

SATISFACTION CHARACTERISTICS OF NURSES IN A
COUNTY HOSPITAL SYSTEM

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CHAPTER 1

INTRODUCTION

Turnover rate among professional nurses is a perplexing problem that is experienced in most hospitals throughout the nation. This managerial problem is not new. It has been and still is a major concern for nursing administrators because retention of qualified professional nurses is a prerequisite for the delivery of care to patients. To meet this obligation, administrators must be aware of factors that affect job satisfaction and/or dissatisfaction so that presumably purposeful action may be taken to reduce turnover rate.

Nursing literature suggests that nurse turnover rate is correlated with job satisfaction. Some of the factors identified in the literature as reasons for turnover rate are inadequate rewards and incentives, overwhelming responsibilities, limited power to change the system, loss of self-esteem, lack of recognition, lack of educational opportunities and low salaries. Whatever the reason for turnover rate, the end result is that it has serious sociological, psychological and economic implications for nursing administration. This study distinguished factors

nurses perceive as leading to job satisfaction and/or dissatisfaction and how these factors affect their length of employment in hospitals providing care for indigent patients.

Problem of Study

Identification of factors that lead to or produce job satisfaction is essential so that nursing administrators can manipulate those factors to provide an environment conducive to job satisfaction. Therefore the following question was the focal point of this study: What are the job satisfaction and/or dissatisfaction characteristics of registered nurses employed in a county hospital system?

Justification of Problem

Turnover rate of professional nurses in a hospital setting can have a negative impact on the quality of patient care. Nurses provide most of the direct professional health services to patients and they are the ever present link between hospital services and patients. When there is turnover of two or more nurses a definite problem exists. Not only does it affect patient care but the cost and socializing of the replacement have an economic impact on the organization (Rowland & Rowland, 1980). Determination of attributes that produce satisfaction and/or

dissatisfaction can assist nursing administrators in creating a climate that generates job satisfaction and ultimately leads to retention of nurses.

Numerous studies of job satisfaction within the nursing profession have been conducted to document factors that nurses perceive as affecting job satisfaction. Diamond and Fox (1958) studied staff nurse turnover rate and found resignations were based on job related factors such as the kind of work, pay and working conditions. In another study by White and Maguire (1973) identification of factors which nursing supervisors described as leading to job satisfaction were documented. The study concluded that feelings of job satisfaction were promoted by having the opportunity for creative, challenging and role appropriate work. The absence of these factors did not create job dissatisfaction but prevented supervisors from experiencing job satisfaction.

Everly and Falcione (1976) measured the importance of job satisfaction in 144 female registered nurses. Factors were selected from satisfaction items generated by Herzberg (1966) and Rosenfeld and Zdep (1971). Four meaningful factors were found to be related to job satisfaction: relationship orientation, internal work reward, external work reward and administrative policies. The conclusion was that nurses in this study perceived job satisfaction in

more complex terms than the traditional intrinsic or extrinsic dichotomy. Relationship orientation factors accounted for the largest percentage of variance.

In a more recent study, Cronin-Stubb (1977) used Herzberg's categorical scheme in combination with White and Maguire (1973) to study job satisfiers and job dissatisfiers of 30 new graduate nurses. The factors identified by White and Maguire were described as consistently leading to job satisfaction and dissatisfaction. Achievement was the factor mentioned most often in accounts of job satisfaction and dissatisfaction. Recognition was a significant factor in accounts of job satisfaction, while too much responsibility, the lack of competence-commitment-contentment of allied personnel, interpersonal relations with subordinates and working conditions were mentioned most often by those dissatisfied with their job.

The results of measurement of job satisfaction have similarities in each environment but in efforts to better understand turnover rate continued research is needed. Through continued research administrators can begin to determine the job satisfaction/dissatisfaction components that are specific to their hospital environment. Such information may bring about meaningful changes and reduce turnover rate.

Theoretical Framework

It is generally agreed that all behavior is motivated and people have a reason for doing things. Behavior is either positive or negative. Positive behavior is expressed in job satisfaction, high morale and motivation. Each of these behaviors has as a common base the employees' desire and drive to meet their own needs. Through the study of need satisfaction, job satisfaction/dissatisfaction can be understood.

One of the most familiar need-satisfaction theories is Herzberg's Motivational Hygiene Theory. This theory is often called the "two factor" or "dual theory" of motivation. Herzberg focuses on two needs of humans. One set of needs comes from animal nature--the built-in drive to avoid pain from the environment plus the learned drives which become conditioned to the basic biological needs. The other set of needs is related to the ability to achieve and through achievement psychologic growth is experienced (Herzberg, 1966).

Both sets of needs must be met to create job satisfaction. Motivation factors build high levels of motivation and influence job satisfaction, but if they are not present they do not actually prove dissatisfying. Also motivators are thought to have an uplifting effect on or

improve attitudes and performance: achievement, recognition, advancement, the work staff and responsibility are classified as motivators by Herzberg (1966). Conversely, maintenance factors are sometimes perceived as factors which motivate but in actuality they act as dissatisfiers when absent from the work environment. Maintenance factors pave the way so motivators can work and they are prerequisites for effective motivation; however, they are powerless to motivate by themselves. Maintenance factors must be provided for in the health care work setting to prevent job dissatisfaction. Herzberg (1966) classifies policy and administration, technical supervision, interpersonal relations with supervisors, interpersonal relations with subordinates, salary, job security, personal life, work situation and status as maintenance factors.

Another point of the theory is job enrichment. This improves task efficiency and human satisfaction by means of building into people's jobs a greater scope for personal achievement and recognition, more challenging and responsible work, and more opportunity for individual advancement and growth (Herzberg, 1966).

This Motivational Hygiene Theory provided the framework for this study because if a person's needs are fulfilled then they are presumably happy on the job. The

incorporation of this theory into motivational techniques helps accomplish job satisfaction. The values of the hospital influence the values of the employees; therefore the administration of the hospital has an obligation to promote a positive environment to enhance job satisfaction.

Assumptions

For the purpose of this study the following assumptions were made:

1. Nurses have fundamental needs.
2. When there is compatibility between a nurse's needs and the characteristics of the job, job satisfaction occurs.
3. Motivation in a hospital environment results from compatibility of a dual set of needs.

Research Questions

The following research questions were examined:

1. What is the level of job satisfaction of nurses in a county hospital system?
2. What is the relationship between job satisfaction and each of the 16 variables identified on Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism?

Definition of Terms

The following terms are defined for the purpose of this study:

1. Commitment--"the likelihood perceived by the individual of continued participation in the organization" (Price & Mueller, 1981, p. 10) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism (Appendix A).
2. Community participation--The degree to which an individual is active in community affairs as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
3. Distributive justice--"the degree to which rewards and punishments are related to performance inputs into the organization" (Price & Mueller, 1981, p. 17) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
4. Formalization--the degree to which an individual has to utilize written communications as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
5. Fringe benefits--the equivalents of money which an individual receives for his/her service to the organization (Price & Mueller, 1981) as measured by Price's

(1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.

6. General training--"the degree to which the occupational socialization of an individual results in the ability to increase the productivity of diverse organizations" (Price & Mueller, 1981, p. 20) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
7. Instrumental communication--"the degree to which information about the job is transmitted by an organization to its members" (Price & Mueller, 1981, p. 15) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
8. Integration--"the degree to which an individual has close friends among organizational members" (Price & Mueller, 1981, p. 15) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
9. Job satisfaction--"the degree to which individuals like their work" (Price & Mueller, 1981, p. 12) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
10. Kinship priority--"the degree of an individual's obligation to relatives in the community in which the employer is located" (Price & Mueller, 1981, p. 21) as

measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.

11. Opportunity--the availability of alternative jobs for person's with similar or same qualifications as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
12. Participation--"the degree of power an individual exercises concerning performance on the job" (Price & Mueller, 1981, p. 14) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
13. Professionalism--"the degree of dedication by individuals to occupational standards of performance" (Price & Mueller, 1981, p. 19) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
14. Promotional opportunity--"the degree of potential vertical occupational mobility within an organization" (Price & Mueller, 1981, p. 18) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
15. Registered nurse--A person who has completed a diploma, an associate degree or baccalaureate degree program in

nursing, has passed the licensure examination and is currently working in the County Hospital System.

16. Routinization--"the degree to which a job is repetitive" (Price & Mueller, 1981, p. 14) as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
17. Standardization--the degree to which an individual has to follow policies and procedures as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.
18. Traditionalism--the degree to which an individual responds to social change as measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism.

Limitation

This study was limited to registered nurses working in a County Hospital System in southeastern Texas. Therefore, the results cannot be generalized beyond the target population.

Summary

Identification of factors which produce job satisfaction is essential in producing an environment that generates job satisfaction. Administrators must be knowledgeable

of factors specific to their environment so that attention is focused on those factors to improve the level of job satisfaction. This research study was developed to provide information about job satisfaction of registered nurses in a county hospital system.

CHAPTER 2

LITERATURE REVIEW

The most salient question confronting nursing administration is whether or not the hospital environment offers sufficient levels of skill variety, pay, task identity, rewards, autonomy and other factors to induce a high enough level of job satisfaction to cause the nurse to be productive and remain on the job (Brief, 1976). Longest (1974) viewed hospitals as labor-intensive organizations that require maximal utilization of human resources to provide an environment that allows employees to satisfy their needs which, in turn, produces motivation. Concern for employee job satisfaction, especially of professional nurses, necessarily provokes nursing administration to investigate the problem in an attempt to reduce turnover rate. Mobley (1977) suggested that the primary consequences of job dissatisfaction are to stimulate thoughts of quitting, intention to quit, and, finally, withdrawal (turnover).

In consideration of job satisfaction, it is imperative that job dissatisfaction and motivation be incorporated into the concept to fully understand the

complexity of retaining professional nurses. The challenge is to create an environment that generates job satisfaction. The review of literature includes an overview of motivational theories, background for Herzberg's theory, support and nonsupport of Herzberg's theory, and job satisfaction/turnover rate studies.

Theories of Motivation

Theories of motivation offer practical ways of investigating the problem of job satisfaction and turnover rate. The humanitarian emphasis exists because people are involved and with people, human needs must be considered. Taylor's (1911) monistic theory focuses on money as the primary motivator in that one should be able to earn more by producing more. Pay should be dependent upon productivity. Taylor (1911) explained that it was possible to give the worker a decent living by increasing the productivity of work. To improve work, scientific principles of management must be utilized. These principles include determining a science for each job, selecting and developing the worker, cooperating with the worker to insure that the work is done and decreasing the confusion between management and the worker. These principles help motivate employees to produce, which results in an increase in pay.

Money is viewed as having an economic uplift on society (Taylor, 1911).

Agris' (1957) psychological energy theory emphasizes the need to study individual differences to better understand how people interact within the work environment. Agris (1957) related that management should attempt to bridge the gap between the employee's goal and the organization's goal through strategies that improve interpersonal relationships. He summarized the idea of pay by explaining that organizations are willing to pay high wages and provide adequate seniority if employees will give eight hours of work, without having an input into the job. Furthermore, Agris (1957) pointed out that organizations are out of phase with the normal needs of a mature adult because organizations do expect the employees to be passive, dependent, subordinate, and leave the thinking to somebody else. He proposed that an employee be given the authority and incentive to manage his responsibilities as well as he can so that potential initiative and creativity are not allowed to die. The results would be an increase in the individual's growth.

