DOCUMENT RESUME

ED 128 048 95 JC 760 485

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TITLE Satisfaction and Humanities Instructors in Two-Year Colleges. Topical Paper No. 56.
INSTITUTION California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Oct 76
NOTE 46p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; Humanities; *Job Satisfaction; *Junior Colleges; National Surveys; Personality Studies; *Teacher Characteristics

ABSTRACT

This paper reports the results of a study designed to answer questions regarding job satisfaction among two-year college faculty and its relationship to common demographic variables. Respondents to a nationwide survey of 1,493 humanities faculty and 505 non-humanities faculty in 156 two-year colleges were grouped into high, medium, or low satisfaction groups, based on responses to certain questionnaire items which allowed construction of a Satisfaction Index. Among the findings of the study with regard to humanities faculty were: (1) ethnicity and satisfaction seem unrelated, although age is related; (2) sex has little bearing on degree of satisfaction; (3) very little difference exists between full- and part-time faculty relative to satisfaction; and (4) more members of high satisfaction groups are found in public colleges, fewer in private institutions. Study findings with regard to non-humanities faculty are also reported and discussed. It is suggested that the construct of satisfaction is a function of the person (personality correlate) as much or perhaps to a greater degree than it is a reaction to the work place (situational response). A review of the literature on job satisfaction and a bibliography are included. (Author/JDS)

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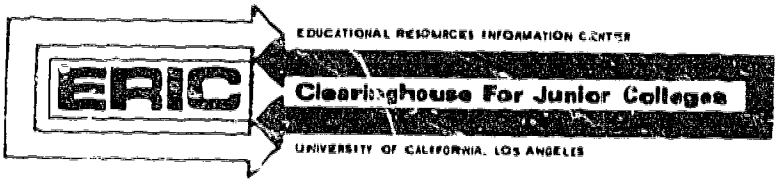

TOPICAL PAPER NUMBER 56

SATISFACTION AND HUMANITIES INSTRUCTORS IN TWO-YEAR COLLEGES

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JC 760 485

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by

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Topical Paper No. 56

October 1976

ERIC Clearinghouse for Junior Colleges
University of California
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The information in this Topical Paper was gathered pursuant to a grant from the National Endowment for the Humanities.

This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Center for the Study of Community Colleges for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Center for the Study of Community Colleges or the National Institute of Education.

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SATISFACTION AND HUMANITIES INSTRUCTORS IN TWO-YEAR COLLEGES

Florence B. Brawer

Since it is easier to obtain facts than to gain insight into feelings and attitudes we all maintain, most attempts at describing college faculties focus on demographic and/or experiential characteristics. Thus there exists a relative surplus of information regarding age, income levels, preparation sequences, degrees held, and credentials earned. Considerably more limited is material pertaining to feelings of satisfaction, areas of personal strengths and weaknesses, ultimate values, and attitudes regarding life's directions.

Nevertheless, such subjective information is vital to any understanding of the person. Just as physical appearances delineate only limited segments of the individual, so mere numerical counts of such things as years spent in a particular activity provide information on only narrowly defined parameters. And while it may be interesting to note the types of schools attended or the principle professional activities in which a given population is engaged, these bits of information become more meaningful when they are co-mingled with individual perceptions or attitudes toward specific events. In other words, the person is a totality. He/she must be viewed in terms of several

dimensions rather than an isolated few.

In a 1975 survey of faculty teaching humanities in the two-year college an attempt was made to answer questions revolving about certain personality dimensions as well as the more common demographic information. How, for example, do the 1493 participants from 156 colleges throughout the nation view their relationships with significant others in their lives? Do these perceptions concur with those of the 505 non-humanities respondents in the same 156 two-year institutions? Do the levels of satisfaction vary with different teaching disciplines? With age?

These are the kinds of questions this paper attempts to answer. The rationale for employing satisfaction as a personality construct, related literature, and survey data will all be discussed.

The Literature

Most reports about satisfaction are found in the literature of business and management. As such, they typically center on satisfaction with the working environment and/or the quality of work. Typically too, they examine large industries and people working within those industries --blue-collar and white-collar workers and top executives. Yet, as an issue and as evidenced by the themes of popular shows, books, and movies, job satisfaction touches everyone. "More personally, perhaps we have complained about our employer through a Monday morning joke, leafed through the classifieds, or wished for the weekend. Job satisfaction has been considered important not only for humanitarian reasons, but also because it has been held that the worker who likes his job will

work with efficiency and enthusiasm--the dissatisfied one will show the opposite effect" (Frankel, 1973, p. 1).

Since job satisfaction, then, is not limited to industry or to specialized occupations (even though the literature is so centered), we might also think of satisfaction in terms of the educational environment. Education is actually big business, and faculty satisfaction becomes an interesting area of investigation.

Some literature has accrued in this context. Barrett (1969), observing that themes of power and job satisfaction seem related, found that the degree of satisfaction among faculty in a North Carolina community college increased as their ability to make decisions concerning the college increased commensurately. In studies of college instructors in Minnesota (Eckert and Williams, 1972) and Florida (Kurth and Mills, 1968), 85% and 95% respectively, expressed generalized satisfaction with their professions. Older instructors in Minnesota were found to be more satisfied than younger; vocational instructors were more satisfied than their academic colleagues; rural area people were more satisfied than those in the cities. And females who are older, married, and from rural backgrounds seem more satisfied than their younger male counterparts.

There seem to be different factors that determine satisfaction and dissatisfaction. Fifty-seven instructors from a small college in southern California, nineteen instructors from nine colleges in Virginia and Maryland, one hundred forty-six from a larger college in northern California, and eighty-two from five colleges in Oregon and Washington

were each asked to relate one incident that made them satisifed with their jobs and one incident that was displeasing or led to dissatisfaction. Cohen & Associates (1975) report that "Most of the instructors found satisfaction in feedback from their students .... (Indeed) more than 70 percent of the faculty in the Oregon-Washington group and in the two California colleges and more than 50 percent of the Virginia-Maryland group revealed gaining satisfaction from something to do with students. But only about 30 percent .... suggested that dissatisfaction was related to their students. Instead, extrinsic variables, such as lack of support or interference from administrators or colleagues and institutional red tape, were noted as prime annoyances" (p. 140).

