.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

11. I definitely dislike my work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

12. I feel I am happier in my work than most other people in theirs.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

13. Most days I am enthusiastic about my work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

14. Each day of work seems like it will never end.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

15. I like my job better than the average worker likes his.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

16. My job is rather uninteresting.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

17. I find real enjoyment in my work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

18. I regret that I ever took this job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

APPENDIX D

"PERSONAL ORIENTATION INVENTORY" PROFILE OF
MEAN SCALE SCORES FOR A SELF-ACTUALIZED (SA) AND A
NON-SELF-ACTUALIZED (NSA) SAMPLE OF ADULTS AND THE

"PERSONAL ORIENTATION INVENTORY" PROFILE OF
MEAN SCALE SCORES FOR THE 81 PARTICIPATING SUBJECTS
OF THIS STUDY

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME _____ DATE TESTED _____

AGE _____ SEX _____

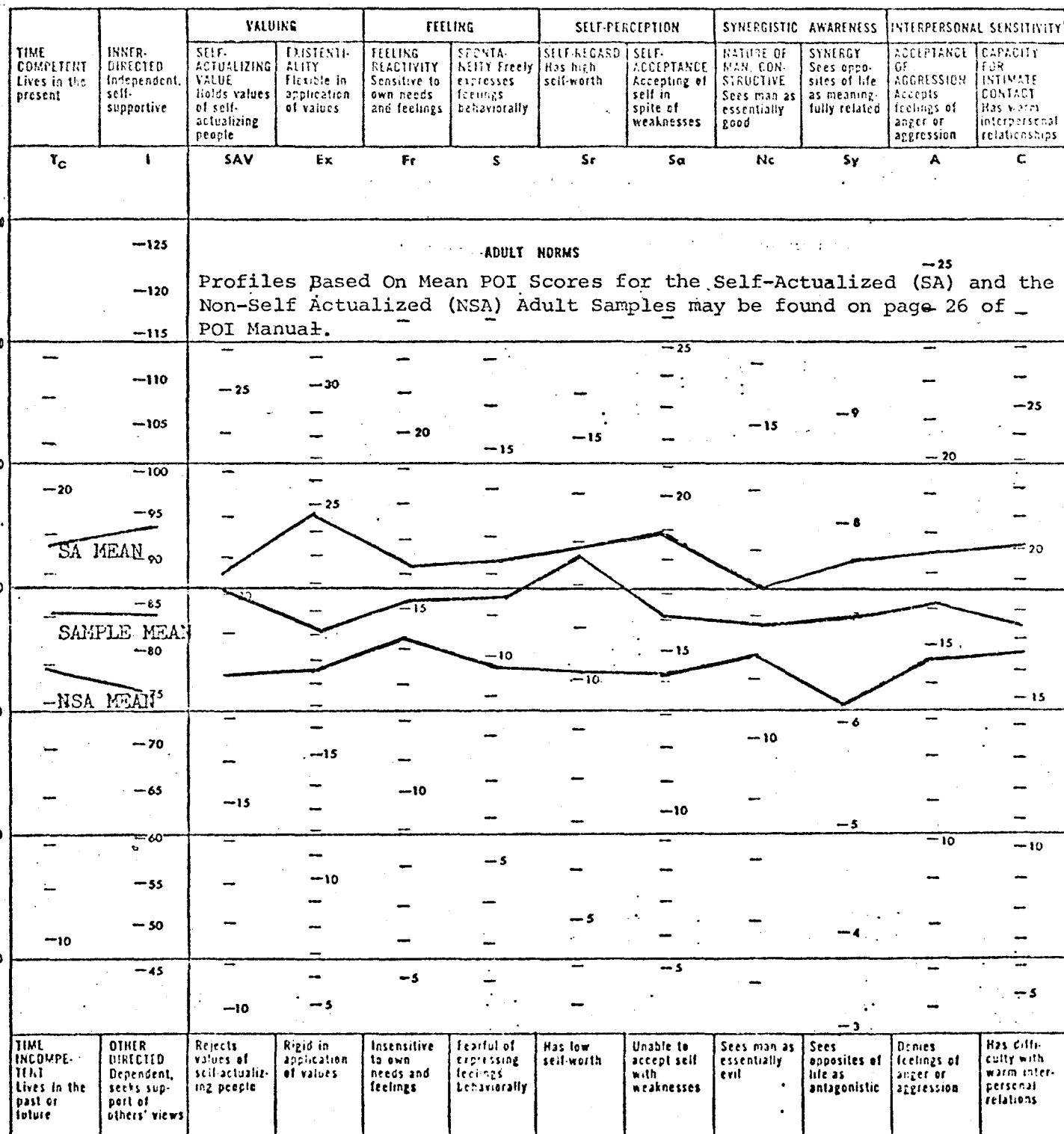
I $T_i - T_c$ (Time) Ratio:
Self-Actualizing Average: $T_i : T_c = 1 : 8$
Your Ratio: $T_i : T_c = 1 : \underline{\hspace{1cm}}$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

OCCUPATION _____

II O - I (Support) Ratio:
Self-Actualizing Average: $O : I = 1 : 3$
Your Ratio: $O : I = 1 : \underline{\hspace{1cm}}$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



SAMPLE MEAN RAW SCORES OF THE 81 PARTICIPATING SUBJECTS OF THIS STUDY.

17.1	83.8	20.1	20.2	15.2	11.8	12.6	16.2	11.9	7.0	16.2	17.6
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Low Scores

APPROVAL SHEET

The dissertation submitted by (Rev.) Paul D. Pusateri has been read and approved by the following committee:

Dr. John A. Wellington, Director
Professor and Chairman
Department of Guidance and Counseling, Loyola

Dr. Manuel S. Silverman
Associate Professor
Department of Guidance and Counseling, Loyola

Dr. Jack A. Kavanagh
Assistant Professor
Department of Foundations of Education, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements of the Degree of Doctor of Education.

8 January 1976
Date

John A. Wellington
Director's Signature