McGregor's (1960) theory X and theory Y are based upon assumptions about human motivation. Theory X states that motivation is based on direction and control. This theory

contends that the average human being has an inherent dislike for work and will avoid it if possible; therefore people must be coerced, controlled, directed, and threatened with punishment to get them to strive towards the achievement of organizational goals. Other assumptions of theory X are that the average human being wants to be directed, attempts to avoid responsibility, and has little ambition or initiative, yet desires security. This theory of motivation is built around the use of negative reinforcements.

The counterpoint to theory X is explained in theory Y. McGregor (1960) maintained that employees like and enjoy work, are self-directed and seek responsibility. This theory also proposes that most people possess abilities to work towards solving the organization's problems. Positive reinforcements, like praise and recognition, opportunities for individual growth, increased responsibilities, and job enlargement, are motivational strategies that are emphasized in theory Y.

Definite progress was made from the inception of theory X to theory Y. After the period of theory X, theory Y began to look at the human side of management as a major part of the work environment. Likert's (1967) theory supports the humanistic approach to motivation. He believed that a group that has common goals to which it is committed,

high peer group loyalty, favorable attitudes between superiors and subordinates, and a high level of interaction clearly can achieve far more than a group acting as an assemblage. In Likert's theory, the orientation is toward the employee. There is two-way communication and supportive relationships; participative management and job enrichment are key factors in this theory.

Likert (1967) professed that the root of productivity is in the motivation of the individual. He proposed an organization in which the individual can enjoy a sense of importance. When an individual is respected, has input into matters and is given responsibility, then that person is likely to consider the job as a matter of personal pride.

Another theory which supports "human nature" and "human needs" is Maslow's (1970) hierarchy of needs theory. Maslow (1970) stated that man has basic or primary needs and that the immediacy of these needs follows a logical sequence. He explained that an individual is motivated through a hierarchy of needs which stimulates him to satisfy lower needs before higher order needs come into play. The satisfaction of basic needs triggers the emergence of higher needs. Thus a satisfied need is no longer a motivator. Fleishman (1978) stated that if Maslow's hierarchy is accepted, then adequate pay and benefit programs in hospital

settings serve to heighten the need for growth, advancement, recognition and self-esteem. If these needs are not addressed, a vacuum is created.

Background of Herzberg's Theory

Herzberg examined the same factors as those addressed by Maslow. Herzberg, Mausner and Synderman (1959) developed the motivational hygiene theory as an outcome of a study of 203 accountants and engineers. Herzberg et al. (1959) used the critical incident technique to gather and categorize incidents which participants said led to positive or negative feelings about their jobs. They explained that man has two basic sets of needs. One set is called hygienes or maintenance factors and comes from the animal need to avoid pain from the environment, plus the learned drives which become conditioned to the basic biological needs. The other set of needs is called motivators which is the ability to achieve; through achievement psychologic growth is experienced.

According to Herzberg (1966), there is a distinction between what are called motivators and what are called maintenance factors or hygiene factors. Motivators have uplifting affects on attitudes and improve performances or attitudes. Maintenance factors produce no improvements, but rather serve to prevent loss of morale or efficiency.

He further stated that hygiene factors can prevent dissatisfaction, but they fail to produce satisfaction because they do not possess the essential characteristics necessary for giving individuals a sense of psychological growth (Herzberg, 1966).

Grigaliunas and Wiener (1974) clarified the two sets of needs. They related that the common element of the "pain avoidance" needs is that satisfaction can bring about an elimination of either physical or psychological deficiency and pain or discomfort. They further explained that job feelings are bi-dimensional. One group of job factors, motivators, is most likely to affect "fulfillment-emptiness." The other set, hygienes, is most likely to affect "discomfort-relief." Both types of feelings should exist, originating in the appropriate job factors.

Herzberg et al. (1959) believed that for employees to be motivated both classes of needs must be recognized. The first (maintenance) is the foundation for the motivators and requires fair treatment in factors such as salary, supervision, and working conditions. If these factors are out of balance, the individual will feel insulted and a sense of unworthiness will ensue. Individuals will be embittered or antagonistic to management, which may affect their work.

Later, Herzberg, Mausner and Synderman (1959) explained that satisfaction and dissatisfaction are distinct, independent feelings. These feelings are not two opposite points on a continuum, but are two unipolar traits. Herzberg's theory focused on the fact that two sets of needs exist regarding the nature of job satisfaction. This means that not all factors in the work environment have the same potential for positively motivating behavior. Conditions in the job need to allow both states to exist. The proposed idea made such an impact on the concept of job satisfaction that other researchers are continuing to investigate its validity.

Support of Herzberg's Theory

A number of investigators have attempted to replicate Herzberg's studies in order to support or refute the theory. Although in some studies the methodology differed from that originally used by Herzberg and his associates and the populations were equally varied, there has been considerable support. Smith and Hulin (1967) pointed out that the motivational hygiene theory must be assumed correct and that satisfaction is qualitatively different from dissatisfaction. Thus satisfaction and dissatisfaction must be measured on different scales. Grigaliunas and Wiener (1974) stated that there are two major aspects of the theory that have

received empirical support: (1) the distinction between the two sets of factors as they relate to job feelings; and (2) the performance consequence of motivators and hygiene factors. Selected studies that used both nurses and other classification of workers and claimed support of the Herzberg theory are discussed in chronological order.

Ewen (1964) conducted an exploratory study in an attempt to determine the generalizability of the Herzberg theory. The sample consisted of two groups of insurance agents; one group in 1960 had 541 participants and the other group in 1962 had 480 participants. Ewen (1964) used a 58-item, four-point attitude scale to analyze six factors: manager interest in agents, company training policies, and salary (the dissatisfiers); and, the work itself, prestige or recognition, and general morale (the satisfiers). The results indicated that manager interest in agents and training, supposedly dissatisfiers, actually acted as satisfiers in both groups. In both samples, the work itself was a satisfier, as the Herzberg theory predicted; however, prestige or recognition caused both satisfaction and dissatisfaction. Findings, in general, supported Herzberg's theory.

The basic hypothesis of the motivator-hygiene theory was tested by Halpern (1966) to determine the relative contribution of motivators and hygiene factors to overall job

satisfaction. He used a seven-point graphic rating scale to gather data from 93 counselors to rate various aspects of their best-liked job. The motivator aspects that were rated included opportunity for achievement, work itself, task responsibility and advancement. The hygiene factors were company policies, supervision, interpersonal relationships and working conditions. Two findings were reported. First, there was no difference in ratings of satisfaction with either the motivator or hygiene factors. The second finding supported the predictions made by the Herzberg theory that motivator factors contribute more to overall job satisfaction than do the hygiene factors. Halpern (1966) pointed out that the average correlations between motivator job aspects and overall job satisfaction were significantly higher than the average correlation between hygiene factors. Thus motivators, the factors related to personal success in work and individual growth, were related to job satisfaction.

Further support of Herzberg's theory came from Weissenberg and Gruenfeld (1968) who studied the relationship between motivators, hygiene factors and job involvement. The participants consisted of 96 civil service supervisors. The questionnaire was constructed to measure the present satisfaction level of the service supervisors

based on the hypothesis that satisfaction with motivators would be related to increased job involvement; whereas, satisfaction with hygiene or maintenance factors would be unrelated to job involvement. It was concluded from the study that job involvement did relate to satisfaction with motivators, and hygiene factors were not related to job involvement. Therefore, the "dual factor theory" was useful in predicting job involvement of the participants.

Hines (1973) tested Herzberg's two-factor motivational theory in New Zealand using 218 middle managers and 196 salaried employees. A questionnaire, based on a seven-point graphic rating scale, that contained 12 job satisfaction factors was used to rate various aspects of the participants' current job. Results of the findings were: (1) satisfied managers and salaried employees both rated overall motivator and hygiene factors higher than their dissatisfied counterpart; (2) overall, motivator factors were not rated significantly higher than hygiene factors; and (3) the four factors, recognition, responsibility, interpersonal relationships and supervision, were rated higher by satisfied managers than by dissatisfied managers.

The applicability of Herzberg's theory was tested by White and Maguire (1973) using 34 nursing supervisors in four counties in Philadelphia. The purposes of the

descriptive study were to investigate factors hospital nursing supervisors consistently described as leading to feelings of job satisfaction and dissatisfaction, and to determine if the satisfying and dissatisfying factors were consistent with the motivators and hygiene factors identified by Herzberg. The findings indicated that the supervisors experienced feelings of job satisfaction related to the opportunity for creative, challenging and role appropriate work. The absence of these factors did not create job dissatisfaction, but prevented supervisors from experiencing job satisfaction. These findings support Herzberg's theory.

In 1974, Longest examined the responses about job satisfaction of 195 registered nurses from 10 Atlanta hospitals. The study was undertaken to investigate registered nurses' perception of the effect of Herzberg's 10 factors on their job satisfaction. The nurses were asked to rate, in terms of importance, the determinants of job satisfaction. This ranking was comparable to Herzberg's findings. However, Longest (1974) used a Spearman Rho technique which yielded a correlation coefficient of $+0.164$, which did not entirely support Herzberg's theory. Longest (1974) administered the same questionnaire to 24 directors of nursing schools in Georgia and compared the results with

Herzberg's 10 factors. The obtained correlation coefficient was $r = .467$. The directors' rankings were compared with the registered nurses' and a correlation coefficient of $r = .311$ was obtained. Nursing educators were not strongly correlated with the registered nurses but there was a stronger correlation between the nursing educators and the ranking of Herzberg's factors. Other implications suggested that the directors of nursing schools based their opinions on what they had experienced in the academic setting.

Non-Support of Herzberg's Theory

Despite the number of studies which support Herzberg's theory, some critics have repeatedly stated that the theory was not valid or it was misleading. Grigaliunas and Wiener (1974) listed three major reasons why researchers claim non-support of the theory: (1) the question of bi-dimensionality of job attitudes and feelings; (2) job satisfaction content; and (3) the association between high and low job experiences and motivator and hygiene factors predicted by motivational hygiene theory. Dixit (1971) criticized the theory based on the issue that the critical incident method used by Herzberg was biased methodology. Several studies that confront the validity of Herzberg's theory are discussed in chronological order.

Investigation of Herzberg's motivational theory by Burke (1966) revealed the absence of a unidimensional attribute underlying both the motivators and the hygiene factors and suggested that Herzberg's two-factor theory may be an oversimplified representation of job satisfaction. In Burke's study, 187 college students, enrolled in an industrial psychology course, were asked to rank 10 job characteristics in order of importance for self. These characteristics were taken from Herzberg's list of factors. The results of this study indicated that the number of motivators were ranked as more important than the hygiene factors.

These findings are consistent with Wernimont's (1966) findings that motivators, rather than hygiene factors, contribute more to both job satisfaction and dissatisfaction. Burke (1966) pointed out that Herzberg's motivators and hygienes are neither unidimensional nor independent constructs. Further explanations are that the results of this study do not mean that the distinction between factors involving self-actualization on the job and factors of social and technical environment of the job are not important.

The two-factor theory measures satisfaction and dissatisfaction as separate variables; thus, issues are

raised by the traditional model which maintains that any variable in the job situation could be a satisfier or dissatisfier (Waters & Waters, 1969). The relationships of job-related variables to separate measures of overall satisfaction and dissatisfaction were the objects of investigation by Waters and Waters (1969) using 106 female clerical employees as subjects. A job attitude questionnaire containing a list of 11 job factors, to be rated on a satisfaction/dissatisfaction scale, was used. Mean scores that were reported for the overall satisfaction (S), dissatisfaction (D), and satisfaction/dissatisfaction (S/D) scales were 3.58. The correlation between S and D was $-.61$ and the two scales correlated $.78$ and $-.64$ with S/D. The relationship of the JDI scales and the S, D, and S/D were larger than S and D scores. An assumption of the Herzberg theory is that motivator variables should be related to degree of satisfaction, but not to degree of dissatisfaction. Another point of the theory is that hygiene factors should be related to dissatisfaction, but not satisfaction. Based upon this theory, predictions concerning the relationship of motivator and hygiene factors with overall satisfaction/dissatisfaction cannot be made since the degree of overall satisfaction/dissatisfaction is the result of negative and positive influences (Waters & Waters, 1969).