Wozniak (1973) also found the determinants of job satisfaction to be qualitatively different from those characterizing dissatisfaction. The strongest motivators for her music faculty members in sixty-four two-year colleges were recognition, achievement, responsibility, the work itself, and relations with students. Such things as working conditions, supervision, and policy and administration generated dissatisfaction.

How can satisfaction be enhanced? What about self-reflection? Brown and Shukraft suggest that while reflection is necessary, it is "rarely sufficient to bring about change in the life of the person unless the social environment is supportive of such change. Just as there are mutually reinforcing aspects in the role of professor and student, there are reinforcing and constraining influences in the culture of a particular faculty" (1971, p. 203). And for Guion, "Job satisfaction is a highly personal, subjective construct; different people

react to the same organizational stimuli with different kinds and degrees of affect. Organizational climate, however, should be consistently perceived by different people; it is more objective. Climate is an organizational characteristic; satisfaction is an individual characteristic" (1974, p. 294). Put in another way, "If the variables leading to satisfaction in one's work are intrinsic and--in the case of community college instructors--related to faculty/student interaction, then satisfaction can be best enhanced by removing obstacles to this interaction. This can be accomplished most readily by mandating smaller classes, allocating aides to assist instructors with routine management chores, and providing economic security so that instructors are freed from concern about lower-order needs--what instructors, through their professional associations, have been clamoring for for years" (Cohen and Associates, 1975, p. 141).

Indeed, in any viable institution it is impossible to ignore staff satisfaction, nor the increasingly vociferous union demands that institutions be more satisfying places in which to work. This stance is consistent with the position advocated by Jencks and Others who argue that instead of evaluating schools on the basis of their long-term effects, they be evaluated "in terms of their immediate effects on teachers and students .... Some schools are dull, depressing, even terrifying places, while others are lively, comfortable, and reassuring. If we think of school life as an end in itself rather than a means to some other end, such differences are enormously important" (1972, p. 7).

The issue becomes even more central when one considers the era of

academic low growth so characteristic of the middle and late 1970's. Only an occasional staff member is being employed and few are leaving. "It has become nearly impossible to dismiss the disgruntled instructor, to encourage him to resign, or to shunt him to a quiet corner while handing over his responsibilities to a new staff member. Whether or not community college leaders feel their institutions should strive to enhance faculty satisfaction, the issue is before them" (Cohen and Associates, 1975, p. 142).

A Position

Such is the state of the literature on satisfaction among faculty in two-year colleges. While limited, it does provide another way of looking at people functioning in a precise occupational setting. Indeed, satisfaction in the work place may accurately reflect the quality of life one experiences even outside the occupational milieu. At the same time, satisfaction may well be a pervasive characteristic more dependent upon the individual than the situation, a dimension of personality rather than a reaction to a particular condition. Generally, we say that so and so is satisfied with a situation, or that such and such is satisfying. While these may be accurate statements, given the same conditions, people vary in the degree of satisfaction they experience within them. In other words, satisfaction may be a basic condition of rather than a response to life.

Certain situations, of course, are never satisfying to anyone, and these are eliminated from our present discussion. Other situations are

almost always pleasing--and these are similarly eliminated. What we are concerned with here are those situations or conditions that evoke varying degrees of satisfaction (or its corollary, dissatisfaction) in given individuals. When this occurs, it might behoove us to look at the personal responses of those given individuals to the same condition. What is satisfying to some may well fail to please others, and in still others, may evoke distinct dislike.

In this case, then, we postulate the notion that satisfaction is more closely related to the unique characteristics of the individual than to the situation or condition that elicits it. Accordingly, we suggest that satisfaction is a personality correlate rather than a situational response and we have therefore placed its discussion in this section designated as personality factors.

What, then, about the degrees of satisfaction possessed by both our 1493 humanities subjects and the 505 non-humanities people who form a control group? Does this construct differentiate among these two-year college instructors? Does it relate to other dimensions of personality?

FINDINGS

For purposes of analysis, the items comprising the Satisfaction Index developed from questions in the Faculty Survey were divided into three groups--high, medium, and low. This division was made on the basis of the Standard Deviation. Of the total group of 1493 humanities respondents, 254 (17%)* fell into the high group, 879 (59%) into the

* All percentages are rounded.

medium, and 360 (24%) into the low satisfaction category.

What about satisfaction in terms of demography, the more typical way in which people are described? Does it relate to age, to highest degree held? To sex? Has it anything to do with the discipline one teaches--with the fact that a given instructor has or has not been a student in a given college? The following results--in both tabular and discussion form--should answer these and related questions.

Education and Teaching Field

Whether the responding instructors previously had or had not been two-year college students seems to have little to do with satisfaction. Of the 375 faculty members who had been students in these institutions, 29% were in the high, 26% in the medium, and 22% in the low satisfaction group. (No responses accounted for 0.8%, 0.5%, and 1% respectively).

People teaching foreign languages, law, music, and religious studies are more likely to cluster in the high satisfaction groups, while those teaching literature and social science seem to be less satisfied. Philosophers tend toward the medium and low satisfaction groups.

TABLE 1

SATISFACTION AND TEACHING FIELD (HUMANITIES)

	N		Satisfaction High	Medium	Low
Foreign language	221	15%	19%	15%	12%
Law	21	1	3	1	1
Literature	422	28	22	27	34
Music	95	6	10	6	5
Philosophy	79	5	4	6	6
Religious Studies	33	2	4	2	2
Social Science	39	3	1	3	4

Somewhat similar differences pertain to the major of highest degree held by the 1493 respondents. Education, foreign language, law, liberal arts, music, religious studies, and social science majors tend to fall into more highly satisfied groups than do literature and political science majors. Philosophy majors are evenly distributed in the high and medium groups but more highly represented in the low group.