The results of this analysis offered no support of the two-factor theory.

In an attempt to examine and evaluate the correlates of motivation in terms of a female-male dichotomy, Shapiro (1975) obtained data from two organizations. A questionnaire, adapted from the work of Porter and Lawler (1968), was issued to 140 employees in one organization (A) and 101 employees in another organization (B). The sample included managers, engineers, technicians, office workers, and factory workers.

Findings from this study were reported as combined data. There was a strong relationship between satisfaction with work, promotion, education, actual pay, skill, training, and job motivation. For females, a strong relationship between satisfaction with promotion, age, experience, skill, difficulty, and responsibility with job motivation was reported. For males, the strongest relationship among all the variables tested and job motivation was with actual pay. These results suggested that the greater an employee's actual pay, the greater may be his motivation to produce useful work (Shapiro, 1975).

Shapiro (1975) used Herzberg's two-factor theory of motivation as the basis to evaluate the variables in this study and he tested the validity of Herzberg's theory. In

this study, actual pay, a Herzberg hygienic factor, proved to be a moderately strong motivator for both males and females. These results were contrary to what the two-factor theory would predict (Shapiro, 1975).

Using Herzberg's categorical scheme, as well as the additional categories developed by White and Maguire for the Philadelphia study, Cronin-Stubb (1977) studied job satisfaction and dissatisfaction among 30 new graduate nurses. The purposes of the study were: (1) to identify job factors that new graduate staff nurses consistently described as producing job satisfaction or dissatisfaction, and (2) to compare the factors identified by the new graduate nurses with those identified by White and Maguire's (1973) hospital nursing supervisors and Herzberg et al.'s (1959) accountants and engineers.

The findings reported indicated that recognition was the only common satisfier among the three samples; achievement was the factor mentioned most often. Recognition was a significant factor in accounts of job satisfaction that was described by the new graduates. The three studies had no common dissatisfiers. Working conditions were significant in Herzberg's (1966) study and in Cronin-Stubb's (1977) sample, but they were not a significant dissatisfier for White and Maguire's (1973) supervisors. Comparative

results indicated that new graduate staff nurses differ from the population studied by Herzberg and by White and Maguire. Therefore, this study does not support Herzberg's theory.

Ullrich (1978) studied 40 nurses from a private general hospital to gather information about work related events that led them to feel exceptionally good or bad about their jobs. The interview format used was a modification of Herzberg's in that subjects were asked to limit their responses to their present jobs. The format consisted of 18 separate categories which included both intrinsic and extrinsic factors, two categories of attitudes, and five categories of effect.

The results of the study indicated that, overall, five of the six intrinsic factors occurred in the predicted direction (greater sources of satisfaction than dissatisfaction). Four of these findings were significant at the .05 level or beyond. Responsibility was a greater source of dissatisfaction than of satisfaction. Out of the 12 extrinsic factors studied, 10 occurred in the predicted direction, and 4 were significant at the .05 level or beyond. Further analysis of the factors in relation to effects suggested that dissatisfaction with intrinsic factors may play more than a minor role in the decision to

quit a hospital. This appears to be in direct contrast with Herzberg's theory which postulates that intrinsic factors are sources of motivation, while extrinsic factors are sources of dissatisfaction (Ullrich, 1978). Based upon these findings, Ullrich (1978) suggested that the two-factor theory may be an inadequate explanation of the needs of nurses. In addition, the generalization is misleading because 44.4% of the factors nurses mentioned in conjunction with turnover were intrinsic factors; thus, Herzberg's theory is contradicted and an alternative means of improving management of nurses is suggested (Ullrich, 1978).

In reference to Herzberg's theory, the conclusion is that it is useful and applicable; but more research is needed to clarify the discrepancies. The worthiness of the theory is not the question; the differences lie in the methodology or the ability to demonstrate the bi-dimensionality of job satisfaction and the method of testing hypotheses that are not logically derived from the theory (Grigaliunas & Wiener, 1974).

Job Satisfaction and Turnover Studies

A consistent relationship between turnover and absenteeism in the work situation has been demonstrated. Porter and Steers (1973), Brayfield and Crockett (1955) and Herzberg, Maunser and Syndermann (1959) presented evidence

of a strong relationship between employee dissatisfaction and turnover. Vroom (1964) studied the aspects of the work role as related to motivation. Many variables have been shown to affect the level of job satisfaction; therefore, it is helpful to examine the issue from every available perspective to gain knowledge about job satisfaction. The following discussion includes other selected studies on job satisfaction, motivation and turnover rate.

Satisfaction with the work itself can serve as a source for numerous intrinsically valued outcomes, such as feelings of recognition, achievement, and personal growth. Regardless of the setting, the more an employee is satisfied with his or her job, the more likely he or she is to stay on the job (Brief, 1976). Korman (1970) suggested that work behavior is based on implementation of a self-concept. The worker varies his performance to be congruent with a positive or negative evaluation; thus, a high self-esteem worker attempts to perform well in order to be congruent with his self-concept and becomes dissatisfied if performance remains low.

Porter (1961) studied one area of management, job perception/need satisfaction. The purposes of the study were to investigate the perceived deficiencies in psychological need fulfillment and the importance attached to

types of psychological needs. A three-section questionnaire which contained 18 management position characteristics, of which 15 were need satisfaction items, was administered. The population was composed of 139 bottom and middle-level management personnel.

The results demonstrated that lower level management positions produced deficiencies in fulfillment of psychological needs (more so than middle-level positions). The greatest differences between the two management levels occurred in a lower-order need area, security, and in two of the higher order areas, esteem and autonomy. Unexpectedly, middle management was almost as dissatisfied as bottom management in the highest-order need area, self-actualization (Porter, 1961).

Centers and Bergental (1966) interviewed 692 people, a cross-section of the working population, to study the intrinsic and extrinsic job motivations among different segments of the working population. The prediction was that individuals at higher levels would place a greater value on intrinsic job factors than would individuals at lower occupational levels. Also, sex or occupational differences, as related to importance of job factors, was measured. The authors classified a chance to use one's skill or talent, interest-value of the work, and feelings of satisfaction

derived from the work as intrinsic sources. The extrinsic sources of job satisfaction listed were pay, security and satisfying co-workers. A questionnaire was used to elicit responses in terms of first, second, and third importance. The results indicated that motivators were found to have the expected relationship to occupational level. There were no sex differences in the value attached to intrinsic or extrinsic job factors.

Maslow's (1970) theory of motivation has been the framework for several studies. Slocum, Susman, and Sheridan (1972) based their study on Maslow's theory to test the generality of industrial-based research on Maslow's need theory in a hospital setting. The participants were 39 professional and 41 paraprofessional employees of a hospital. Slocum et al. (1972) tested four hypotheses relating need satisfaction to organizational position and job performance. A multi-trait scale developed by the director of nursing and her staff was used. The findings of this study were reported based on the testable hypotheses. Professional nurses had significantly higher satisfaction with job autonomy than did paraprofessional employees. Job performance was correlated with the fulfillment of self-actualization needs for professional employees.

Benton and White (1972) studied the responses of 565 registered nurses by means of a questionnaire to evaluate

their reaction to factors that Maslow (1970) viewed as requirements for job satisfaction. The physiological needs were excluded from the list. The highest average rating for importance, determined in the study, was for those factors under the safety and security category. Social needs were second, esteem third and self-actualization was fourth. These categories were selected in the same order as Maslow hypothesized.

McCloskey (1974) evaluated the influence of rewards and incentives on staff nurse turnover rate. A three-part questionnaire was administered to 94 staff nurses who had resigned their positions. The purposes of the study were to identify and rate, in order of importance, specific rewards and incentives which hospital staff nurses reported would keep them on the job. These were categorized as safety, social, and psychological rewards and incentives. There were seven hypotheses tested to determine if personal characteristics of age, marital status, spouse's income, educational background, salary and specialty area would influence the length of time a nurse stayed on the job.

Results indicated that: (1) the younger nurse left the job sooner than the older nurse, (2) salary did not influence the length of time that a nurse stayed on the job, and (3) the nurse's marital status made little difference

between diploma and baccalaureate nurses in the length of stay in the position. Other conclusions were that nurses tend to experience higher self-esteem in a new position than in the one from which they resigned. Everly and Falcione (1976) explained that the findings of McCloskey's (1974) study determined the intrinsically-oriented, psychologic rewards produced by the work environment had the most significance to nurses, as compared to the extrinsically-oriented factors. The criticism that Everly and Falcione made about McCloskey's study was that the sample was relatively small.

McCloskey (1974) viewed satisfaction as an indicator of nurses' motivation to come to work. She further explained that an employee's motivation to attend the job is strongly influenced by the attractiveness of attending the job. It was concluded that people will be motivated to come to work only if it is positively desirable for them. Nurses who state that they were satisfied with their jobs are in essence saying that their jobs are instrumental for satisfying their psychological needs.

Grandjean, Aiken and Bonjean (1976) examined the importance and satisfaction associated with 21 characteristics of a nurse faculty position. One hundred and fifty-four nursing educators from four state universities were

included in the sample. A questionnaire, composed of 21 job characteristics, was implemented to elicit responses in terms of importance. The purpose of the study was to provide a firmer empirical basis for determining the work satisfaction of nursing educators.

Results of the study indicated that the respondents characterized the opportunity to be a good teacher as ranking first with the opportunity to work with supportive colleagues ranking second in importance. These were followed by "a dean who lets me define my own responsibilities and permits me to fulfill them in my own way"; the fifth, in order of importance, was "a voice in determining school of nursing policy" (Grandjean et al., 1976, p. 218). Implications of this study were that enhanced professional autonomy and increased input into policy decisions would improve both faculty morale and overall effectiveness in the education of nurses.

The findings in Grandjean et al.'s (1976) study were similar to Seyfried and Franck's (1972) study in which the characteristics of the nurse faculty were examined. There were some limitations to Seyfried and Franck's study because the data were from one school of nursing; whereas, Grandjean et al. (1976) used four different schools. Another limitation of the study was that Seyfried and Franck (1972)

examined job characteristics, but did not assess satisfaction and faculty members' desire for personal and professional autonomy.

There is limited understanding of the factors contributing to pay satisfaction. Dyer and Theriault (1976) structured a questionnaire to test the utility of a model based on the determinants of pay satisfaction presented by Lawler (1971) and the value of adding to this model a category of variables not mentioned. Lawler's (1971) model suggested that pay satisfaction is based on two perceptions: (1) the amount of pay a person thinks he/she should receive, and (2) the amount of pay he/she does receive. The amount of pay a person believes he/she should receive is hypothesized to be a function of his/her perceived personal inputs, perceived job characteristics, nonmonetary outcomes from work and pay history. Lawler's (1971) model predicts that persons who feel that they have relatively high personal job inputs, more demanding jobs, lower nonmonetary outcomes, and higher past earnings will believe that they should receive relatively high levels of pay.

Dyer and Theriault (1976) chose three groups of managers consisting of 313 participants. They examined eight hypotheses: three from Lawler's (1971) model and five from the

addition to the model of the category, perception of pay system administration. The results of Dyer and Theriault's supported Lawler's (1971) model. Results indicated that pay satisfaction and salary level are positively correlated among the three groups of managers studied. In none of the three groups is perceived job difficulty and responsibility related to pay satisfaction with the effects of salary level and perceived personal job inputs controlled.

Jacobs and Solomon (1977) investigated the relationship between job satisfaction and job performance. Two hypotheses were explored: (1) as a moderator variable, a subject's perception of performance to reward contingency significantly increases the relationship between satisfaction measures and performance, and (2) self-esteem as a moderator variable increases the relationship between satisfaction and performance. Self-report inventories and questionnaires were issued to 251 first and second level managers and salesmen of a chemical corporation.

Data were analyzed using zero order correlation analysis and the multiple regression technique. Results indicated that the moderating effect of performance to reward contingency significantly increased the relationship between satisfaction and performance. Self-esteem increased the relationship between satisfaction and performance

(Jacobs and Solomon, 1977). Korman (1970) found this relationship to be significant in his study. He pointed out that self-esteem is a stable personality factor that is generalized to a variety of situations. Jacobs and Solomon's (1977) study demonstrated that moderator variable approach using the multiple regression technique increased the relationship between satisfaction and performance.

The effect of self-esteem on job performance and job satisfaction is supported by the view that where a positive association exists, it is due to good performance giving satisfaction to the worker (Lawler & Porter, 1973). Inkson (1978) randomly sampled 93 male manual workers to test the hypothesis that job performance and satisfaction are positively correlated with high, rather than low, self-esteem workers. An interview and questionnaire were used to gather information. Job satisfaction was measured by means of the Job Description Index, which included scales of satisfaction with five aspects of the job. Those factors were work, pay, promotion, supervision and co-workers.

The measures of self-esteem correlated $r = .29$ ($p \leq .01$). Self-esteem correlated significantly with satisfaction of work ($r = .27$, $p \leq .01$) and with supervision ($r = .32$, $p \leq .01$). Self-esteem measures and the satisfaction measures were not significantly related (Inkson, 1978). Performance

correlated only .09 with the questionnaire measure of self-esteem and .01 with the rating measure. The findings of this study are similar to the findings of the earlier study of Korman (1970) in that self-esteem exercised a significant effect on correlations between performance and intrinsic satisfaction, but not on correlations between performance and extrinsic satisfaction.

Seybolt, Pavett and Walker (1978) utilized a model of motivation and behavior similar to Brief (1976) to study turnover. This study was conducted in a 310-bed university hospital in Salt Lake City. A questionnaire was administered to 242 nurses, of which 20% were LPNs, to determine the attitudes of nurses toward their jobs. The purpose of this study was to study turnover rate in a practical and a theoretical manner, based on Vroom's (1964) expectancy theory. The expectancy theory suggests that an individual weighs the likelihood that the behavior or performance will enable him to reach his goal successfully. Another assumption of the theory is that an individual differs in terms of seeing the rationality of organizational behavior. The theory also explains how an individual's goals influence efforts to work toward the organization's goals.

Seybolt et al. (1978) included components of motivation, performance, reward, satisfaction, turnover,

role perceptions and mobility as the variables to be tested in the questionnaire. All of the variables were analyzed to compare those leaving the hospital with those staying with the hospital. The results of the study indicated that the leavers and stayers had some similarities and some differences. Leavers expressed lower needs satisfaction, use of one's abilities, satisfaction with supervisor, and satisfaction with freedom from tension. No differences were expressed about mobility from either the leavers or stayers. Motivation was the component that presented the most evidence for turnover.

The study of job satisfaction and turnover conducted by Mobley, Horner and Hollingsworth (1978) was based on a heuristic model. A questionnaire was used to collect survey data from 203 hospital employees, including technical, clerical and nursing services. The questionnaire was composed of items such as general job satisfaction and facet job satisfaction, intention to quit, thoughts of quitting, the perceived probability of finding another job and biographical information. Facet satisfaction was measured with the Job Description Index (JDI) (Smith, Kendall, & Hulin, 1969). Thinking of quitting was measured on a five-point, verbally scored scale ranging from never to constantly. Probability of finding an acceptable alternative was

measured on a five-point, verbally anchored scale ranging from unlikely to certain. Intention to search and intention to quit were measured on a five-point, verbally anchored scale from unlikely to certain.

Data were analyzed using the multiple regression technique. The findings were that there were significant coefficients from job satisfaction to thinking of quitting and intention to search, but not actual turnover. Intention to quit was preceded by the actual behavior to withdraw (Mobley et al., 1978).

Price and Mueller (1979) conducted a longitudinal study to develop a causal model of turnover. Eleven hundred and one nonsupervisory registered nurses were selected from seven hospitals in Iowa and Illinois. Data were collected through Price's Questionnaire Indices for the Determinants of Turnover and Absenteeism, the tool upon which the present research is based. Data collection consisted of a two-step process in which questionnaires were issued to the participants in 1976 and then in 1977. The hospitals were surveyed to determine who in the sample left voluntarily or involuntarily.

Price and Mueller (1979) utilized two statistical techniques to analyze the data. Based upon the assumption that job satisfaction influences intent to stay rather than

the other way around, they utilized Jöreskog and Sörbom's (cited by Price & Mueller, 1979) LISREL technique to estimate the reciprocal paths between job satisfaction and intent to stay. Multiple regression analysis and path analytic analysis were used to estimate the parameters of the entire model.

Results of the study indicated that intent to stay had the largest direct effect on turnover while opportunity was the second most important variable. It had both direct and indirect effects on turnover. The third largest direct and indirect effects were attributed to general training. These three variables accounted for 17% of the explained variance in turnover. The last variable to have a meaningful impact on turnover was kinship priority. The results indicated that it had a negative impact on turnover. The other variables--pay, routinization, instrumental communication, promotional opportunity, and participation--had no total effects but had small effects on turnover through the intervening variables job satisfaction and intent to stay.

Summary

The studies presented in this paper indicated that the components of job satisfaction are multifaceted. The framework for theories of motivation is derived from observation of work habits and the needs of the individual. Herzberg's

theory, the framework for this study, was significant in relationship to the impact it has on the needs of humans. Support of Herzberg's theory provided means for determining the needs of nurses and other employees by replicating Herzberg's study to validate that job satisfaction is dependent upon two sets of needs being fulfilled. Nonsupport stimulated further research because of criticism suggesting that the theory did not represent the complexity of human needs. Lastly, other studies were discussed that provided alternatives for exploring satisfaction in relationship to motivation and turnover.

CHAPTER 3

PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

This study was nonexperimental and explanatory in nature to provide explanations about factors which produce satisfaction or dissatisfaction among nurses. The level of satisfaction of nurses working in an inpatient county hospital setting was measured by responses on the Questionnaire Indices for Determinants of Turnover and Absenteeism (Price, 1980) (Appendix A).

Setting

The setting for this study was two large county hospitals that make up a district. The district is located in southeastern Texas in a large metropolitan area of approximately 2.9 million people. The two hospitals contain 1,114 beds and provide care for medical, surgical, obstetric, pediatric, trauma and psychiatric patients. Data were collected in an assigned room at each hospital by the investigator and an assistant.

Population and Sample

The target population from which the subjects were selected included approximately 532 registered nurses who

had completed the six weeks orientation period and were working full or part time in the two study agencies. All registered nurses who met the criteria were asked to participate in the study; thus total population sampling was used. The sample consisted of the registered nurses who completed and returned the questionnaire.

Protection of Human Rights

The following guidelines were adhered to so that the rights of the subjects were protected:

1. Agency approval was obtained from the district's two hospitals (Appendix B).
2. Individuals were told that participation in the study was on a voluntary basis and their participation or lack of participation would in no way influence their employment status at the hospitals.
3. All the subjects were requested in the instructions (Appendix A) not to place signatures or any identifying marks on the questionnaire. Each questionnaire was coded to allow for a follow-up study on the subjects who voluntarily leave the organization.
4. All findings are reported as group findings and are available to participants upon request.

Instrument

Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism was the instrument used to collect data in this nonexperimental explanatory study. Price's rationale for developing this questionnaire was that different models vary greatly in the variables they emphasize. Variables deemed of major importance in one model are not cited in other studies because multiple research traditions exist, each largely ignoring the findings of the other. This lack of inclusiveness has made it impossible to assess accurately the relative importance of various determinants of turnover rate. To alleviate this confusion, Price (1977) systematized turnover literature to provide a summary of research findings on the determinants of turnover. These findings provided investigators the opportunity to become aware of generalizations which may be drawn from past research. In addition to the generalizations, Price derived a causal model, based on his review of the literature, which depicts how determinants operate to produce turnover.

A review of Price's (1980) questionnaire revealed that it is composed of 53 Likert-type items. These items are divided into categorical components which include opportunity, fringe benefits, rewards, distributive justice,

promotional opportunity, formalization, standardization, professionalism, traditionalism, kinship priority, community participation, general training and demographic data. A pilot study was conducted in which the items were evaluated. A factor analysis using Rao's factoring method with Varimax rotation was used to check the validity of the items and for selection of the items used in the indices. Only items with loadings of approximately .40 or larger were used for any given index. These items were summed to form composite categories. To determine reliability of each multiple item measure, Cronbach's alpha reliability coefficient was computed. Results indicated that none of the reliabilities fell below .70 and the average was .83 (Price & Mueller, 1979).

For the purpose of this study the questionnaire was used as developed by Price except the items listed under pay and local kin were placed under the categorical component, demographic data. The items for the dependent variable job satisfaction were scored using a Likert-type scale. The 5-point Likert-type scales were scored using five answers. "Strongly agree" was scored 5 and "strongly disagree" was scored 1. "Agree" was scored 4 and "disagree" was scored 2. "Neither agree nor disagree" was scored 3. Similar Likert-type scales were used for the

independent variables. The minimum and maximum scores for each category are found in Appendix C.

Data Collection

Collection of data commenced after approval of Texas Woman's University and the study agency's two hospitals. The questionnaire and description of the study were issued to each participant by the investigator or assistant at specially called meetings at each hospital to allow the subjects to participate. The subjects were allotted one hour to complete the questionnaire although generally it only took 30 to 40 minutes. Immediately upon completion of the questionnaire, the majority of the participants returned the questionnaires to a box located on the desk in the data collection room. The others returned their questionnaires on the next day.

Treatment of Data

Frequency distribution, ranges and appropriate measures of central tendency were used to describe the sample. This statistical analysis summarizes the characteristics of the data so that interpretation and conclusions can be drawn (Fox, 1976). Multiple regression was used to determine the relationship between the 16 independent variables and the dependent variable, job satisfaction. Multiple regression

analysis predicts the criterion variable from the knowledge of several predictor variables and explains the relationship between the dependent and independent variables (Fox, 1976).

Summary

This research study was conducted to provide more information on job satisfaction/dissatisfaction. For investigation purposes, the Questionnaire Indices for the Determinants of Turnover and Absenteeism was issued to registered nurses working in a county hospital system. The total number of respondents was 253. Results of data analysis are presented in the next chapter.

CHAPTER 4

DATA ANALYSIS

This nonexperimental explanatory study was conducted to provide explanations about factors which produce job satisfaction or dissatisfaction among registered nurses in a county hospital system. The level of job satisfaction was measured by Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism. This chapter presents the analysis of collected data from the 253 returned questionnaires.

Description of the Sample

Questionnaires were issued to 282 registered nurses of which 253 (89.7%) were returned and analyzed. Of the 253 respondents, 251 (99%) were female and 2 (1%) were male. Table 1 presents a summary of frequency distributions for the variables age, marital status, children, relatives, and inlaws. The age range was from 22-61 years with a mean age of 33 years. The majority of the participants (141 or 55.7%) were married. Of the participants who had children, 49 had one child or more under 6 years, 40 had one child or more between the ages of 6-17 years, and 24 had children between 18-21 years.