TABLE 2

SATISFACTION AND MAJOR OF HIGHEST DEGREE HELD (HUMANITIES)

	N		Satisfaction High	Medium	Low
Education	215	14%	16%	15%	12%
Foreign Language	181	12	14	12	10
Law	20	1	3	1	1
Liberal Arts	32	2	4	2	2

TABLE 2 (Cont.)

	N		Satisfaction High	Medium	Low
Literature	454	30%	28%	29%	36%
Music	109	7	11	7	6
Philosophy	67	5	4	4	5
Political Science	126	8	8	7	11
Religious Studies	53	4	5	3	4
Social Science	68	5	6	4	5

People who are working toward the doctorate also tend to fall into the low satisfaction group. Of the 353 (24% of total 1493) so involved, 19% were in the high, 23% in the medium, and 21% in the low group.

Sex, Age, and Ethnic Affiliation

Contrary to what we have found in the literature, whether the respondent is a male or female seems to have little bearing on his/her degree of satisfaction. Age, however, is a different matter, as the following table demonstrates:

TABLE 3

SATISFACTION AND AGE (HUMANITIES)

Age	N	Total	Satisfaction High	Medium	Low
< 25	19	1%	1%	2%	1%
26-30	181	12	7	12	15
31-35	303	20	11	20	26
36-40	242	16	18	16	16

TABLE 3 (Cont.)

Age	N	Total	Satisfaction High	Medium	Low
41-45	195	13%	11%	13%	15%
46-50	206	14	18	14	9
51-55	142	10	11	10	8
56-60	113	8	14	6	6
> 61	92	6	9	7	3

Total N=1493

Ethnicity and satisfaction do not seem to be related, with even distribution for degrees of satisfaction among each of the ethnic groups, and markedly uneven numbers of people in groups other than white/Caucasian.

Experience

Years spent in college or university teaching do not seem to distinguish among the three groups of respondents, but years in teaching secondary school do. In terms of this dimension, people falling into the high satisfaction group tended to be those who had taught 5-10, 11-20, or over 20 years in the secondary school. People falling in the low satisfaction group tended to have taught less time in secondary schools prior to their two-year college appointments--less than 1 or 1-2 years. Similarly, the more years that one has been a faculty member in a two-year institution, the higher the level of satisfaction.

On the other hand, only if one has been a department or division chairperson for 3-4 or 11-20 years does the level of satisfaction seem

greater. Being a director of a special program has no bearing on satisfaction, nor does acting as a college administrator. However, currently acting as a chairperson is related to satisfaction status. Of the 223 (15%) subjects acknowledging a position as head of a college department or division, 19% fell in the high satisfaction group, 15% in the medium group and 12% in the low group. Of these, considerably more high satisfaction chairpersons (61%) than medium (44%) or low (44%) said they had employed people with doctorates. When it came to their plans to hire or not hire doctorate holders, 67% of the high, 60% of the medium, and 61% of the low satisfaction group responded in the affirmative.

A number of reports in the literature of the two-year college deal with the hours spent teaching--and the inference is sometimes drawn that the more hours expended, the lower the rate of satisfaction. Our results do not support this, as the following table demonstrates:

TABLE 4

SATISFACTION AND CLASS HOURS TAUGHT (HUMANITIES)

Hours Teaching	N	Total	Satisfaction		
			High	Medium	Low
None	29	2%	2%	3%	1%
≤ 3	127	9	9	8	9
4-6	160	11	13	10	11
7-9	123	8	9	8	8
10-12	256	17	15	16	21

TABLE 4 (Cont.)

Hours Teaching	N	Total	Satisfaction High	Medium	Low
13-15	479	32%	34%	32%	32%
16-18	197	13	11	14	12
$\geq$ 18	122	8	8	9	7

Total N=1493

Full-Time/Part-Time

Another area of concern deals with part-time instructors, an ever growing population in two-year colleges. Is there a difference in the degree of satisfaction expressed by part-time and full-time personnel? Our data say, very little. Of the full-time faculty (N=1129, 76%) 77% fell in the high, 75% in the medium, and 76% in the low satisfaction group. Of the part-timers (N=351, 24%), the high satisfaction group accounted for 22%; the medium, 24%; and the low, 24%. Interestingly, of the people who responded "yes" to the question, "Are you currently employed in a job in addition to your position at this college?" (N=394, 26%), 31% were in the high satisfaction group and 26% and 25% in the medium and low groups, respectively. Of these, greater satisfaction was expressed by those who were employed 21 hours or over 40 hours.

Advice Sources

The reference group one adheres to has something to say about both the group itself and the respondents. This construct is discussed elsewhere in this monograph but in terms of satisfaction, one important item included here asked about sources of advice on teaching. For each of the eight possible groups, the sources were rated in the following way.

TABLE 5

SATISFACTION AND SOURCES OF ADVICE ON TEACHING (HUMANITIES)

SATISFACTION:	Department Chairpersons				University Professors			
	Total	High	Med.	Low	Total	High	Med.	Low
Quite Useful	30%	47%	29%	21%	21%	24%	22%	16%
Somewhat Useful	39	35	40	39	46	49	46	43
Not Very Useful	27	14	27	36	29	22	28	35
No Answer	4	4	4	4	5	5	4	6

SATISFACTION:	Colleagues				High School Teachers			
	Total	High	Med.	Low	Total	High	Med.	Low
Quite Useful	53%	68%	54%	39%	11%	16%	11%	8%
Somewhat Useful	38	29	38	48	35	37	37	29
Not Very Useful	6	2	6	11	47	39	46	56
No Answer	2	2	2	2	7	7	7	7

SATISFACTION:	Students				Administrators			
	Total	High	Med.	Low	Total	High	Med.	Low
Quite Useful	43%	56%	43%	36%	8%	17%	8%	3%
Somewhat Useful	46	38	47	50	33	46	36	19
Not Very Useful	8	5	8	11	54	34	52	74
No Answer	3	1	3	3	4	3	4	4

TABLE 5 (Cont).