Table 1

Frequency Distribution and Percentages on the Variables
Age, Marital Status, Children, Relatives, and Inlaws
of 253 Registered Nurses Who Participated in a
Job Satisfaction Study

| Variables | Number | Percent |
|---------------------------------|-----------|-------------|
| <u>Age (Years)</u> | | |
| 22-29 | 79 | 31.0 |
| 30-37 | 86 | 34.0 |
| 38-45 | 47 | 17.1 |
| 46-61 | 17 | 6.8 |
| No response | <u>28</u> | <u>11.1</u> |
| Total | 253 | 100.0 |
| <u>Marital Status</u> | | |
| Married | 141 | 55.7 |
| Single | 57 | 22.5 |
| Widowed | 7 | 2.8 |
| Divorced | 31 | 12.3 |
| Separated | 16 | 6.3 |
| No response | <u>1</u> | <u>0.4</u> |
| Total | 253 | 100.0 |
| <u>Children Under Six Years</u> | | |
| 0 | 135 | 54.0 |
| 1 | 49 | 19.0 |
| 2 or more | 31 | 12.0 |
| Does not apply | 37 | 14.6 |
| No response | <u>1</u> | <u>0.4</u> |
| Total | 253 | 100.0 |
| <u>Teen--6-17 years</u> | | |
| 0 | 120 | 47.4 |
| 1 | 40 | 15.8 |
| 2 or more | 49 | 19.4 |
| Does not apply | 43 | 17.0 |
| No response | <u>1</u> | <u>0.4</u> |
| Total | 253 | 100.0 |

Table 1 (Continued)

| Variables | Number | Percent |
|--|----------|------------|
| <u>Youth--18-21 Years</u> | | |
| 0 | 151 | 59.7 |
| 1 | 24 | 9.5 |
| 2 or more | 18 | 7.1 |
| Does not apply | 58 | 22.9 |
| No response | <u>2</u> | <u>0.8</u> |
| Total | 253 | 100.0 |
| <u>Relatives Within a 50 Mile Radius</u> | | |
| 0 | 112 | 44.3 |
| 1 | 32 | 12.6 |
| 2 or more | 28 | 11.1 |
| 3 or more | 80 | 31.6 |
| No response | <u>1</u> | <u>0.4</u> |
| Total | 253 | 100.0 |
| <u>Inlaws Within a 50 Mile Radius</u> | | |
| 0 | 95 | 37.5 |
| 1 | 20 | 7.9 |
| 2 | 19 | 7.5 |
| 3 or more | 53 | 20.9 |
| Does not apply | 63 | 25.0 |
| No response | <u>3</u> | <u>1.2</u> |
| Total | 253 | 100.0 |

Data concerning the respondents' relatives living within a 50 mile radius indicated that 112 (44.3%) had no relatives while 80 (31.6%) had three or more relatives. Responses to the question, inlaws within a 50 mile radius, indicated that 95 (37.5%) had no inlaws in this radius while 63 (25.0%) stated that the question did not apply to

them. Fifty-three (20.9%) had three or more inlaws within a 50 mile radius.

Two hundred thirty-seven (93.7%) of the nurses worked full time and 15 (5.9%) worked part time. Fifty-three (21%) of the participants have been registered nurses for over 10 years and 103 (41.0%) had been employed in their present position from one to three years (see Table 2).

Table 2

Employment Status, Years in Practice and Time in Present Capacity of 253 Registered Nurses Who Participated in a Job Satisfaction Study

| Variable | Number | Percent |
|---------------------------------|-----------|-------------|
| <u>Employment Status</u> | | |
| Full time | 237 | 93.7 |
| Part time | 15 | 5.9 |
| No response | <u>1</u> | <u>0.4</u> |
| Total | 253 | 100.0 |
| <u>Years in Practice</u> | | |
| Less than 1 year | 34 | 13.4 |
| 1-3 years | 53 | 21.0 |
| 4-5 years | 42 | 16.6 |
| 6-10 years | 71 | 28.0 |
| Over 10 years | <u>53</u> | <u>21.0</u> |
| Total | 253 | 100.0 |
| <u>Time in Present Capacity</u> | | |
| Less than 1 year | 79 | 31.0 |
| 1-3 years | 103 | 41.0 |
| 4-5 years | 37 | 14.6 |
| 6-10 years | 19 | 7.5 |
| Over 10 years | 14 | 5.5 |
| No response | <u>1</u> | <u>0.4</u> |
| Total | 253 | 100.0 |

Findings

This study was conducted to examine two questions. Data related to the first question, what is the level of job satisfaction of nurses in a county hospital system, indicated that the majority of the nurses (173 or 68.6%) experienced job satisfaction. Seventy-three (28.6%) were neutral whereas 7 (2.8%) experienced no satisfaction (Table 3). Job satisfaction scores ranged from 8 to 40 with a mean of 30 and a mode of 32.

Table 3

Job Satisfaction Scores of 253 Registered Nurses Who Participated in a Job Satisfaction Study

| Job Satisfaction Scores | | Cases | Percent |
|-------------------------|-------|------------|-------------|
| No satisfaction | 8-19 | 7 | 2.8 |
| Neutral | 20-28 | 73 | 28.6 |
| Satisfaction | 29-40 | <u>173</u> | <u>68.6</u> |
| Total | | 253 | 100.0 |

Multiple regression was used to analyze the second question, what is the relationship between the 16 independent variables and the dependent variable job satisfaction. In analyzing the data, zero order correlation coefficients indicated that 7 of the 16 independent variables were

highly correlated with at least one other independent variable. Commitment was correlated with participation, distributive justice, promotional opportunity and standardization. Participation was correlated with instrumentation and distributive justice while fringe benefits was significantly related to distributive justice. The variable, distributive justice, was significantly correlated with promotional opportunity (Appendix D).

Stepwise multiple regression was used to determine which independent variables contributed to job satisfaction. Multiple regression is a statistical technique that removes the inflationary relationship between multiple independent variables while accounting for the variance contributed by each independent variable to the dependent variable. Each variable was entered into the regression equation based on the zero order correlation coefficients with the analysis with the highest correlation being entered first. Of the 16 variables, commitment, professionalism, promotional opportunity, participation and community participation were significantly related to job satisfaction (Table 4). The multiple R was .60 ($F = 27.94$, $p = .01$) with a standard error of 3.90. Therefore, 36% of the variance in job satisfaction is accounted for by the five independent variables that were significantly correlated to predict

job satisfaction. A prediction equation was formulated as follows:

$$\begin{aligned} \text{Job Satisfaction} = & \text{professionalism (.30)} + \text{commitment} \\ & (.24) + \text{promotional opportunity} \\ & (.18) + \text{participation (.17)} + \\ & \text{community participation (.13)} + \\ & \text{constant (.36)} \end{aligned}$$

This equation allows for the prediction of job satisfaction by totaling scores in the categories of professionalism, commitment, promotional opportunity, participation, community participation, and the constant of each participant.

Table 4

Variables Highly Correlated with Job Satisfaction for 253
Registered Nurses Who Participated in a
Job Satisfaction Study

| Variables | Multiple <u>R</u> | <u>R</u> Square | <u>R</u> Square Change | Beta |
|-------------------------|-------------------|-----------------|---------------------------|------|
| Commitment | .445 | .198 | .198 | .21 |
| Professionalism | .510 | .260 | .061 | .23 |
| Promotional Opportunity | .571 | .326 | .066 | .21 |
| Participation | .589 | .347 | .020 | .12 |
| Community Participation | .601 | .361 | .013 | .11 |

Summary of Findings

The study sample represented 89.7% of the 282 registered nurses who were issued questionnaires. The majority of the respondents were female nurses in their early 30s who were married and had children. Most of the nurses were full time employees who had been working for the hospital district from one to three years.

The scores for the majority of the nurses indicated that they experienced job satisfaction. It was further determined that professionalism, commitment, promotional opportunity, participation and community participation were the variables that most significantly contributed to job satisfaction. Seven of the variables, commitment, participation, fringe benefits, distributive justice, instrumentation, promotional opportunity, and standardization, were highly correlated with at least one other independent variable.

CHAPTER 5

SUMMARY OF THE STUDY

This study was conducted to determine the relationship between the 16 independent variables and the dependent variable, job satisfaction, and to determine the level of job satisfaction of nurses in a county hospital system. Data were collected using questionnaires to elicit responses from the registered nurses. This chapter presents a summary of the study, a discussion of the findings, conclusions, implications and recommendations for further study.

Summary

The target population for this study consisted of 532 registered nurses employed in two county hospitals which comprise a system. Two hundred and eighty-two nurses volunteered to participate in the study of which 253 (89.7%) returned the questionnaire. Price's (1980) Questionnaire Indices for the Determinants of Turnover and Absenteeism was utilized for data collection. The questionnaire contained 53 Likert-type questions and was issued to subjects at specially called meetings.

Measures of central tendency, ranges and frequencies were used to present the demographic data. Zero order correlations were computed to determine the relationship between the independent variables as well as between the independent variables and the dependent variable. These correlations were then used to determine the order for entering the variables in a stepwise multiple regression equation.

Discussion of Findings

This study, like other studies of job satisfaction of nurses, revealed that there were definite factors that contributed to job satisfaction. Five factors emerged in this study that were significantly related to job satisfaction of which only two correspond to those found by Price and Mueller (1981) (Table 5).

White and Maguire (1973) investigated factors that hospital nursing supervisors consistently described as leading to feelings of job satisfaction. The findings indicated that supervisors experienced feelings of job satisfaction related to the opportunity for creative, challenging work which is classified by Herzberg as a motivator. Promotional opportunity, a factor similar to that identified by White and Maguire (1973), was significant in contributing to job satisfaction in this study.

Table 5

Comparison of Variables Highly Correlated to Job Satisfaction
in Price and Mueller's (1981) Study and 253 Registered
Nurses in a County Hospital System

| Present Study | Beta | Price and Mueller (1981) Study | Beta |
|-------------------------|-------|-----------------------------------|--------|
| Professionalism | .23 | Opportunity | .08*** |
| Commitment | .21** | Routinization | .31*** |
| Promotional Opportunity | .21** | Promotional Opportunity | .17* |
| Participation | .12 | Participation | .12*** |
| Community Participation | .11 | Amount of Time Worked | .11* |
| | | Instrumental Communication | .17*** |
| | | Kinship Priority | .08* |

* $p < .05$

** $p < .01$

*** $p < .001$

Everly and Falcione (1976) measured the importance of job satisfaction in 144 registered nurses and found that four meaningful factors were related to job satisfaction. These factors, relationship orientation, internal work reward, external work reward and administrative policies, are similar to professionalism, promotional opportunity and participation which were factors highly correlated with job satisfaction in the present study.

Herzberg (1966) in his motivational theory, stated that motivators produce high levels of motivation and influence job satisfaction. This study supports the theory as indicated by the level of job satisfaction experienced by the nurses. Factors that Herzberg (1966) classified as hygiene factors are policy administration, technical supervision, interpersonal relations with supervisors and subordinates, salary, job security, personal life and work situations. Herzberg claimed that these factors do not contribute to job satisfaction but they prevent dissatisfaction. These factors are similar to opportunity, routinization, instrumentation, fringe benefits and training which were determined in this study as not having any influence on job satisfaction.

Conclusions

Based on the findings of this study the following conclusions are presented.

1. Job satisfaction scores indicate that the majority (68.6%) of the nurses experience job satisfaction.
2. Professionalism has the greatest influence on job satisfaction.
3. Professionalism, commitment, promotional opportunity, participation and community participation account for 36% of the variance in job satisfaction.

4. The majority, i.e., 9 of the 16 independent variables, are not significantly related to each other.
5. Job satisfaction can be predicted using this equation:
professionalism (.30) + commitment (.24) + promotional opportunity (.18) + participation (.17) + community participation (.13) + constant (.36).

Implications

The following implications are based on the conclusions of this study:

1. Administrators of this county hospital system should focus on professionalism, commitment, promotional opportunity, participation, and community participation as motivational factors to improve job satisfaction.
2. Administrators should also be made aware that while the factors, e.g., opportunity, routinization, instrumentation, fringe benefits and training, do not influence job satisfaction they do produce dissatisfaction if absent from the environment.

Producing and maintaining an environment that generates job satisfaction challenges administrators to seek factors which enhance the job and work environment so nurses are satisfied. Satisfied nurses may remain on the job; thereby the effects may have psychological as well as economic

advantages because registered nurses are prerequisites for the delivery of patient care.

Recommendations for Further Study

The following recommendations are based on the findings of this study.

1. A follow-up study should be conducted to determine the relationship between job satisfaction, intent to stay and turnover rate among nurses.
2. Further research using this instrument with nurses in similar county hospitals should be conducted.
3. The relationship between job satisfaction and the demographic variables should be determined.
4. A study related to job dissatisfaction characteristics should be conducted.

APPENDIX A

QUESTIONNAIRE PACKET

ORAL DESCRIPTION OF STUDY

1. The purpose of this study is to obtain information about factors that lead to job satisfaction and/or dissatisfaction. The investigator is Mary Holt-Ashley, R.N. The data collection procedure is as follows:
 1. Each participant will receive a questionnaire booklet and a pencil to answer statements that represent possible feelings about the organization for which he/she works.
 2. It will take approximately 20-30 minutes to answer the questionnaire and it is important that each item be answered.
 3. Upon completion of the questionnaire the participant will return the questionnaire to the investigator.
2. Possible risk in the study
 1. Improper release of data.
 2. Loss of confidentiality of subjects.
3. Potential benefits to yourself and others
 1. Providing information about factors in your work environment that produce job satisfaction and/or dissatisfaction that can assist hospital administration in designing strategies to enhance the environment.
 2. Sharing information that can be used to expand knowledge in enhancing the working environment in similar institutions.
4. All questions regarding this study will be answered by the investigator. Participation in the study is totally voluntary and in no way will affect your employment status. The questionnaires will be coded and the code list will be kept in a file in the hospital district's Nurse Recruiter's office to be used in a follow-up study on subjects who voluntarily leave the organization.
5. Return of this questionnaire implies your consent to participate in the study.

QUESTIONNAIRE INDICES FOR THE DETERMINANTS
OF TURNOVER AND ABSENTEEISM

The purpose of this study is to obtain information about factors that lead to job satisfaction and/or dissatisfaction. Providing information about factors in your work environment that produce job satisfaction and/or dissatisfaction can assist hospital administration in designing strategies to enhance the environment. Also, sharing information that can be used to expand knowledge in enhancing the working environment in similar institutions could be of benefit to you and others.

Each of you has received a questionnaire packet and a pencil to answer statements that represent possible feelings about the organization for which you work. It will take approximately 20 to 30 minutes to answer the questionnaire and it is important that each item be answered. The questionnaires are coded and the code list will be kept in a file in the hospital district's Nurse Recruiter's office to be used in a follow-up study on subjects who voluntarily leave the organization. Please do not write your names or make any other identifying marks on the questionnaires. When you have finished marking the answers, you should return the questionnaire to me. Return of this questionnaire implies your consent to participate in the study.

Directions pertinent to each category are found throughout the questionnaire. There are no time constraints on this test, so please turn the page and begin.

QUESTIONNAIRE INDICES FOR THE DETERMINANTS
OF TURNOVER AND ABSENTEEISM

Demographic Data

1. Please answer the following questions. Circle or check only one answer:

A. What is your age? _____

B. What is your current position?

- a. Staff nurse
- b. Assistant head nurse
- c. Head nurse
- d. Supervisor
- e. Expanded role
- f. Instructor
- g. Assistant director
- h. Director

C. What area are you working in?

- a. Surgery service
- b. Medicine service
- c. Pediatric service
- d. Operative service
- e. Rehabilitation service
- f. Trauma service
- g. Obstetric service
- h. Pulmonary service

D. What is the total length of time you have been a registered nurse?

- a. Less than 1 year
- b. 1-3 years
- c. 4-5 years
- d. 6-10 years
- e. over 10 years

E. How long have you been working in your present capacity?

- a. Less than 1 year
- b. 1-3 years
- c. 4-5 years
- d. 6-10 years
- e. over 10 years

F. Are you working full-time or part-time?

- a. Full-time
- b. Part-time

G. Roughly, what is your total yearly income from your job before taxes and other deductions are made?

- ☐ Less than \$3,000
- ☐ \$3,000 to \$4,999
- ☐ \$5,000 to \$6,999
- ☐ \$7,000 to \$8,999
- ☐ \$9,000 to \$10,999
- ☐ \$11,000 to \$12,999
- ☐ \$13,000 to \$14,999
- ☐ \$15,000 to \$18,999
- ☐ \$19,000 to \$22,999
- ☐ \$23,000 to \$26,999
- ☐ \$27,000 to \$30,999
- ☐ \$31,000 or over

2. Are you married and living with your husband?

- ☐ Yes
- ☐ No

3. What is your present marital status?

- ☐ Married
- ☐ Widowed
- ☐ Divorced
- ☐ Separated
- ☐ Never been married

4. How many children under 6 years of age live either with you or with you and your husband?

- ☐ Zero
- ☐ One
- ☐ Two or more (how many? _____)
- ☐ Does not apply

5. How many children between 6 and 17 years of age live either with you or with you and your husband?

- ☐ Zero
- ☐ One
- ☐ Two or more (how many? _____)
- ☐ Does not apply

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6. How many children between 18 and 21 years of age do either you or you and your husband have?
- () Zero
 () One
 () Two or more (how many? _____)
 () Does not apply
7. How many of your relatives (parents, brothers, and sisters) live within 50 miles from where you live?
- () Zero
 () One
 () Two
 () Three or more (how many? _____)
8. How many of your husband's relatives (if you're a man, your wife's relatives) live within 50 miles from where you live?
- () Zero
 () One
 () Two
 () Three or more (how many? _____)
 () Does not apply

Commitment

9. Listed below are a series of statements that represent possible feelings that individuals might have about the organization for which they work. With respect to your own feelings about the hospital for which you are now working, please indicate the degree of your agreement or disagreement with each statement by checking one of the five alternatives for each statement.

| | Strongly <u>Agree</u> | Agree | Neither Agree nor <u>Disagree</u> | Disagree | Strongly <u>Disagree</u> |
|--|--------------------------|-------|---|----------|-----------------------------|
| A. I am willing to put in a great deal of effort beyond that normally expected in order to help this hospital be successful. | () | () | () | () | () |
| B. I feel very little loyalty to this hospital. | () | () | () | () | () |

| | <u>Strongly</u> <u>Agree</u> | <u>Agree</u> | <u>Neither</u> <u>Agree Nor</u> <u>Disagree</u> | <u>Disagree</u> | <u>Strongly</u> <u>Disagree</u> |
|--|---------------------------------|--------------|---|-----------------|------------------------------------|
| C. I would accept almost any type of job assignment in order to keep working for this hospital. () | () | () | () | () | () |
| D. I find that my values and the hospital's values are very similar. () | () | () | () | () | () |
| E. I could just as well be working for a different hospital as long as the type of work were similar. () | () | () | () | () | () |
| F. This hospital really inspires the very best in me in the way of job performance. () | () | () | () | () | () |
| G. It would take very little change in my present circumstances to cause me to leave this hospital. () | () | () | () | () | () |
| H. There's not too much to be gained by sticking with this hospital indefinitely. () | () | () | () | () | () |
| I. Often, I find it difficult to agree with this hospital's policies on important matters relating to its employees. () | () | () | () | () | () |
| J. I really care about the fate of this hospital. () | () | () | () | () | () |

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10. How much do you agree or disagree with each of the following statements about your job? (Check one for each statement)

| <u>Statements</u> | <u>Strongly</u> <u>Agree</u> | <u>Agree</u> | <u>Neither</u> <u>Agree Nor</u> <u>Disagree</u> | <u>Disagree</u> | <u>Strongly</u> <u>Disagree</u> |
|---|---------------------------------|--------------|---|-----------------|------------------------------------|
| A. I find real enjoyment in my job. | () | () | () | () | () |
| B. I consider my job rather unpleasant. | () | () | () | () | () |
| C. I like my job better than the average worker does, | () | () | () | () | () |
| D. I am often bored with my job. | () | () | () | () | () |
| E. I am fairly well satisfied with my job. | () | () | () | () | () |
| F. I definitely dislike my job. | () | () | () | () | () |
| G. Each day on my job seems like it will never end. | () | () | () | () | () |
| H. Most days I am enthusiastic about my job. | () | () | () | () | () |

Opportunity

11. How easy would it be for you to find a job with another employer that is as good as the one you now have?

() Very easy
 () Quite easy
 () Fairly easy
 () Not quite so easy
 () Not easy at all

12. How easy would it be for you to find a job with another employer that is better than the one you now have?

() Very easy
 () Quite easy
 () Fairly easy
 () Not quite so easy
 () Not easy at all

13. How easy would it be for you to find a job with another employer that is considerably better than the one you now have?
- ☐ Very easy
 - ☐ Quite easy
 - ☐ Fairly easy
 - ☐ Not quite so easy
 - ☐ Not easy at all
14. How would you describe the number of available jobs, with all types of employers, for a person with your qualifications?
- ☐ A great many
 - ☐ Quite a few
 - ☐ A moderate number
 - ☐ Few
 - ☐ Very few
15. Which of the following statements, in your view, best describes the job market for a person with your qualifications?
- ☐ There are more job vacancies than applicants
 - ☐ There are more applicants than job vacancies

Routinization

16. How much variety is there in the activities that make up your job?
- ☐ A very great variety
 - ☐ A great variety
 - ☐ A moderate variety
 - ☐ Some variety
 - ☐ Little or no variety
17. To what extent do you do the same job in the same way every day?
- ☐ Almost totally the same every day
 - ☐ Very much the same
 - ☐ Moderately the same
 - ☐ Somewhat the same
 - ☐ Almost totally different every day
18. To what extent are the activities that make up your job routine?
- ☐ Very routine
 - ☐ Quite routine
 - ☐ Moderately routine
 - ☐ Somewhat routine
 - ☐ Little or no routine

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19. How much repetitiveness is there in the activities that make up your job?
- ☐ () A very great deal
 - ☐ () A great deal
 - ☐ () A moderate amount
 - ☐ () Some
 - ☐ () Little or none
20. How much uncertainty is there in your job?
- ☐ () A great deal—I almost never am sure what is going to happen
 - ☐ () Quite a lot
 - ☐ () Moderate uncertainty
 - ☐ () Some
 - ☐ () Very little—I almost always know what is going to happen

Participation

21. How much freedom does your job allow you as to how you do your work?
- ☐ () A very great deal
 - ☐ () A great deal
 - ☐ () A moderate amount
 - ☐ () Some
 - ☐ () Little or none
22. How much does your job allow you to make a lot of decisions on your own?
- ☐ () A very great deal
 - ☐ () A great deal
 - ☐ () A moderate amount
 - ☐ () Some
 - ☐ () Little or None
23. How much does your job allow you to take part in making decisions that affect you?
- ☐ () A very great deal
 - ☐ () A great deal
 - ☐ () A moderate amount
 - ☐ () Some
 - ☐ () Little or none
24. How much is your job one where you have a lot of say over what happens on your job?
- ☐ () A very great deal
 - ☐ () A great deal
 - ☐ () A moderate amount
 - ☐ () Some
 - ☐ () Little or none

25. How often does your job require that you meet or check with other people in the hospital before you do something?

- ☐ Very often
- ☐ Quite often
- ☐ Sometimes
- ☐ Rarely
- ☐ Not at all

Instrumental Communication

26. How well informed are you about each of the following aspects of your job in the hospital? (Check one for each aspect)

| <u>Aspect</u> | <u>Very Well Informed</u> | <u>Quite Well Informed</u> | <u>Fairly Well Informed</u> | <u>Somewhat Informed</u> | <u>Hardly at all Informed</u> |
|--|-----------------------------------|------------------------------------|-------------------------------------|------------------------------|---------------------------------------|
| A. What is to be done | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Policies and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Priority of work to be done | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. How well the job is done | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Technical knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Nature of equipment used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G. How you are supposed to do on the job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Rules and regulations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Integration

27. What would you say about the atmosphere in your immediate work group in terms of friendliness? (Your immediate work group consists of the people you see most often while at work.)