SATISFACTION:	Professional Journals				Programs of Professional Organizations			
	Total	High	Med.	Low	Total	High	Med.	Low
Quite Useful	24%	37%	23%	18%	18%	26%	18%	11%
Somewhat Useful	52	46	53	52	50	47	52	47
Not Very Useful	21	14	21	26	29	23	27	39
No Answer	3	4	3	3	4	4	4	4

It will be noted that more people in the high satisfaction groups designate all sources except high school teachers as quite useful. When it comes to somewhat helpful, however, department chairpersons, colleagues, high school teachers, and students are considered more useful by the low rather than the high satisfaction group. Similarly, more people in the low satisfaction rated as not very useful all reference groups. In other words, it seems that the people who are most dissatisfied with their teaching experiences are also disgruntled with all sources of advice on teaching. Again, this points to the pervasive nature of satisfaction/dissatisfaction as indices of personality.

Further Development

When it comes to journals read, little differences among the three satisfaction groups pertain to journals of general interest. Scholarly and professional journals, however, do tend to discriminate. Fewer respondents indicated none, while more people in the high satisfaction group read four scholarly journals and more in this same group indicated reading one, two, and three professional education journals.

Response to the question, "Would you like to take steps toward professional development in the next five years?" was overwhelmingly affirmative by all groups (1282 subjects or 86% for the total; 84% high; 87% medium; and 84% low). These three groups almost uniformly favored university courses and obtaining a doctoral degree. Desire for in-service courses was less frequently cited, and primarily by the high satisfied (Total N=121, 9%; 13% high, 10% medium, 7% low).

Re-Training

When it comes to the type of training respondents would take were they to begin teaching all over again, 496 or 33% of the total 1493 reported that they would engage in the same programs they had had. More people in the highly satisfied group (40%) so indicated, as contrasted with 34% in the medium and 26% in the low groups. Although alternative responses to this open-ended question are considerably fewer, it is interesting to note that more people (11%) in the low satisfaction group said they would study humanities than in the high group (10%). Similarly, more in the low group (13%) favor taking more teaching methods courses than in the high (8%) or medium (8%). Acquiring business skills also differentiates between the groups, although the numbers are very small (4% in high, 4% in medium, and 6% in low groups).

Changing Patterns

Since we suggest that satisfaction is basically a dimension of personality--even though there may be momentary or relatively temporary reactions to a particular stimulus or environmental press--it seems

likely that more dissatisfied people would like to change their occupations than satisfied. This hypothesis is somewhat but not wholly supported by the data, as indicated in the following table:

TABLE 6

FUTURE PLANS AND SATISFACTION (HUMANITIES)

	Faculty Position at a Four-Year Institution				Faculty Position at Another Jr/Comm. College			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Very attractive	39%	30%	38%	48%	21%	16%	22%	20%
Somewhat attractive	36	37	37	34	41	31	40	50
Unattractive	19	27	19	14	32	44	31	25
No answer	6	6	6	5	7	9	7	5

	Administrative Position in a Jr/Comm. College				Professional Association Position			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Very attractive	14%	12%	14%	14%	6%	4%	6%	6%
Somewhat attractive	24	23	24	26	25	22	25	26
Unattractive	55	58	55	54	63	65	62	63
No answer	7	7	7	5	7	9	8	5

	Position in a School Outside the U.S.				Any Position but this College			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Very attractive	23%	19%	21%	31%	4%	1%	1%	14%
Somewhat attractive	38	32	40	37	19	3	17	34
Unattractive	33	42	33	26	66	83	71	43
No answer	7	8	7	6	11	13	11	10

TABLE 6 (Cont.)

SATISFACTION:	Non-Teaching, Non-Academic Position				Continuing Present Activities			
	Total	High	Med.	Low	Total	High	Med.	Low
Very attractive	8%	3%	6%	14%	38%	72%	39%	11%
Somewhat attractive	25	13	24	38	40	16	44	47
Unattractive	59	75	62	43	14	4	10	33
No answer	8	9	8	5	8	8	7	9

SATISFACTION:	No Idea			
	Total	High	Med.	Low
Very attractive	5%	2%	5%	6%
Somewhat attractive	9	5	9	12
Unattractive	47	53	48	42
No answer	39	40	39	40

N=1493

To an overwhelming degree, the highly satisfied group of faculty members would opt for continuing their present activities as instructors in two-year colleges, as suggested by a 72% response from the high group, 39% from the medium, and 11% from the low. In a similar vein, the low group (14%) finds "Any position but this college" much more attractive than the high (1%) or the medium (1%). Even greater differences are found when "somewhat attractive" is offered as a choice, with 3% in the high, 17% in the medium, and 34% in the low group so designating. Somewhat consistently, the high group (83%) finds "Any position but this

college" unattractive, while only 43% of the low so designated. Less distinctive are the responses to the choices of "A faculty position at a four-year college or university," "A faculty position at another community or junior college," "A position in a professional association," "A school outside the United States," and "No idea." Low satisfaction respondents, however, do see "A non-teaching, non-academic position" as very attractive (14%) or somewhat attractive (38%) as compared with high satisfaction respondents who find them very (3%) or somewhat (13%) attractive.

It would seem, then, that plans for successive years do tend to discriminate between people high and low in satisfaction, even though differences are not always consistent.

Professional Organizations

Affiliations with professional organizations seem less distinctive. All three satisfaction groups react about the same in regard to membership, attendance at meetings, and the presentation of papers. In the latter category, more high satisfied people (10%) presented one paper than those falling in the medium (8%) or low (7%) groups, but the actual numbers here are too small to command much attention.

Attitudes Toward Students

While affiliation with a professional association may not seem very important as a way of differentiating levels of satisfaction, attitudes toward student achievement do seem to be a somewhat better discriminator, with the tendencies running in a consistent direction. All possible qualities that students might gain from a two-year college education

posited in the Faculty Survey were judged as very important. An overwhelming number of instructors considered "Self-knowledge and a personal identity," "Knowledge of and interest in community and world problems," "Preparation for further formal education," "Aesthetic Awareness," "Knowledge and skill directly applicable to their careers," and "An understanding and mastery of some academic discipline" to be very important. This response was even greater for the high than for the low satisfaction groups. The choice of less important seemed to be a better indicator of attitudes differentiating the population, as demonstrated by the following table:

TABLE 7

SATISFACTION AND STUDENT ACHIEVEMENT (HUMANITIES)

	Less Important			
	Total	High	Medium	Low
Knowledge and skills....	21%	17%	21%	23%
An Understanding .... academic discipline	34	23	35	40
Preparation for further formal education	18	15	17	20
Self-knowledge....	9	3	10	12
Aesthetic awareness	21	16	22	22
.... Interest in community and world problems	15	13	15	16

Courses

High, medium, and low satisfied respondents all feel that the same numbers of humanities courses should be taken by occupational students,

with four and six or more being most often designated by the three groups. However, opinions do differ when it comes to the types of non-course related presentations offered. The following table points to these differences. Again, the tendencies run in the same directions but the degrees of responses vary among the three groups.

TABLE 8

SATISFACTION AND HUMANITIES PRESENTATIONS ON CAMPUS (HUMANITIES)

	Colloquiums and Seminars				Lectures			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Too few	69%	62%	70%	74%	52%	41%	53%	55%
Sufficient	18	24	18	13	36	47	35	30
Too many	1	1	1	2	4	4	4	6
Don't know/No answer	12	13	12	11	8	8	8	9

	Exhibits				Concerts/Recitals			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Too few	57%	48%	56%	64%	55%	48%	55%	60%
Sufficient	34	42	36	24	36	44	38	28
Too many	1	2	1	1	1	1	1	2
Don't know/No answer	9	9	8	11	8	7	7	10

	Films			
SATISFACTION:	Total	High	Med.	Low
Too few	42%	34%	41%	48%
Sufficient	46	54	48	36
Too many	4	4	4	6
Don't know/No answer	8	9	8	9

Experiencing the Humanities

Most respondents seemed to experience the humanities in similar non-teaching activities and, with the exception of travel, the few differences are not noteworthy. More people in the high satisfaction group (22%) than in either the medium (14%) or low (9%) groups wrote in travel as an approach to the humanities. Highly favored by large numbers were visits to art museums, shows, exhibits, concerts, theatre and film (875 or 59% of the total respondents) and reading (746 or 50% of the total).

Neither did the next item regarding the changes in the humanities that had taken place distinguish the group. "Added or improved humanities courses" was cited by most respondents (435 or 29%), with 34% of the high satisfied group so designating, 29% of the medium, and 27% of the low. When it comes to "What changes would you like to see effected?" "Added or improved humanities courses" was by far the greatest choice for all satisfaction groups--28%, 30%, and 31%. Greater differences were noted with responses that opted for integrating humanities into interdisciplinary courses, with 15% of the low satisfaction group so choosing, 15% of the medium group, and but 9% of the high satisfaction group. This is particularly interesting in light of the many demands for interdisciplinary studies made in the literature and at conferences. More low than highly satisfied instructors also desire improved facilities and materials, more student interest in courses, more administrative support for the humanities and (for a very small group of respondents), added ethnic studies. Greater numbers of highly satisfied people indicate a desire for more emphasis on individual development and seminars, improved

teaching techniques, and improved teaching conditions.

Relatedness

One of the items that has been used to distinguish groups of people in other studies (Brawer, 1973; Cohen and Brawer, 1975) is a Group Cohesion scale. This scale, which measures relatedness/alienation, has been incorporated into the construct of Functional Potential. However, because it has proved so successful in other studies, we are also presenting reponses to this item in the following table. For purposes of this report, we group together the three potential pro-related group responses and three potential anti-related group responses.

TABLE 9

SATISFACTION AND GROUP COHESION (HUMANITIES)*

	Other Instructors in my Field				Most Instructors at this School			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	75%	80%	76%	68%	68%	76%	70%	59%
Anti-cohesion	15	11	14	20	22	16	21	30

	My Family				My Group of Friends			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	78%	80%	80%	71%	84%	88%	86%	79%
Anti-cohesion	12	11	10	17	6	4	5	8

	Teacher Organizations				My Students			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	43%	50%	43%	39%	54%	57%	55%	51%
Anti-cohesion	43	38	43	45	36	35	36	37

* Varying total percentages reflect no responses for different groups.

TABLE 9 (Cont.)

SATISFACTION:	College Administrators Total	High	Med.	Low
Pro-cohesion	37%	57%	38%	22%
Anti-cohesion	52	35	52	65

Not unexpectedly, the degree of satisfaction correlates almost consistently with the degree of relatedness or alienation to a reference group. In all cases except for "My family," the highly satisfied group selects figures representing cohesion while the less satisfied selects anti-cohesion figures. In the case of the family as reference group, a greater proportion of medium satisfaction respondents (80%) indicated relatedness (78% in the high group and 71% in the low).

Of the seven reference groups, "My group of friends," "My family," "Other instructors in my field," and "Most instructors at this school" warranted higher acceptance by more people (in order of responses) than did "My students," "Teacher organizations," or "College administrators" (again in order of relatedness). Family, friends, and colleagues are seen as closest to all satisfaction groups, while the administrators, students, and teacher organizations might be considered to be extraneous forces. By far, however, college administrators as a reference group discriminated the most among the three satisfaction groups, (36% difference between high and low groups) with "Most instructors at this school" running a not too close second (17% difference).

Schools

This, then, is the way the three humanities satisfaction groups line up in terms of specific items included in the Faculty Survey. Other ways of interpreting the data may be useful for comparative purposes however. For example, do types of schools differentiate among satisfaction groups? Does size? The fact that one is a full- or part-time instructor?