- ☐ Very friendly
- ☐ Quite friendly
- ☐ Not too friendly
- ☐ Very unfriendly

28. To what extent do individuals in your immediate work group help you find ways to do a better job?

- ☐ All of the time
- ☐ Quite often
- ☐ Not too often
- ☐ Never

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29. To what extent do you discuss personal problems with individuals in your immediate work group?
- ☐ All of the time
 - ☐ Quite often
 - ☐ Not too often
 - ☐ Never
30. How often do you take coffee breaks with individuals in your immediate work group?
- ☐ About once a day
 - ☐ About every other day
 - ☐ Once a week
 - ☐ Several times a month
 - ☐ Hardly ever
31. How often do you eat lunch with individuals in your immediate work group?
- ☐ Every day
 - ☐ About every other day
 - ☐ Once a week
 - ☐ Several times a month
 - ☐ Hardly ever
32. How often do you see individuals in your immediate work group socially outside of work?
- ☐ Almost every day
 - ☐ Roughly between two and six times a week
 - ☐ About once a week
 - ☐ About every other week
 - ☐ About once a month
 - ☐ Less than once a month
33. Compared to other hospitals with which you are familiar, how adequate are the fringe benefits provided for you by your hospital? (Examples of fringe benefits are the pension plan, health insurance, life insurance, paid vacations, and paid holidays.)
- ☐ Very adequate
 - ☐ Quite adequate
 - ☐ Moderately adequate
 - ☐ Quite inadequate
 - ☐ Very inadequate
 - ☐ Don't know

34. Compared to other nonhospital employers with which you are familiar, how adequate are the fringe benefits provided for you by your hospital?
- ☐ Very adequate
 - ☐ Quite adequate
 - ☐ Moderately adequate
 - ☐ Quite inadequate
 - ☐ Very inadequate
 - ☐ Don't know

Distribution Justice

35. When compared to other employees in your immediate work group, how do you rate the fairness with which you have been treated by your hospital in the distribution of the following rewards? (Rewards are fairly distributed if they are related to effort, training, and experience: the more effort, training, and experience, the more rewards there should be.)

| <u>Type of Reward</u> | <u>Very Fair</u> | <u>Quite Fair</u> | <u>Some Fairness</u> | <u>Little Fairness</u> | <u>No Fairness</u> |
|--|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|
| A. Amount of money directly received. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. Fringe benefits. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. Promotion to better jobs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. Recognition (such as being singled out for praise by a supervisor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E. Access to physical facilities (such as having a good office or work location) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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36. When compared to other employees in the hospital where you work, how do you rate the fairness with which you have been treated by your hospital in the distribution of the following rewards.

| <u>Types of Reward</u> | <u>Very Fair</u> | <u>Quite Fair</u> | <u>Some Fairness</u> | <u>Little Fairness</u> | <u>No Fairness</u> |
|--|------------------|-------------------|----------------------|------------------------|--------------------|
| A. Amount of money directly received. | () | () | () | () | () |
| B. Fringe benefits. | () | () | () | () | () |
| C. Promotions to better jobs. | () | () | () | () | () |
| D. Recognition (such as being singled out for praise by a supervisor) | () | () | () | () | () |
| E. Access to physical facilities (such as having a good office or work location) | () | () | () | () | () |

Promotional Opportunity

37. How much do you agree or disagree with each of the following statements about promotional opportunities for a person with your qualifications somewhere in the hospital? (Check one for each statement.)

| <u>Statement</u> | <u>Strongly Agree</u> | <u>Agree</u> | <u>Neither Agree Nor Disagree</u> | <u>Disagree</u> | <u>Strongly Disagree</u> |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| A. There is little chance to get ahead. | () | () | () | () | () |
| B. Promotions are regular. | () | () | () | () | () |
| C. Promotions are infrequent. | () | () | () | () | () |
| D. There is an opportunity for advancement. | () | () | () | () | () |
| E. I'm in a dead-end job. | () | () | () | () | () |
| F. There is a very good opportunity for advancement. | () | () | () | () | () |

| <u>Statement</u> | <u>Strongly</u> | | <u>Neither</u> | | <u>Strongly</u> |
|---|-----------------|--------------|-----------------|-----------------|-----------------|
| | <u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Disagree</u> | <u>Disagree</u> |
| G. Promotions are very rare. | () | () | () | () | () |
| H. There is a good chance to get ahead. | () | () | () | () | () |

Formalization

38. Organizations differ considerably by the extent to which they make use of written forms of communications. In some organizations keeping written records is very much stressed; these organizations are quite "formal" in their operation. Other organizations operate with considerably less emphasis on written records and are thus more "informal." Compared to other hospitals with which you are familiar, how would you rate the extent to which your hospital generally makes use of written forms of communication?

- () A very great deal - everything must be written down
- () A great deal
- () A moderate amount
- () Some
- () Little or none—few things must be written down

39. Compared to other non-hospital employers with which you are familiar, how would you rate the extent to which your hospital generally makes use of written forms of communication?

- () A very great deal—everything must be written down
- () A great deal
- () A moderate amount
- () Some
- () Little or none—few things must be written down

Standardization

40. How would you rate the extent to which the following statements are true of your hospital?

| | More | Neither | More | |
|-------------|--------------|--------------|-------------|--------------|
| | True | True | False | |
| Definitely | Than | Nor | Than | Definitely |
| <u>True</u> | <u>False</u> | <u>False</u> | <u>True</u> | <u>False</u> |

A. Whatever situation arises, there are standard operating procedures to follow in dealing with it.

- () () () () ()

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| | Definitely <u>True</u> | More True Than <u>False</u> | Neither True Nor <u>False</u> | More False Than <u>True</u> | Definitely <u>False</u> |
|---|---------------------------|--------------------------------------|--|--------------------------------------|----------------------------|
| B. Going through proper channels is constantly stressed. | () | () | () | () | () |
| C. Standard operating procedures are to be followed at all times. | () | () | () | () | () |
| D. There are rules and regulations for everything. | () | () | () | () | () |
| E. The same procedures are to be followed in most situations. | () | () | () | () | () |
| F. The same steps must be followed in processing every piece of work. | () | () | () | () | () |

Professionalism

41. How much do you agree or disagree with each of the following statements about how you view your job? (Check one for each statement.)

| <u>Statements</u> | <u>Strongly</u> <u>Agree</u> | <u>Agree</u> | Neither Agree Nor <u>Disagree</u> | <u>Disagree</u> | <u>Strongly</u> <u>Disagree</u> |
|--|---------------------------------|--------------|---|-----------------|------------------------------------|
| A. How well I perform my job is extremely important to me. | () | () | () | () | () |
| B. Old ideas about craftsmanship are no longer possible to follow in most modern jobs. | () | () | () | () | () |
| C. You can measure a person pretty well by how good a job he does. | () | () | () | () | () |
| D. A person can be too concerned with doing a job just right. | () | () | () | () | () |

| <u>Statements</u> | <u>Strongly</u> <u>Agree</u> | <u>Agree</u> | <u>Neither</u> <u>Agree Nor</u> <u>Disagree</u> | <u>Disagree</u> | <u>Strongly</u> <u>Disagree</u> |
|--|---------------------------------|--------------|---|-----------------|------------------------------------|
| E. I'm really a perfectionist about my job. | () | () | () | () | () |
| F. I don't feel particularly annoyed when other people do poor quality work. | () | () | () | () | () |
| G. Sloppy work makes me very angry. | () | () | () | () | () |
| H. I get little enjoyment out of constantly trying to do a job better and better and better. | () | () | () | () | () |

Traditionalism

42. Individuals differ greatly by their ideas toward change with respect to social relations and ideas. We'd like to know your ideas about social change. Please indicate the extent of your agreement or disagreement with the following statements about social change.

| <u>Statements</u> | <u>Strongly</u> <u>Agree</u> | <u>Agree</u> | <u>Neither</u> <u>Agree Nor</u> <u>Disagree</u> | <u>Disagree</u> | <u>Strongly</u> <u>Disagree</u> |
|---|---------------------------------|--------------|---|-----------------|------------------------------------|
| A. Social change is generally more helpful than harmful. | () | () | () | () | () |
| B. Those who propose social changes should have very good reasons for their proposals. | () | () | () | () | () |
| C. Past experience provides few, if any, guides to deal with the problems of modern life. | () | () | () | () | () |
| D. There is too much social change in our society at the present time. | () | () | () | () | () |

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| <u>Statements</u> | <u>Strongly</u> <u>Agree</u> | <u>Agree</u> | <u>Neither</u> <u>Agree Nor</u> <u>Disagree</u> | <u>Disagree</u> | <u>Strongly</u> <u>Disagree</u> |
|---|---------------------------------|--------------|---|-----------------|------------------------------------|
| E. The speed of social change in our society needs to be increased. | () | () | () | () | () |
| F. The individuals who promote social change are generally the more radical and less responsible elements of our society. | () | () | () | () | () |
| G. Major changes are needed in the basic features of our society. | () | () | () | () | () |
| H. Present leaders of our society don't, as a rule, measure up to our past leaders. | () | () | () | () | () |
| I. Social change is neither good nor bad; it all depends on what changes and who benefits. | () | () | () | () | () |
| J. As a rule, it's best to let problems work themselves out. | () | () | () | () | () |

Kinship Priority

43. Individuals differ greatly by the importance they believe should be assigned to marriage and family obligations. Some individuals believe that top priority should be assigned to marriage and family obligations, whereas other individuals, for equal honorable reasons, believe that somewhat less importance should be assigned to these obligations. Please indicate how well the following statements describe the importance you believe should be assigned toward duties as a wife or husband and duties as a mother or father. (Please answer this question even if you aren't a wife/husband or a mother/father.)

| <u>Statements</u> | <u>Strongly</u> <u>Agree</u> | <u>Agree</u> | <u>Neither</u> <u>Agree Nor</u> <u>Disagree</u> | <u>Disagree</u> | <u>Strongly</u> <u>Disagree</u> |
|--|---------------------------------|--------------|---|-----------------|------------------------------------|
| A. If a choice must be made, the duties of a wife or husband should have priority over job responsibilities. | () | () | () | () | () |
| B. If a choice must be made, job responsibilities should have priorities over duties of a father or mother. | () | () | () | () | () |
| C. As a rule, obligations as a wife or husband should be assigned more importance than being a good citizen in the community. | () | () | () | () | () |
| D. As a rule, the importance of being a good citizen in the community should be assigned more importance than obligations as a mother or father. | () | () | () | () | () |
| E. Duties as a wife or husband generally should be assigned greater importance than responsibilities to a religious organization, such as a church or synagogue. | () | () | () | () | () |
| F. Responsibilities to a religious organization, such as a church or synagogue, generally should be assigned greater importance than duties as a mother or father. | () | () | () | () | () |

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| <u>Statements</u> | <u>Strongly</u> | | <u>Neither</u> | | <u>Strongly</u> |
|--|-----------------|--------------|------------------|-----------------|-----------------|
| | <u>Agree</u> | <u>Agree</u> | <u>Agree Nor</u> | <u>Disagree</u> | <u>Disagree</u> |
| G. Making a successful marriage is the most important thing in the world to me. | () | () | () | () | () |
| H. Being a good mother or father is the most important thing in the world to me. | () | () | () | () | () |

Community Participation

44. How often do you vote in local elections, such as those for the school board or the city council?

- () Vote in every election
- () Vote in more than a majority of the elections, but not every time
- () Vote in about half of the elections
- () Vote in less than half of the elections
- () Never vote

45. How closely do you follow the news about your community by reading the local newspaper?

- () Follow very closely
- () Quite closely
- () Moderately
- () Follow a little
- () Don't follow at all

46. How closely do you follow the news about your community by watching the local television station and/or listening to the local radio station?