While differences are not great here, it seems that there are more people in the high satisfaction groups in public colleges, fewer in private institutions. More high satisfied respondents function in comprehensive institutions as compared with vocational-technical or liberal arts colleges, more in schools that are older (founded in 1959 and earlier) than in more recently established institutions (either 1960-1969 or 1970-1975).

Size of school seems to determine a rather erratic pattern. Whereas more people claim high than low satisfaction in schools of 1-499 students, the ranges from 500-999, 1000-1499, 1500-2499, and 2500-4999 indicate a reverse trend. With larger institutions (5000-15,000 and larger) more people are in the high than low satisfaction groups. (These same tendencies apply of course, to schools with accordant size faculties although many part-time instructors do not imply satisfaction. Here the responses are more erratic). Yet multi-campus instructors seem to claim a greater proportion of high satisfied instructors than single campus schools or two-year divisions of four-year colleges.

Chairpersons

Before going on to a discussion of satisfaction in terms of the 505 respondents to our survey who were non-humanities instructors in the same 156 colleges, we shall present comparisons of humanities chairpersons versus non-humanities division or department chairpersons, humanities chairpersons versus humanities non-chairpersons, and non-humanities chairpersons versus non-humanities non-chairpersons.

TABLE 10

SATISFACTION AND HUMANITIES VS. NON-HUMANITIES: CHAIRPERSONS VS. NON-CHAIRPERSONS

SATISFACTION:		High	Medium	Low
Total Population	N=	338	1218	442
Humanities chairpersons		22%	59%	19%
Non-humanities chairpersons		19	69	12
Humanities chairpersons		22	59	19
Humanities non-chairpersons		16	59	25
Non-humanities chairpersons		19	69	12
Non-humn. non-chairpersons		12	62	27

The differences between the chairpersons in both humanities and non-humanities disciplines is not very large, with humanities people tending to be more largely represented in both the high and low satisfaction groups. Chairpersons in both humanities and non-humanities groups, however, are more likely to be more satisfied than non-chairpersons.

Non-Humanities Subjects and Satisfaction

Now to the non-humanities people. Since the population was considerably less than the humanities group and since these people were seen as a kind of control group, we shall not discuss their responses in the same detail as we have discussed their humanities counterparts. Rather, we shall point out issues that relate highest to the construct in question here--degree of satisfaction.

Non-humanities respondents who tend to be more satisfied indicate as their principle teaching fields agriculture, horticulture, forestry, business, and nursing. People teaching criminology, physical sciences, and social sciences tend to fall into the low satisfied group.

Satisfaction also tends to be higher among people who hold their highest degree in such fields as business, education, nursing, physical education, and social sciences. Less satisfaction is demonstrated by those whose majors were life sciences, physical sciences, and social sciences. Interestingly, and inconsistent with the humanities group, those who had had experience as community/junior college students tended to be less satisfied than those who had not.

Females (27% high, 22% medium, and 17% low) were more satisfied than males (73% high, 78% medium, and 83% low), again a different result from that found among the humanities subjects. However, the age patterns are more consistent. People falling into the categories of 26-30, 31-35, and 41-45 years tend to be less satisfied than those who were 36-40 and 46 and above at the time of response. Despite the 41-45 year-old dissatisfieders, this suggests that once one has reached a certain maturity in

age, he/she tends to be more satisfied. Actually, one might offer two interpretations to this finding--either that by middle life, those who were not satisfied with their lot had washed themselves out or else, one becomes more resigned to life--and thus more satisfied--as one ages. Either or both interpretations might be valid but at any rate, it is interesting to observe the close parallels between ages and satisfaction levels.

Books

Books in the home do not follow the rather haphazard pattern of the humanities people and, indeed, defies interpretation. With our 505 non-humanities people, 11-25 books and 101-200 books tends to relate to high satisfaction and 26-100 and over 200 with lower satisfaction.

Experience

Also haphazard are the number of years spent teaching or acting as administrators in secondary schools. The greatest clustering (42%) of respondents had no such experience and those who had spent five or more years at this school level seemed most satisfied. Less satisfied were people who had spent 1-2 or over 11 years teaching in a four-year college or university. Being a faculty member one to two years or five years or over suggests a higher degree of satisfaction, while three to four years as a faculty member seems to be the most stressful in terms of satisfaction (8% high, 14% medium, and 18% low). Similarly, the more time one spends in acting as a chairperson or director of a special program, the more satisfied. People who had worked more years in their current institution tended to be more satisfied but, inconsistent with the humanities

subjects, those who taught 10 or more hours per week tended toward lesser satisfaction.

Chairpersons

As noted earlier, chairpersons were the primary source of obtaining our non-humanities population. Thus, it is not surprising that of the 505 people falling in this control group, 358 or 71% were the heads of their departments or divisions. And of these, 81% indicated high, 73% medium, and 54% low satisfaction. Most of the satisfied had not previously employed people with doctorates but plans to hire or not hire had nothing to do with high satisfaction (47% of the highs, 54% of the mediums, and 46% of the lows planned to do so, whereas of those who did not have such expectations, 44% fall in the high satisfaction group, 34% in the medium, and 39% in the low).

Full-Time/Part-Time

By the very nature of this population--their preponderant status as chairpersons--most (94%) were considered to be full-time. Of the 13% who claimed to be employed at a job additionally to their teaching, most fall in the low satisfied group--(8% high, 13% medium, and 17% low).

Advice Sources

As for sources of advice on teaching, sufficient variation prevails to warrant tabling the responses (by rank order) for these 505 non-humanities respondents as well as for the 1493 humanities people. Comparisons show some interesting variations, albeit basically similar attitudes. Note that where the same reference source is ranked in the same way by

both humanities and non-humanities respondents, the assigned rank is in parentheses.

TABLE 11

RANK ORDER COMPARISONS OF 1493 HUMANITIES AND 505 NON-HUMANITIES SUBJECTS IN TERMS OF SATISFACTION AND SOURCES OF ADVICE ON TEACHING

HIGH SATISFACTION GROUP

	Quite Useful				Somewhat Useful			
	Humanities		Non-Humanities		Humanities		Non-Humanities	
Dept. Chairpersons	47%	3	60%	2	35%	(6)	32%	(6)
University Profs.	24	6	29	7	49	1	51	2
Colleagues	68	(1)	73	(1)	29	(7)	24	(7)
High Sch. Teachers	16	(8)	19	(8)	37	5	46	3
Students	56	2	56	3	38	4	39	5
Administrators	17	7	41	5	46	3*	42	4
Profess. Journals	37	(4)	44	(4)	46	3*	54	1*
Prof. Assn. Progs.	26	5	37	6	47	2	54	1*

	Not Very Useful			
	Humanities		Non-Humanities	
Dept. Chairpersons	14%	5	4%	4
University Profs.	22	4	17	2*
Colleagues	2	8	1	6
High Sch. Teachers	37	(1)	30	(1)
Students	5	7	2	5*
Administrators	34	(2)	17	(2)*
Profess. Journals	14	6	2	5*
Prof. Assn. Progs.	23	(8)	10	(3)

*Tied responses
Parentheses indicate matched rank order between humanities & non-humanities.

TABLE 11 (Cont.)

MEDIUM SATISFACTION GROUP

	Quite Useful				Somewhat Useful			
	Humanities		Non-Humanities		Humanities		Non-Humanities	
Dept. Chairpersons	29%	3	48%	2	40%	5	35%	6
University Profs.	22	5	21	6	46	(4)	49	(4)
Colleagues	54	(1)	65	(1)	38	6	31	7
High Sch. Teachers	11	7	13	8	37	7	45	5
Students	43	2	41	3	47	3	52	2
Administrators	8	8	15	7	36	8	53	1*
Profess. Journals	23	(4)	35	(4)	53	1	51	3
Prof. Assn. Progs.	18	6	29	5	52	2	53	1*

	Not Very Useful			
	Humanities		Non-Humanities	
Dept. Chairpersons	27%	4	12%	5*
University Profs.	28	(3)	24	(3)
Colleagues	6	8	2	7
High Sch. Teachers	46	2	35	1
Students	8	7	4	6
Administrators	52	1	28	2
Profess. Journals	21	6	12	5*
Prof. Assn. Progs.	27	5	15	4

TABLE 11 (Cont.)

LOW SATISFACTION GROUP

	Quite Useful				Somewhat Useful			
	Humanities/Non-Humanities				Humanities/Non-Humanities			
Dept. Chairpersons	21%	3	22%	5	39%	6	45%	4*
University Profs.	16	5	13	6	43	5	59	1
Colleagues	39	(1)	42	(1)	48	3	45	4*
High Sch. Teachers	8	(7)	5	(7)	29	7	45	4*
Students	36	(2)	38	(2)	50	2	48	3*
Administrators	3	(8)	4	(8)	19	8	39	5
Profess. Journals	18	4	32	3	52	1	50	2
Prof. Assn. Progs.	11	6	26	4	47	4	48	3*

	Not Very Useful			
	Humanities/Non-Humanities			
Dept. Chairpersons	36%	4	26%	3
University Profs.	35	5	23	4
Colleagues	11	7*	10	8
High Sch. Teachers	56	(2)	46	(2)
Students	11	7*	12	7
Administrators	74	(1)	54	(1)
Profess. Journals	26	(6)	15	(6)
Prof. Assn. Progs.	39	3	21	5

By far, there is greater agreement in terms of colleagues than any other reference group, they being selected as quite useful by all satisfaction groups. High school teachers are generally considered to be not very useful as sources of advice.

Journals and Development

More highly satisfied than medium or low respondents read three scholarly journals, two professional education journals, and two general interest journals. Low satisfied people tend to read 1, 2, 4, or 6 scholarly journals, 1 professional journal and 1 general interest journal.

As with the humanities people, most respondents (83%) would like to take steps toward professional development. Considerable variation pertains to the types of steps desired, however, as the table indicates. Rank orders are indicated with the percent of respondents.

TABLE 12

SATISFACTION AND DEVELOPMENTAL STEPS DESIRED (NON-HUMANITIES)

	Total	High	Medium	Low
Enroll in courses in a university	36%	36%	37%	34%
Get a Ph.D. or Ed.D.	29	30	27	37
Get a Doctor of Arts Degree	4	1	4	6
Get a Master's Degree	7	12	5	9
Enroll in in-service courses at your college	19	16	19	20
Other	16	14	19	6

Travel is the most popular choice for a free summer for the non-humanities people, as it was for the humanities group. Considerably more variations are to be found here, however. Of those who elect travel, for example, 66% are in the high satisfaction group, 51% in the medium, and 38% in the low. Recreation or rest is chosen mostly by the low (29%) rather than the medium (29%) or high (16%) groups.

Retraining

As with the previous population sampled, the greatest proportion (35%) suggest they would not make changes in their previous training programs (44% high, 34% medium, and 32% low). Getting a higher degree is preferred by more of the high satisfied group (12% high, 5% medium, and 5% low) and studying humanities by the less satisfied (7% as compared with 2% high and 4% medium).

Other Positions

Not surprisingly, fewer highly satisfied people think that five years hence they would find a faculty position at a four-year college or university very attractive (12%, 14%, and 28%). Indeed, most respondents in this high group conceive this as an unattractive option. This also holds for a faculty position at another community or junior college (6%, 13%, 22%). Similarly, most satisfied respondents see as unattractive a position as an administrator in a two-year college, in a professional organization, or in a school outside the United States. These negative perceptions pertain also to the two other satisfaction groups who, more than the high group, do view as very or somewhat attractive the first three options. It would seem that they are more desirous of moving away from both faculty and administrative positions in an academic institution.

Professional Affiliations and Student Perceptions

Professional organization affiliations, attending meetings, and presenting papers do not differentiate among these satisfaction groups. Neither do their views on qualities that students should gain from a

two-year college education. Consistently, high satisfied respondents see all qualities as more important than the less satisfied, but the differences are not great.