- () Follow very closely
- () Quite closely
- () Moderately
- () Follow a little
- () Don't follow at all

47. About how many memberships do you have in local community organizations, such as churches, civic associations, fraternal orders, political groups, trade unions, recreational clubs, and so forth?
- ☐ () No memberships
 - ☐ () One
 - ☐ () Two
 - ☐ () Three
 - ☐ () Four
 - ☐ () Five or more memberships
48. Considering all of the local community organizations to which you belong, approximately how often do you generally spend attending meetings?
- ☐ () Less than once a week
 - ☐ () At least once a week for one organization or another
 - ☐ () Twice a week
 - ☐ () Three times a week
 - ☐ () Four times a week or more for one organization or another
 - ☐ () No memberships in local community organizations
49. About how many official positions, such as being a committee member or officer, do you have in these local community organizations?
- ☐ () No official positions
 - ☐ () One
 - ☐ () Two
 - ☐ () Three
 - ☐ () Four
 - ☐ () Five or more official positions
 - ☐ () No memberships in local community organizations

General Training

50. How would you rate the extent to which adequate performance of your job depends on knowledge and skills which are learned outside the hospital in such organizations as vocational training schools, community colleges, universities, and training institutes?
- ☐ () Knowledge and skills almost totally learned outside the hospital
 - ☐ () Knowledge and skills primarily learned outside hospital
 - ☐ () About half and half
 - ☐ () Knowledge and skills primarily learned inside the hospital
 - ☐ () Knowledge and skills almost totally learned inside the hospital

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51. How would you rate the extent to which your job knowledge and skills can be used with other hospitals?

- () Knowledge and skills totally or almost totally limited to present hospital employer
- () Primarily limited to pr-sent hospital employer
- () About half and half
- () Not primarily limited to present hospital employer
- () Knowledge and skills can be used in many other hospitals

52. How would you rate the extent to which your job knowledge and skills can be used with non-hospital organizations, such as business firms and government agencies?

- () Knowledge and skills totally or almost totally limited to present hospital employer
- () Primarily limited to present hospital employer
- () About half and half
- () Not primarily limited to present hospital employer
- () Knowledge and skills can be used in many other non-hospital organizations

53. How would you rate the extent to which adequate performance of your job depends on the following types of job-related knowledge and skills.

| <u>Types of Job-Related Knowledge and Skills</u> | <u>Very Strongly Dependent</u> | <u>Strongly Dependent</u> | <u>Quite Strongly Dependent</u> | <u>Some Dependence</u> | <u>Very Little Dependence</u> |
|--|--------------------------------|---------------------------|---------------------------------|------------------------|-------------------------------|
| A. About people who work for the hospital. | () | () | () | () | () |
| B. About rules and regulations of the hospital | () | () | () | () | () |
| C. About patients treated by the hospital. | () | () | () | () | () |
| D. About physical layout of the hospital. | () | () | () | () | () |
| E. About history of the hospital. | () | () | () | () | () |
| F. About community in which the hospital is located. | () | () | () | () | () |

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX B

AGENCY PERMISSIONS

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING
DENTON, TEXAS 76204

DALLAS CENTER
1810 INWOOD ROAD
DALLAS, TEXAS 75235

HOUSTON CENTER
1130 M. D. ANDERSON BLVD.
HOUSTON, TEXAS 77030

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE Jefferson Davis Hospital

GRANTS TO Mary Holt-Ashley

a student enrolled in a program of nursing leading to a Master's Degree at Texas Woman's University, the privilege of its facilities in order to study the following problem:

Satisfaction Characteristics of Nurses In A County
Hospital System

The conditions mutually agreed upon are as follows:

1. The agency (may) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
3. The agency (wants) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (unwilling) to allow the completed report to be circulated through interlibrary loan.
5. Other _____

Date: 10-15-81

Mary Holt Ashley Rn
Signature of Student

Leif Jean Moore
Signature of Agency Personnel
Vera M. Harmon
Signature of Faculty Advisor

* Fill out and sign three copies to be distributed as follows: Original-Student;
First copy - agency; Second copy - TWU College of Nursing.

/bc

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING
DENTON, TEXAS 76204

DALLAS CENTER
1810 INWOOD ROAD
DALLAS, TEXAS 75235

HOUSTON CENTER
1130 M. D. ANDERSON BLVD.
HOUSTON, TEXAS 77030

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE Ben Taub General Hospital

GRANTS TO Mary Holt-Ashley

a student enrolled in a program of nursing leading to a Master's Degree at Texas Woman's University, the privilege of its facilities in order to study the following problem:

Satisfaction Characteristics of Nurses Working in a County Hospital System

The conditions mutually agreed upon are as follows:

1. The agency (may) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
3. The agency (wants) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (unwilling) to allow the completed report to be circulated through interlibrary loan.
5. Other _____

Date: 10-15-81

Mary Holt-Ashley RN
Signature of Student

[Signature]
Signature of Agency Personnel

[Signature]
Signature of Faculty Advisor

* Fill out and sign three copies to be distributed as follows: Original-Student;
First copy - agency; Second copy - TWU College of Nursing.

/bc

PROSPECTUS FOR THESIS

This prospectus for a thesis proposed by: Mary Holt-Ashley
and entitled:

SATISFACTION CHARACTERISTICS OF REGISTERED NURSES
IN A COUNTY HOSPITAL SYSTEM

Has been read and approved by the members of (his/her) Thesis
Committee.

This research is (check one)

☒ exempt because It is a survey study
to be expedited because _____
_____ subject to full review.

Thesis Committee:

(name) Chairperson, Vera Hanna
(name) Rev Langford
(name) Carolyn M. O'Donovan

HOUSTON CENTER

APPENDIX C

QUESTIONNAIRE SCORING

| <u>Factors Related to Satisfaction/ Dissatisfaction</u> | <u>Minimum Score</u> | <u>Maximum Score</u> |
|---|--------------------------|--------------------------|
| Commitment | 10 | 50 |
| Job Satisfaction | 8 | 40 |
| Opportunity | 5 | 25 |
| Routinization | 5 | 25 |
| Participation | 5 | 25 |
| Instrumental Communication | 8 | 40 |
| Integration | 6 | 28 |
| Fringe Benefits | 2 | 12 |
| Distributive Justice | 10 | 50 |
| Promotional Opportunity | 8 | 40 |
| Formalization | 2 | 10 |
| Standardization | 6 | 30 |
| Professionalism | 8 | 40 |
| Tranditionalism | 10 | 50 |
| Kinship Priority | 8 | 40 |
| Community Participation | 6 | 34 |
| General Training | 9 | 45 |

APPENDIX D

TABLE OF ZERO ORDER CORRELATION COEFFICIENTS

Zero Order Correlation Coefficients of Independent and Dependent Variables of 253 Registered Nurses Who Participated in a Job Satisfaction Study

| Key | Variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|-----|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|-------|
| 1 | Commitment | 1.000 | | | | | | | | | | | | | | | | |
| 2 | Job Satisfaction | 0.446 | 1.000 | | | | | | | | | | | | | | | |
| 3 | Opportunity | -0.185 | 0.152 | 1.000 | | | | | | | | | | | | | | |
| 4 | Rationalization | 0.054 | 0.014 | 0.204 | 1.000 | | | | | | | | | | | | | |
| 5 | Participation | 0.409* | 0.160* | 0.225 | 0.040 | 1.000 | | | | | | | | | | | | |
| 6 | Institutionalization | 0.189 | 0.222 | -0.113 | 0.059 | 0.319* | 1.000 | | | | | | | | | | | |
| 7 | Integration | 0.012 | 0.039 | 0.015 | 0.020 | -0.007 | 0.056 | 1.000 | | | | | | | | | | |
| 8 | Fringe Benefits | 0.281 | 0.273 | -0.065 | -0.010 | 0.186 | 0.155 | 0.041 | 1.000 | | | | | | | | | |
| 9 | Distributive Justice | 0.109* | 0.333* | -0.265 | 0.012 | 0.374* | 0.244 | 0.004 | 0.333* | 1.000 | | | | | | | | |
| 10 | Promotional Opportunity | 0.397* | 0.395* | -0.147 | -0.009 | 0.297 | 0.250 | 0.054 | 0.214 | 0.454* | 1.000 | | | | | | | |
| 11 | Formalization | 0.211 | 0.138 | -0.015 | 0.184 | 0.075 | 0.060 | 0.019 | 0.175 | 0.189 | 0.156 | 1.000 | | | | | | |
| 12 | Standardization | 0.302* | 0.199 | 0.039 | 0.181 | 0.140 | 0.211 | 0.082 | 0.105 | 0.196 | 0.127 | 0.201 | 1.000 | | | | | |
| 13 | Professionalism | -0.023 | 0.238 | -0.025 | -0.099 | 0.028 | 0.039 | -0.015 | 0.084 | 0.202 | 0.079 | -0.078 | -0.118 | 1.000 | | | | |
| 14 | Traditionalism | -0.095 | -0.111 | 0.037 | 0.042 | -0.008 | -0.088 | -0.009 | 0.040 | 0.021 | -0.068 | -0.026 | -0.068 | -0.120 | 1.000 | | | |
| 15 | Kinship Priority | 0.019 | 0.072 | 0.029 | 0.039 | -0.059 | -0.057 | -0.013 | -0.113 | 0.052 | 0.017 | -0.034 | -0.105 | 0.082 | 0.043 | 1.000 | | |
| 16 | Community Participation | 0.154 | 0.268 | -0.130 | -0.072 | 0.197 | 0.252 | -0.037 | 0.203 | 0.108 | 0.131 | -0.030 | -0.005 | -0.181 | -0.037 | -0.007 | 1.000 | |
| 17 | Training | -0.137 | -0.054 | -0.067 | -0.111 | -0.081 | -0.029 | -0.035 | -0.004 | -0.005 | -0.037 | 0.061 | -0.151 | -0.061 | -0.038 | -0.030 | 0.070 | 1.000 |

*p<.01

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