Number of Courses

One would expect that humanities people would choose more courses for all students--transfer and occupational--than the non-humanities. Our data bear this out, two and four courses being the most popular as compared to four and more by the humanities. More low than high satisfied would choose two and three courses. One, four, five, and six or more are preferred by those people who tend to be more satisfied.

Activities

More meaningful, perhaps, than a mere accounting of the extent to which other-than-course-related humanities activities should be offered is a comparison of both groups on this issue. The following table ranks the various options possible according to the three satisfaction groups, for humanities and non-humanities respondents.

TABLE 13

RANK ORDER COMPARISONS OF HUMANITIES AND NON-HUMANITIES IN TERMS OF SATISFACTION AND NON-COURSE ACTIVITIES

HIGH SATISFACTION GROUP

	Too Few Humanities/Non-Humanities				Sufficient Humanities/Non-Humanities			
Colloquiums/ Seminars	62%	(1)	61%	(1)	24%	5	29%	4
Lectures	41	4	27	3	47	(2)	62	(2)
Exhibits	48	3	49	2	42	4	43	3
Concerts/Recitals	48	2	26	4	44	3	68	1*
Films	34	(5)	20	(5)	54	(1)	68	(1)*

	Too Many Humanities/Non-Humanities			
Colloquiums/ Seminars	1%	4*	---	---
Lectures	4	2	5	1*
Exhibits	2	3	1	2*
Concerts/Recitals	1	4*	1	2*
Films	9	(1)	5	(1)*

MEDIUM SATISFACTION GROUP

	Too Few Humanities/Non-Humanities				Sufficient Humanities/Non-Humanities			
Colloquiums/ Seminars	70%	(1)	57%	(1)	18%	5	25%	5
Lectures	53	(4)	38	(4)	35	4	43	3
Exhibits	56	(2)	49	(2)	36	3	40	4
Concerts/Recitals	55	(3)	38	(3)	38	(2)	50	(2)
Films	41	(5)	28	(5)	48	(1)	58	(1)

* Tied response.
Parentheses indicate matched rank order between humanities & non-humanities.

TABLE 13 (Cont.)

	Too Many Humanities/Non-Humanities			
Colloquiums/ Seminars	1%	3*	1%	4*
Lectures	4	2	7	1
Exhibits	.3	(4)	1	(4)*
Concerts/Recitals	1	(3)*	2	(3)
Films	8	1	4	2

LOW SATISFACTION GROUP

	Too Few Humanities/Non-Humanities				Sufficient Humanities/Non-Humanities			
Colloquiums/ Seminars	74%	(1)	65%	(1)	13%	(5)	23%	(5)
Lectures	55	4	45	3	30	2	39	3
Exhibits	64	(2)	52	(2)	24	(4)	35	(4)
Concerts/Recitals	60	3	35	5	28	3	51	1
Films	48	5	38	4	36	1	48	2

	Too Many Humanities/Non-Humanities			
Colloquiums/ Seminars	2%	3	1%	4
Lectures	4	(2)	5	(2)
Exhibits	1	5	---	---
Concerts/Recitals	2	4	2	3
Films	9	(1)	9	(1)

People falling at the medium satisfied level for both groups seem to be most similar. All satisfaction groups favor more colloquiums and seminars and, to a lesser degree, exhibits. Films are considered of

lesser importance to all.

Experience with the humanities does not generally distinguish among the groups, all respondents favoring visits to art museums, shows, exhibits, concerts, theatre and/or films, and reading. More low than high satisfied people select records, television, or radio and participation in theatre groups, fine arts, or opera. Similarly, their perceptions of changes that had taken place in humanities instruction at their colleges or changes they would like to see do not differentiate groups. In fact, except for added and improved humanities courses, the low levels of response suggest a lack of interest on the part of the respondents.

Relatedness

Trends in the cohesion scale indicated by the humanities group are reinforced by the non-humanities population to our questionnaire. Table 14 presents the responses of this group to the boxes.

TABLE 14

SATISFACTION AND GROUP COHESION (NON-HUMANITIES)*

	Other Instructors in my Field				Most Instructors at this School			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	83%	86%	84%	78%	78%	81%	80%	62%
Anti-cohesion	10	10	9	12	17	16	15	28

	My Family				My Group of Friends			
SATISFACTION:	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	77%	76%	78%	75%	88%	90%	87%	88%
Anti-cohesion	17	17	16	20	5	5	5	6

*Varying total percentages reflect no responses for different groups.

TABLE 14 (Cont.)

SATISFACTION	Teacher Organizations Total	High	Med.	Low	My Students Total	High	Med.	Low
Pro-cohesion	48%	56%	48%	39%	53%	62%	51%	52%
Anti-cohesion	44	39	44	49	42	33	44	40

SATISFACTION	College Administrators Total	High	Med.	Low
Pro-cohesion	61%	80%	61%	42%
Anti-cohesion	42	13	32	51

Comparing the two major groups (Tables 9 and 14), we find that the non-humanities group is generally more related than the others. When it comes to college administrators, however, the non-humanities people are decidedly less related. They are also less related in terms of teacher organizations.

Age, Size, and Type of School

Most non-humanities people in all three satisfaction groups favor the school developed prior to 1969. While both humanities and non-humanities stressed the schools established in 1959 or older, more people here also fell into the middle group--1960-1969. More also functioned in single campus institutions, with little difference seen among the high, medium, or low satisfaction groups.

Size of school seems to better distinguish among satisfaction groups. More high satisfied people function in schools of 5000-7499 or over 7500 students while the low satisfied people generally represented smaller

colleges. Faculty size relates to satisfaction groups in a similar way, as would be expected.

These, then are the ways in which selected variables relate to satisfaction. While a longitudinal study would be necessary to establish the validity of interpreting satisfaction as a personality characteristic, it does seem that this construct of satisfaction is a function of the person as much as or even perhaps to a greater degree than it is a reaction to the work place.

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